University of Victoria

Board and Board Committee Meetings
Monday March 27, 2023 and Tuesday March 28, 2023

Open Session
Tuesday March 28, 2023
11:00 a.m. – 12:00 p.m.
Senate and Board Chambers, Jamie Cassels Centre

DRAFT AGENDA

1. **Approval of Agenda**
   MOTION:
   THAT the agenda of the open session of the regular meeting of March 28, 2023 be approved.

2. **Approval of Summary Record of the Meeting held January 31, 2023** *(attached)*
   MOTION:
   THAT the summary record of the open session of the regular meeting held January 31, 2023 be approved.

3. **Business Arising from the Summary Record**

4. **Chair's Remarks**

5. **Correspondence**
   a. S. Stroud *(attached)*

6. **President's Report**

7. **External Relations Update** BOG-Mar28/23-23

CONSENT

8. **Operations and Facilities Committee (Shailoo Bedi)**

   a. New and Revised Awards BOG-Mar28/23-25
   MOTION:
   THAT the Board of Governors approve new and revised undergraduate and graduate awards set out in the attached documents and listed below:

   - A Campus Dental Centre Award (Revised)
   - Fred L. Martens Scholarship* (Revised)
   - Capstone Scholarship* (Revised)
   - Susan Hill and Susanne Diakiw Bursary in Earth and Ocean Sciences* (Revised)
   - W.A.C. Bennett Scholarship* (Revised)
   - Caroline Monahan Scholarship (New)
   - Del Meidinger Travel Scholarship (New)

- Satir-Banmen-Lum Counselling Psychology Scholarship (New)
- F. W. Benton Memorial Award* (Revised)
- Dr. Jack and Verna Miller Indigenous Athletics Award (New)
- Faculty of Fine Arts Indigenous Annual Student Award (Revised)
- Malcolm Fernandes Memorial Award (New)
- JFK Law LLP Indigenous Legal Orders Scholarship (Revised)
- Dr. Frank Parnell Memorial Award (New)
- Harry Schamhart Vikes Men's Hockey Award* (New)
- Faculty of Humanities Travel and Learning Scholarship (New)
- Florence Gertrude McConnell Award in Music* (Revised)
- Rosamund Dashwood Memorial Award in Dramatic Writing* (Revised)
- Katharine Church Zuill Award in Nursing* (Revised)
- Clearihue Bursary* (Revised)
- Laura Carberry Scholarship in Fine Arts* (New)
- Laura Carberry Scholarship in Business* (New)
- Hargrove Award for Science and Service (Revised)
- Hoelscher Family Award (New)
- Gregory and Victoria Spievak Graduate Scholarship* (Revised)
- RPIA ACE Finance Award for BIPOC Students (New)
- ÁTOL,ÁNW: A Season of Just and Fair Treatment Scholarship* (Revised)
- Marilynne Convey Scholarship* (New)
- Saanich Employees Benefit Association Award* (Revised)
- Undergraduate Award in Indigenous Language Revitalization (Revised)
- Kim and Welch Theatre Student Scholarship* (New)
- Béts'ahchu Undergraduate Award in Indigenous Language Revitalization (Revised)
- Skeena Award in Creative Writing (Revised)
- Sarah D. Bakony Memorial Scholarship (Revised)
- Dr. Leo Bakony Memorial Scholarship (Revised)
- Kathy Bakony Scholarship in Art History and Visual Studies (New)
- UVic International Women’s Achievement Scholarship (New)
- Cecilia Tatti Tutcho Graduate Scholarship in Indigenous Language Revitalization (Revised)
- Graduate Scholarship in Indigenous Language Revitalization (Revised)
- Dave Barrett Scholarship (New)
- L. E. Frances Druce Collaborative Piano Undergraduate Prize* (Revised)
- L. E. Frances Druce Collaborative Piano Graduate Prize* (Revised)

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b. Proposal to Establish a Certificate in Transformative Climate Action BOG-Mar28/23-14

MOTION:

THAT the Board of Governors approve the proposal to establish a certificate in Transformative Climate Action, as described in the document "Certificate in Transformative Climate Action" effective September 2023, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

c. Proposal to Establish an Option in Applied Mathematics to the Existing Major and Honours Programs in Mathematics BOG-Mar28/23-15

MOTION:

THAT the Board of Governors approve the proposal to establish an option in Applied Mathematics to the existing Major and Honours programs in Mathematics, as described in the document "Applied Mathematics Option" effective September 2023, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

d. Proposal to Establish a French Language Taught Cohort in the Existing Elementary Post-Degree Program Bachelor of Education Program BOG-Mar28/23-16

MOTION:

THAT the Board of Governors approve the proposal to establish a French language taught cohort in the existing Elementary Post-degree Program Bachelor of Education Program, as described in the document "Francophone and French Immersion Cohort Post Degree Program Elementary B.Ed." effective September 2023, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

e. Proposal to Establish a Bachelor of Arts in Indigenous Language Proficiency BOG-Mar28/23-17

MOTION:

THAT the Board of Governors approve the proposal to establish a Bachelor of Arts in Indigenous Language Proficiency, as described in the document "Bachelor of Arts in Indigenous Language Proficiency" effective September 2023, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

f. Proposal to Establish a Minor in Applications of Psychology and Leadership BOG-Mar28/23-18

MOTION:

THAT the Board of Governors approve the proposal to establish a Minor in Applications of Psychology and Leadership, as described in the document "Minor in Applications of Psychology and Leadership" effective September 2023, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

g. Proposal to Establish a Certificate in Nursing Education BOG-Mar28/23-19

MOTION:

THAT the Board of Governors approve the proposal to establish a Certificate in Nursing Education, as described in the document "Certificate in Nursing Education" effective September 2023, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

h. Proposal to Establish a Staged Voice Stream in the Existing Master of Music Performance Option BOG-Mar28/23-20

MOTION:

THAT the Board of Governors approve the proposal to establish a Staged Voice stream in the existing Master of Music Performance Option, as described in the document "Master's in Music Performance – Staged Voice" effective September 2023, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

i. Status Report on Capital Projects BOG-Mar28/23-10a

9. Finance Committee (Paul Ramsey)

a. Collection and Remission of Student Fees for the Graduate Students' Society (GSS) BOG-Mar28/23-06

MOTION:

THAT the Board of Governors collect and remit fees for the GSS in 2023/24 as outlined in the letter of March 07, 2023 from the Executive Director of the GSS to Kristi Simpson, Vice-President Finance and Operations, subject to confirmation of approval of the fees at the GSS Semi-Annual General Meeting on March 21st, 2023.

Pro Forma Motion:

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

REGULAR

10. Finance Committee (Paul Ramsey)

a. Planning and Budget Framework 2024-2026 BOG-Mar28/23-01

MOTION:

THAT the Board of Governors approve the Planning and Budget Framework 2024–2026, including the tuition and fee increases contained therein, and authorize the President to develop and implement the detailed operating budget for the 2023/24 fiscal year.

11. Operations and Facilities Committee (Shailoo Bedi)

a. Enrolment Projections for 2023/24 BOG-Mar28/23-24

MOTION:

THAT the Board of Governors approve a recommended enrolment level of 18,648 FTE for the 2023/24 academic year, subject to revisions in the event of new information regarding mandated growth, funding levels, application rates, and world events.

b. Climate and Sustainability Action Plan BOG-Mar28/23-12

12. Other Business

Adjournment

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

University of Victoria

Open Session
Tuesday January 31, 2023 11:30 a.m.
Senate and Board Chambers, Jamie Cassels Centre

DRAFT SUMMARY RECORD

Present: Merle Alexander (Chair), Chekwube Anyaegbunam, Shailoo Bedi, Josh Blair, Marion Buller, Brian Cant, Christina Clarke, Kevin Hall, Adam Monahan, Erinn Pinkerton, Monica Prendergast, Paul Ramsey, Jyoti Stephens, Carrie Andersen (Secretary)

By Invitation: Elizabeth Croft, Chris Horbachewski, Lisa Kalynchuk, Kimberley Kennard (Board Coordinator), Kristi Simpson

Regrets: Keith Barbon, Ree Emery

1. **Approval of Agenda**
MOTION: (A. Monahan/C. Clarke)
THAT the agenda of the open session of the regular meeting of January 31, 2023 be approved.

CARRIED

2. **Approval of Summary Record of the Meeting held November 29, 2023**
MOTION: (P. Ramsey/M. Buller)
THAT the summary record of the open session of the regular meeting held November 29, 2022 be approved.

CARRIED

3. **Business Arising from the Summary Record**
There was none.

4. **Chair's Remarks**
The Chair opened the meeting with a territorial acknowledgement.

5. **Correspondence**
There was none.

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 Julienne 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*

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: (J. Blair/M. Prendergast)
THAT the above items be approved by the Board of Governors by consent.

CARRIED

REGULAR

8. President's Report

Kevin Hall, President and Vice-Chancellor informed the Board that he was saddened to hear of the recent passing of TEMOSEN̲ŦET — Dr. Charles Elliott. He spoke of the artistic work of TEMOSEN̲ŦET housed in collections around the world and shared that an Honorary Doctorate of Fine Arts from UVic was awarded in 2022.

K. Hall noted the observance of Holocaust Remembrance Day on January 27, 2023.

K. Hall shared that the UVic draft strategic plan has been made public for review and comment. A survey that will collect a final round of feedback is available.

K. Hall extended his congratulations to the UVic Cheer Team who placed first in their division and won the Nations Cup at the ICU University World Championship.

K. Hall informed the Board that Premier David Eby and Members of the BC NDP Caucus recently visited campus to see the impact of their investments and partnerships with UVic including the new Student Housing & Dining building, the site of the new National Centre for Indigenous Laws and the UVic Child Care Complex.

K. Hall stated that UVic has been ranked one of Canada's top employers in 2023, placing 25th overall, according to Forbes magazine.

K. Hall extended congratulations to Budd Hall, Professor Emeritus Public Administration and co-holder of the UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education who has been named an Officer of the Order of Canada, Ian Manning, UVic professor and Canada 150 Research Chair who has won the E. W. R. Steacie Award and the Brad Buckham and his team for being awarded the TD 2023 Ready Challenge grant. K. Hall noted two appointments to the President's Chair. Dr. Pooja Parmer, Associate Professor in the Faculty of Law and Dr. Lisa Kahaleole Hall, Associate Professor and Director Indigenous Studies in the Faculty of Humanities.

There were no questions for K. Hall.

9. External Relations Update BOG-Jan31/23-14

Chris Horbachewski, Vice-President External Relations introduced his report and spoke of the visit to campus by government officials.

There were no questions for C. Horbachewski.

10. Other Business

There being no other business, the meeting adjourned at 11:52 a.m.

From: Susan Stroud
To: Kim Kennard - Board Coordinator and Executive Assistant
Subject: Abuse of Ukranian Student Society
Date: January 26, 2023 12:16:17 PM
Attachments: image.png
Importance: High

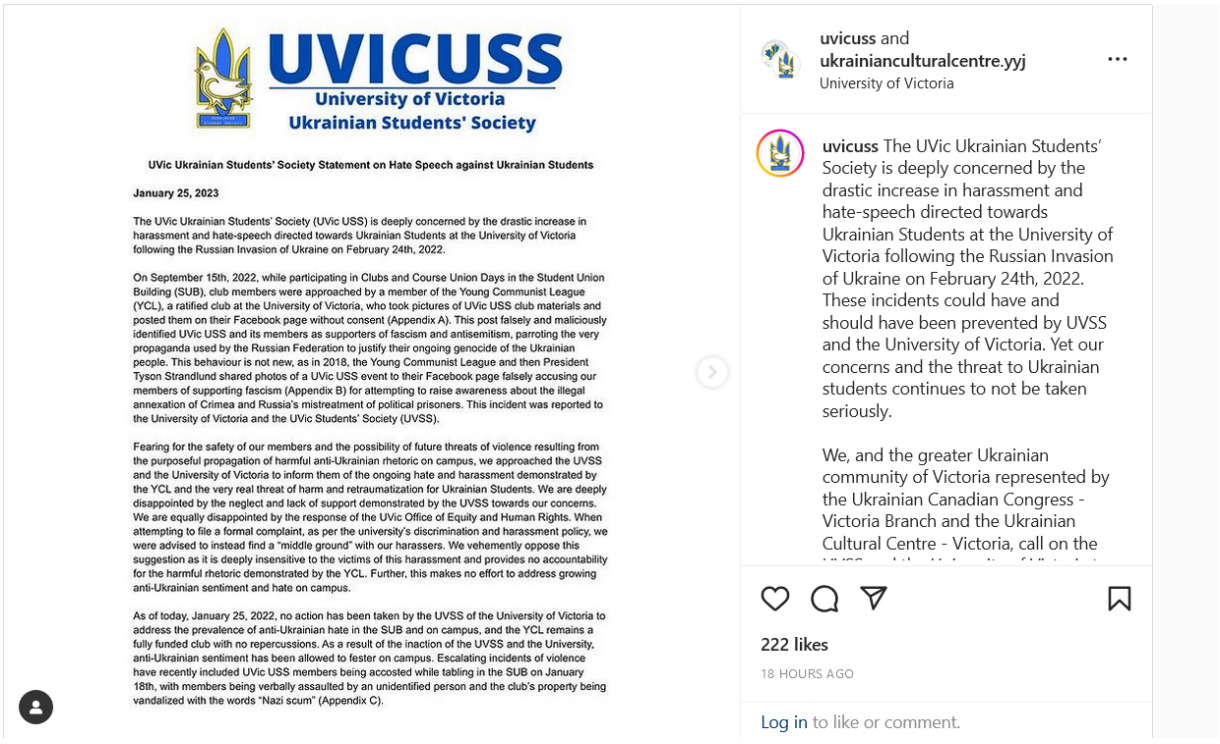
Notice: This message was sent from outside the University of Victoria email system. Please be cautious with links and sensitive information.

Dear Board of Governors,

I am an alumna who graduated in 1980.

I am writing to request an urgent action to end indefensible bullying by The Young Communist League on campus against the Ukrainian Student Society. I would suggest defunding by UVic and/or the student society and disbandment for one year as an appropriate action.

I ask that this be undertaken without any retribution towards anyone who alerted you or the media to this. We have to ensure that UVic is a safe space and those who abuse that must pay a price.



UVICUSS
University of Victoria
Ukrainian Students' Society

UVic Ukrainian Students' Society Statement on Hate Speech against Ukrainian Students

January 25, 2023

The UVic Ukrainian Students' Society (UVic USS) is deeply concerned by the drastic increase in harassment and hate-speech directed towards Ukrainian Students at the University of Victoria following the Russian Invasion of Ukraine on February 24th, 2022.

On September 15th, 2022, while participating in Clubs and Course Union Days in the Student Union Building (SUB), club members were approached by a member of the Young Communist League (YCL), a ratified club at the University of Victoria, who took pictures of UVic USS club materials and posted them on their Facebook page without consent (Appendix A). This post falsely and maliciously identified UVic USS and its members as supporters of fascism and antisemitism, parroting the very propaganda used by the Russian Federation to justify their ongoing genocide of the Ukrainian people. This behaviour is not new, as in 2018, the Young Communist League and then President Tyson Strandlund shared photos of a UVic USS event to their Facebook page falsely accusing our members of supporting fascism (Appendix B) for attempting to raise awareness about the illegal annexation of Crimea and Russia's mistreatment of political prisoners. This incident was reported to the University of Victoria and the UVic Students' Society (UVSS).

Fearing for the safety of our members and the possibility of future threats of violence resulting from the purposeful propagation of harmful anti-Ukrainian rhetoric on campus, we approached the UVSS and the University of Victoria to inform them of the ongoing hate and harassment demonstrated by the YCL and the very real threat of harm and retraumatization for Ukrainian Students. We are deeply disappointed by the neglect and lack of support demonstrated by the UVSS towards our concerns. We are equally disappointed by the response of the UVic Office of Equity and Human Rights. When attempting to file a formal complaint, as per the university's discrimination and harassment policy, we were advised to instead find a "middle ground" with our harassers. We vehemently oppose this suggestion as it is deeply insensitive to the victims of this harassment and provides no accountability for the harmful rhetoric demonstrated by the YCL. Further, this makes no effort to address growing anti-Ukrainian sentiment and hate on campus.

As of today, January 25, 2022, no action has been taken by the UVSS of the University of Victoria to address the prevalence of anti-Ukrainian hate in the SUB and on campus, and the YCL remains a fully funded club with no repercussions. As a result of the inaction of the UVSS and the University, anti-Ukrainian sentiment has been allowed to fester on campus. Escalating incidents of violence have recently included UVic USS members being accosted while tabling in the SUB on January 18th, with members being verbally assaulted by an unidentified person and the club's property being vandalized with the words "Nazi scum" (Appendix C).

uvicuss and **ukrainianculturalcentre.yyj**
University of Victoria

uvicuss The UVic Ukrainian Students' Society is deeply concerned by the drastic increase in harassment and hate-speech directed towards Ukrainian Students at the University of Victoria following the Russian Invasion of Ukraine on February 24th, 2022. These incidents could have and should have been prevented by UVSS and the University of Victoria. Yet our concerns and the threat to Ukrainian students continues to not be taken seriously.

We, and the greater Ukrainian community of Victoria represented by the Ukrainian Canadian Congress - Victoria Branch and the Ukrainian Cultural Centre - Victoria, call on the

222 likes
18 HOURS AGO

Log in to like or comment.

Sincerely,

Sue Stroud

Document #BOG-Mar28/23-23

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

March 13, 2023

To: Board of Governors

From: Chris Horbachewski, Vice-President External Relations

cc: President and Vice-Chancellor

Meeting Date: March 28, 2023

Subject: External Relations Update – MARCH OPEN

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

Media Highlights

Media Presence: The below summary represents highly visible UVic stories from January and February 2023.

Indigenous Studies:

- *Edmonton Journal* featured a group of Indigenous women gathered to remember Cindy Gladue and to relaunch the reflection of Indigenous perspectives in the justice system. Val Napoleon, Indigenous Law, commented on how Cindy's memory should be a source of strength to the community. This article also appeared in the print editions of the *Edmonton Journal*, *Edmonton Sun* and *Calgary Herald*. (Jan. 9)
- Writing instructor and PhD candidate Troy Sebastian of the Ktunaxa Nation spoke with CBC Radio's "On The Island" about the late Vancouver Canucks player Gino Odjick, who was from the Kitigan Zibi Anishinabeg First Nation. Sebastian talks about how Odjick inspired Indigenous youth both during and after his hockey career. (Jan. 16)
- CBC News feature: the BC government and four Indigenous communities in the province's Treaty 8 region have agreed on a revenue-sharing model aimed at protecting the area's wildlife and land resources from the impacts of industrial development. Chris Tollefson, Law, says that these agreements demonstrate the government's ongoing commitment to reconciliation. (Jan. 20)
- Devi Mucina & Kl. Peruzzo de Andrade, Human & Social Development, joined CBC Radio's "All Points West" and discussed Gule Wamkulu: Dancing Indigenous Governance, a new exhibition at UVic's Legacy Downtown. It is a powerful exploration of Mucina's roots as an Indigenous Chewa man and an honouring of African ancestors and culture. Mucina is guest curator, along with UVic Social Dimensions of Health alumnus and artist Kl. Peruzzo de Andrade, who filmed and photographed their 2018 journey to southern Africa. Devi also sat down with CBC Vancouver to discuss. (Jan. 26; Feb. 12)
- *Times Colonist* shared an article detailing the months' worth of planning and steps made to officially remove the Nuxalk pole and return it to Nuxalk'mc. Ry Moran, UVic Libraries emphasized the significance of the event in correcting past wrongdoings and how it helps in building a healthier society. Ry Moran was also featured on Capital Daily. (Feb. 13-15)
- Calvin Sandborn, Environmental Law Centre, has co-authored an explainer in The *Globe and Mail* discussing how British Columbia can implement Indigenous fire management practices to proactively manage fire risks. He is joined by three co-authors: Joe Gilchrist, a traditional firekeeper with the Interior Salish Firekeepers; a certified wildland fire ecologist; and a law student. They say part of the solution is to recognize ancient wisdom, and to "fight fire with fire," but a large-scale preventative burning program cannot proceed without two key law reforms. (Feb. 22)

Climate & Sustainability:

- Ekaterina Rhodes & Meghan Corbett, Public Administration, co-authored an explainer for The Conversation Canada about how targeted policies can encourage the use of low-carbon technology in homes, which can help reduce emissions across sectors. (Jan. 24)

- Kate Moran, ONC, was named a fellow of the American Association for the Advancement of Science for her contributions to ocean science research. Moran's official statement about receiving this honour is cited. The article appeared in *Saanich News* and all Black Press publications in the GVRD. (Feb. 4)
- The *Globe and Mail* published the story about the federal government investing more than $46 million in deep-sea research over the next five years. Kate Moran, ONC, stated that funds will strengthen national priorities and strengthen the connection between ocean science and communities. This Canadian Press story was also carried in CBC News, The *National Observer*, CHEK News, CFAX Radio, and other outlets. (Feb.6-7)
- The *Times Colonist* published an article about the Data collected by researchers from UVic, including Ocean Networks Canada, and Memorial University outline how the movement of pink urchins may be an indicator of climate change including the "Blob," a marine heatwave that persisted in the Pacific Ocean off North America between 2013 to 2016. It was also featured on The *Globe and Mail*, CBC Radio, CFAX Radio, and CBC News. (Feb. 6-7)
- Eco-Business published a story about the El Niño climatic pattern predicted to start later this year. Julia Baum, Biology, gave insight into the effects El Niño will likely have on marine ecosystems. (Feb. 8)
- *The Tyee* published an explainer on Katya Rhodes' (Public Administration) recent paper outlining how lower-profile policies have been more effective at reducing greenhouse gas emissions than BC's implemented carbon tax. Rhodes shares more details on the study, as well as the advantages of BC's carbon tax efforts. Katya also appeared on CKNW Radio. (Feb. 14-15)
- *Business Examiner* published a story about Rishi Gupta, Civil Engineering, and his colleagues at UVic's Facility for Innovative Materials and Infrastructure Monitoring (FIMIM) are pushing the limits of what is possible with concrete by substituting cement with other sustainable binding materials. Gupta gave more insight into how geopolymer concrete and ash at the bottom of coal-burning thermal power plants can be a better alternative to reduce global greenhouse gas emissions. (Feb. 14)

Humanities:

- Jason Colby, History, joined CFAX Radio to talk about Kevin McCarthy becoming the new Speaker of the United States House of Representatives. Colby explained how McCarthy's speakership could affect American politics and the global economy. (Jan. 6)

Social Sciences:

- Anelyse Weiler, Sociology, co-authored an explainer for *The Tyee* detailing how farm workers have been continuously denied the minimum wage in BC. (Jan. 26)
- Jillian Roberts Educational Psychology & Leadership Studies, joined CKNW Radio's "The Jas Johal Show" to discuss the recent data released by the UC Centers for Disease Control and Prevention which outline the mental health crisis among girls, including how one in three high schoolers said they have considered suicide. (Feb. 20)

Human and Social Development:

- Jaime Arrendondo, Public Health & Social Policy, joined CBC Vancouver's "The Early Edition" to give insights into the surge in drug-related deaths in the US fuelled by fentanyl and how the recent cartel- related incidents in Mexico relate to BC's drug supply. (Jan. 10)
- Jillian Roberts, Educational Psychology & Leadership Studies, joined CBC Radio's "On The

Coast" to talk about breaking up with a friend. Roberts outlines the importance of conflict resolution. (Jan. 23)

- CTV Vancouver featured the recent research by UVic and UBC outlined that exposure to traffic pollution directly impacts how the brain works. Jodie Gawryluk, Psychology, explained how they were able to analyze effects on the brain by using fMRI machines. Gawryluk also commented that more studies are needed to identify the long-term effects of repeated exposure. Jodie Gawryluk was also featured on Global News, *Saanich News*, CityNews, *The Toronto Star*, and CBC Radio's "Radio West." (Jan.24)
- David Castle, Public Administration, co-authored a piece in The *Globe and Mail* outlining the importance of effectively measuring and reporting health outcomes to properly address issues in the healthcare system. (Feb. 10)

Writing:

- Sean Holman, Writing, sat down with CBC Radio's "All Points West" to talk about *Capital Daily's* decision to lay off half of its team of local journalists and his opinions on the future of local journalism. (Jan. 30)
- *The Tyee* discussed David Beers' 2023 Southam Lecture hosted by UVic's Department of Writing, "The War on Journalists: Who's waging it and why. And what's at stake if they win." Beers outlined the crisis facing modern journalism. (Jan. 31)

Fine Arts:

- Steven Capaldo, Music, joined CBC Radio's "North by Northwest" to talk about the concert "Here and Now" presented by the UVic Wind Symphony and the Naden Band of the Royal Canadian Navy, and how the idea of the collaboration emerged. (Feb. 5)
- The *Vancouver Sun* featured Gregory Scofield, Writing, and how he took it upon himself to bring Métis art home, sharing that these art pieces were displayed in places around the world where there was no Indigenous community presence. Scofield also provides insight into the significance of the pieces and the women who created them. This article also appeared in *The Province* and *Prince George Post.* (Feb. 18)

Business:

- CTV News wrote an article about the mandate requiring federal government employees to return to the office is garnering mixed reactions from community members in Greater Victoria. Mark Colgate, Gustavson School of Business, commented on the reasoning behind this hybrid work model. (Jan 6)
- Pascal Courty, Economics, sat down with CBC Radio's "BC Today" to join the discussion about the sudden increase in concert ticket prices and the problems with ticket reselling. (Jan. 24)

Law and Political Science:

- The *Globe and Mail* published an explainer outlining how and why multinational companies such as Microsoft Canada establish subsidiaries in Ireland. Geoffrey Loomer, Law, commented that the reason why the structure was set up was to avoid Canada's high corporate tax rates. This article appeared in the Report on Business section of today's newspaper on B1. (Jan. 22)
- Amy Verdun, Political Science, joined CTV's "Your Morning" and discussed the nationwide protests against French President Emmanuel Macron's plans to reform the country's pension system. This clip also aired in Vancouver, Ottawa, Toronto, and Montreal. (Jan. 20)

- The *Globe and Mail* published an article about Law experts from across Canada react to a rule by the Law Society of Alberta requiring lawyers in the province to take a course in Indigenous cultural competency. Jeremy Webber, Law, explained the reasoning behind the updated requirement and comments on the pushback it has received from some members of the law society. This Canadian Press article also appeared in *The Toronto Star*, Yahoo! News Canada and more than 80 other media outlets. (Feb. 5)

Canadian Institute for Substance Use Research:

- Following the release of new alcohol-consumption guidelines by the Canadian Centre on Substance Use and Addiction, Tim Naimi joined Ben O'Hara-Byrne to discuss the new healthy alcohol guidelines, which suggests more than two alcoholic drinks a week may introduce more health risks. The interview aired across the Global Radio network including in Vancouver, Calgary and Toronto. Naimi, Adam Sherk and Tim Stockwell also explained the science behind the changes and how they differ from the previous guidelines to national and provincial broadcast news outlets including in Ottawa, Toronto, Vancouver and Victoria. It was featured on these news outlets and articles CTV Vancouver, CTV News, CBC Radio (BC Today, Here and Now, All in a Day, All Points West, Shift , The Early Edition, The World this Hour, The Afternoon Edition, Maritime Noon, and On the Coast) , Global Radio, CFAX Radio, CityNews, CTV's Morning Live Winnipeg CBC News, CBC News Podcast, CBC News Vancouver, TVO, 105.9 The Region, *The Toronto Star*, *The Globe and Mail* and *The Guardian*. (Jan. 17, 18, 27, Feb. 11)
- Tim Naimi, Public Health & Social Policy / CISUR, joined PBS NewsHour to discuss alcohol's impact on people and the changes in health guidelines advising Canadians to limit their alcohol consumption. (Jan.26)
- Bruce Wallace, CISUR/Social Work, joined CBC Radio's "All Points West" to give insights into BC's drug decriminalization project, which makes the possession of small amounts of hard drugs legal for the next three years. (Feb. 8)
- Bernie Pauly, CISUR/Nursing, sat down with CTV-VI to give more insight into BC's decision to decriminalize possession of small amounts of hard drugs for the next three years. (Feb. 8)
- CTV News discussed Toronto's request for drug decriminalization in the region is still being reviewed by Health Canada. Gillian Kolla, CISUR, stated that putting people in jail for possession of small doses of drugs for personal use has been a "very costly failure to society."
- Tim Naimi, Public Health & Social Policy / CISUR, joined VOX's "Today, Explained" and discussed alcohol usage and how even moderate consumption can increase the chances of serious health risks. (Feb. 1)
- The *Los Angeles Times* examined the increasing prevalence of fentanyl in Mexico's illicit drug market. Jaime Arredondo, Public Health & Social Policy / CISUR, commented on how the historical and continuing reluctance of doctors to prescribe pain medications has resulted in people turning to the underground drug market. This article appeared in Yahoo! News US, Yahoo! News Canada and 14 other media outlets. (Feb. 3)
- An opinion piece in the *National Post* about CCSA's new alcohol recommendations notes Tim Naimi's research-based critique of the International Scientific Forum on Alcohol Research's opposition to the new drinking guidance, citing what he calls an outdated scientific

worldview. This article also appeared in MSN Canada, *Montreal Gazette, The Province* and more than 60 other outlets. (Feb. 27)

Farquhar Auditorium:

- CTV News aired the announcement of funding to UVic's Farquhar Auditorium for infrastructure upgrades and cultural programming, including the "Voices in Circle: Amplifying Indigenous Cultural Voices" presentation series. Ian Case, director of Farquhar, and VP External Relations Chris Horbachewski commented. The Parliamentary Secretary for Heritage Canada was on campus on the ceremony. This was also featured in *Times Colonist*. (Jan. 16)

Holocaust Memorialization:

- The Canadian Jewish News featured *But I Live: Three Stories of Child Survivors of the Holocaust,* edited by Charlotte Schallie, Germanic & Slavic Studies. She is project lead of the UVic-based Narrative Art and Visual Storytelling in Holocaust and Human Rights Education, a multi-year global effort which culminated in this one-of-a-kind book framing the enduring lessons of the Holocaust. (Jan. 26)

Science & Technology:

- Marianne Black, Mechanical Engineering, joined CBC Radio's "On The Island" to talk about UVic's project that aims to develop technology that can help aid those with musculoskeletal diseases to manage pain. (Jan. 3)
- Tim Stockwell, Canadian Institute for Substance Use Research, has talked to CBC Radio's "Up To Speed" to express how a "Dry-ish January" model is also beneficial when starting the conversation of decreasing alcohol intake. He was also featured on several article such as *La Presse* and *Capital Daily* related to the impact of alcohol consumption (Jan. 4)
- CTV-VI picked up more news on the successful launch of UVic's first satellite into space with its deployment Dec. 29 from the International Space Station. Levente Buzas, Engineering, ORCASat program manager who was at Kennedy Space Center just before the satellite blasted into space, gives more detail about the project. Stewart Lusk, ORCASat outreach lead, was also interviewed for last night's news cast. (Jan. 10)
- *Times Colonist* featured a story about the green-tailed comet will be close enough to see with the naked eye on Feb.1. Karun Thanjavur, Physics & Astronomy, commented on this will be a once-in-a- lifetime opportunity for everyone. This article appeared in the front page of the *Times Colonist's* print edition on page A1. (Jan. 27).
- CTV-VI spotlights the work of the Victoria Hand Project. Led by alumnus Michael Peirone and launched as a research project by Nikolai Dechev, the project works with partners in multiple countries. Dechev, Peirone and Kelly Knights (also an alum) shared insights about the project, including the extension of its humanitarian efforts to individuals injured in the war in Ukraine. Nick Dechev was also aired and featured on 2 Global News stories. (Jan. 13, Feb. 26)

Equity & Human Rights:

- CHEK News discussed the authorities' revelations about new details re: last year's bank shooting in Saanich, BC. Edwin Hodge, Centre for Global Studies / Sociology, provided insights into the rise of radicalized violence in Canada. It was also featured on additional article on CHEK News and aired on CFAX Radio. (Jan. 20)
- PhD candidate Leo Rutherford, Public Health & Social Policy, co-authored an analysis piece for Conversation Canada outlining how healthcare budgetary cuts will negatively impact access to life- saving healthcare for trans and non-binary people. (Feb. 2)
- CBC News posted BC's commemoration of the 16th anniversary of Pink Shirt Day. Bonnie Leadbeater, Psychology, shared the importance of reflecting on the effects of bullying and the systemic social issues that underlie it. Leadbeater also provided insight into the Walk away, Ignore, Talk about it, Seek help (WITS) program, which supports children who are teased or bullied. Leadbeater also joined CBC Radio to discuss. (Feb. 22)

BUILDING MEANINGFUL PARTNERSHIPS

University District

On January 24th, the university announced plans to pursue a mixed-use university district at the site of the current Ian Stewart Complex. CGR worked in collaboration with Campus Planning & Sustainability, Vikes Athletics & Recreation and UC+M to ensure we informed the community around the planned closure of the Ian Stewart Complex ice rink and are developing a community engagement strategy around future development of the site.

United Way

The United Way Campaign, led by co-chairs, Trevor Sanderson and Mauricio Garcia-Barrera, continues until the end of March. The plasma car race was brought back after a few years' hiatus due to the pandemic – and it was a big success with 15 teams and over $2,600 raised for United Way. The campaign not only raises money but also engages faculty, staff and students and increases awareness about the alignment between the United Way's themes and UVic's priorities.

Provincial Government:

- On January 26th, Premier David Eby, Attorney General Niki Sharma, Ministers Jennifer Whiteside, Rob Fleming, Bowinn Ma, Parliamentary Secretary Fin Donnelly and MLA Rick Glumac came to UVic to tour the SHD, Childcare Complex, and met with representatives from the Faculty of Law, UVic Executive and staff.
- On February 7th, the Provincial Government unveiled its Speech from the Throne, which highlighted its priorities for the upcoming year. Of note, the Speech from the Throne indicated that a refreshed Housing Strategy and legislation is coming in the fall, and the Future Ready Skill Plan will be released this Spring.
- On February 28th, the BC Government released Budget 2023, which focuses on improving health care, building more homes, helping with rising costs, and making our communities safer: Key investments in post-secondary include:
    - $575 million over three years to create thousands more student housing spaces;
    - $480 million over three years to support the forthcoming Future Ready Skills Plan;

- Funding through the *Health Workforce Strategy* to support new seats, bursaries and training grants at post-secondary institutions; and
- Increased financial aid, which will double student loan maximums, and align the Repayment Assistance Program threshold with the federal government, meaning students will not have pay until their income is over $40,000.

- On March 9th, Vice-President Academic and Provost hosted the Honourable Selina Robinson, Minister of Post-Secondary Education and Future Skills and Josh Paterson, Executive Director, Law Foundation of British Columbia to announce the beginning of construction of the National Centre for Indigenous Laws.

Federal Government

- On January 17th, Vice-President External Relations Chris Horbachewski hosted Chris Bittle, Parliamentary Secretary to the Minister of Canadian Heritage to announce funding to support the Farquhar Auditorium.
- On January 24th, Vice-President Research and Innovation Lisa Kalynchuk hosted Christian Hansen, Regional Director Pacific from Innovation Science and Economic Development Canada to discuss UVic's research agenda.
- On February 6th, Kate Moran joined the Honourable Joyce Murray, Minister of Fisheries, Oceans and the Canadian Coast Guard at IMPAC5 to announce $46.5 million over five years through Canada's renewed Oceans Protection Plan to support ONC's ongoing work.
- On March 9th, Vice-President Research and Innovation Lisa Kalynchuk hosted Dylan Jones, President of Pacific Economic Development Canada (PacifiCan) to discuss collaborations with UVic/PacifiCan.

FOSTERING A CULTURE OF PHILANTHROPY

- We are delighted to share that we have exceed our primary fundraising and alumni engagement goals for fiscal 2022/23.

- Since December, we have engaged with **more than 550 alumni** through a range of alumni programming, including Winterfest 2023 (February 11-17).

- Faculty fundraising efforts continue to result in several new significant gifts in support of priority initiatives, including the creation of the Jim Ounsworth Graduate Scholarship for Indigenous Students, Undergraduate Scholarship for Indigenous Students and Undergraduate Award for Part-time Indigenous Students with a gift of $400,000 from Mr. James Ounsworth. The donor undertook to make the gift as "an act of reconciliation" with the intention of lessening the financial burden of Indigenous students. In January, an anonymous donor contributed $100,000 to establish the Lynne (Buzz) Beecroft Women's Field Hockey Endowed Award.

- On February 1, Vikes Athletics and Annual Giving joined forces to launch the first ever Vikes Giving Day at UVic. Following on the heels of the scholarship-focused Vikes Championship Breakfast in October, Vikes Giving Day was designed to provide a platform for varsity teams to fundraise for team specific expenses such as travel, uniforms, and equipment to take their performance to the next level. Modelled off Giving Tuesday, Vikes Giving Day provided coaches and their teams with fundraising education and centralized support, which culminated in the Vikes Varsity community raising over $160,000 in just 24 hours. With over 580 donations, including 297 first-time donors, all those involved are thrilled at the results and would like to thank all those who took part,

especially the student athletes, who volunteered their time on the day to give out hot chocolate in the Quad.

- Impact Week takes place **March 13-17**. During Impact Week, we celebrate the acts of kindness, generosity, and engagement that make UVic more accessible and enriching. Highlighting different elements of philanthropy and encouraging the campus community to learn about, reflect on, and thank those who make a difference at UVic and beyond. The UVic community had the chance to share their gratitude on the virtual gratitude board, learn about the impact of giving on campus during TAG day and thank donors at our Thank-a-Thon. Impact Week website: uvic.ca/impactweek
- TD Bank Group announced (Feb 28, 2023) that UVic's Pacific Regional Institute for Marine Energy Discovery (PRIMED) is one of 10 recipients across North America to receive $1M through the 2022 TD Ready Challenge. TD's gift will support PRIMED's work with the Mowachaht-Muchalaht First Nation on developing integrated marine renewable energy solutions in their re-occupation of Yuqout. PRIMED is a marine renewable energy research team hosted by the Institute for Integrated Energy Systems of Victoria (**IESVic**) in the Faculty of Engineering & Computer Science. PRIMED is focused on client-driven research that helps communities prepare for, adapt to, and mitigate the potential impacts of climate change – while contributing to the transition to a low-carbon economy and reconciliation with Indigenous Peoples.
- The student engagement portion of UVic's Giving Tuesday campaign, UVic Students Play it Forward, was selected as the most outstanding entry in the 2022 Best of CASE VIII Awards competition, which honors the past year's best work in advancement services, alumni relations, annual giving, marketing and communications, and philanthropy across the district, and was recognized on Feb 8, 2023 with the CASE District VIII's Virginia Carter Smith Grand Crystal Award. UVic's campaign tapped social media and interactive on-campus games to engage and educate students about the impact of philanthropy in their lives and the collective impact they could make as students.

ENHANCING COMMUNITY THROUGH CULTURAL AND OTHER ACTIVITIES

Farquhar Auditorium

- March 11 marked the final performance on the inaugural season of Voices in Circle with the presentation of Sebastian Gaskin, an award winning Rhythm and Blues artists. Gaskin also did an engagement with School of Music students at the Create Lab on March 10.

Ceremonies & Events

- The Spring Convocation schedule has been posted https://www.uvic.ca/ceremonies/convocation/home/schedule/index.php. Spring Convocation will take place June 12-16. Honorary Degree Recipients to be honoured are still being confirmed.

UVic Legacy Art Galleries

Exhibition:
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

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.

Upcoming events:
Mapping Black Creativity in the Arts, Sciences, Technology, and Business Saturday, March 11 | 5 - 7 PM
An evening with Black scholars working at the crossroad of the arts, sciences, technology, and business. Panelists include Distinguished Professor and choreographer Dr. Henry Daniel with international guest researchers Adjua Akinwumi, Edward Sembatya, and Shauna-Kaye Brown. Devi Mucina, curator of *Gule Wamkulu: Dancing Indigenous Governance* will lead the panel in a discussion of the journey that led each of them to their current area of research and how approaching research through the lens of Blackness generates new knowledge and futurities.

Ongoing class visits to Guele Wamkulu include Camosun College Early Childhood Education, Indigenous Governance, Child and Youth Care

April Closing event, date/time TBA, Welcoming Black families to the community, by invitation

Exhibitions:
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 (lək̓ʷəŋən 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.

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.

Upcoming exhibition:
Walking Thru My Fires, April 19-Sept 9, 2023 Legacy Downtown
Walking Thru My Fires showcases the work of one of the most prolific living Indigenous artists on the West Coast. This deeply personal exhibition explores Indian Residential School legacies, urban Indigeneity, reconciliation, and the healing power of art through Francis Dick's prints, paintings, carvings, and music. It is an autobiography written in art.

Events:
Opening event Sat April 22

Bentwood box making cohosted by Alumni Services, date TBA
Spirits of the Forest dance performance at Wawaditla, Mungo Martin House, June, TBA
Tour program offered for high school and university classes May-June

Activating the Collection with loaned artwork to other institutions
Art Gallery of Greater Victoria

- 116 artworks for *Symbiosis* April 1 to Oct 20, 2023
- 3 artworks, *Heart of the House: Art and the Westcoast Modern Home*

Community Arts Council, Victoria

- 6 artworks for Avis Rasmussen retrospective, May to June 2023

Document #BOG-Mar28/23-25

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

March 13, 2023

To: Operations and Facilities Committee

From: Elizabeth Croft, Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: March 28, 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 February 3 and March 3, 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:

- A Campus Dental Centre Award (Revised)
- Fred L. Martens Scholarship* (Revised)
- Capstone Scholarship* (Revised)
- Susan Hill and Susanne Diakiw Bursary in Earth and Ocean Sciences* (Revised)
- W.A.C. Bennett Scholarship* (Revised)
- Caroline Monahan Scholarship (New)
- Del Meidinger Travel Scholarship (New)
- Satir-Banmen-Lum Counselling Psychology Scholarship (New)
- F. W. Benton Memorial Award* (Revised)
- Dr. Jack and Verna Miller Indigenous Athletics Award (New)
- Faculty of Fine Arts Indigenous Annual Student Award (Revised)
- Malcolm Fernandes Memorial Award (New)
- JFK Law LLP Indigenous Legal Orders Scholarship (Revised)
- Dr. Frank Parnell Memorial Award (New)
- Harry Schamhart Vikes Men's Hockey Award* (New)
- Faculty of Humanities Travel and Learning Scholarship (New)
- Florence Gertrude McConnell Award in Music* (Revised)
- Rosamund Dashwood Memorial Award in Dramatic Writing* (Revised)
- Katharine Church Zuill Award in Nursing* (Revised)
- Clearihue Bursary* (Revised)
- Laura Carberry Scholarship in Fine Arts* (New)
- Laura Carberry Scholarship in Business* (New)
- Hargrove Award for Science and Service (Revised)
- Hoelscher Family Award (New)
- Gregory and Victoria Spievak Graduate Scholarship* (Revised)
- RPIA ACE Finance Award for BIPOC Students (New)
- ÁTOL,ÁNW: A Season of Just and Fair Treatment Scholarship* (Revised)
- Marilynne Convey Scholarship* (New)
- Saanich Employees Benefit Association Award* (Revised)
- Undergraduate Award in Indigenous Language Revitalization (Revised)
- Kim and Welch Theatre Student Scholarship* (New)
- Béts'ahchu Undergraduate Award in Indigenous Language Revitalization (Revised)
- Skeena Award in Creative Writing (Revised)
- Sarah D. Bakony Memorial Scholarship (Revised)
- Dr. Leo Bakony Memorial Scholarship (Revised)
- Kathy Bakony Scholarship in Art History and Visual Studies (New)
- UVic International Women’s Achievement Scholarship (New)

- Cecilia Tatti Tutcho Graduate Scholarship in Indigenous Language Revitalization (Revised)
- Graduate Scholarship in Indigenous Language Revitalization (Revised)
- Dave Barrett Scholarship (New)
- L. E. Frances Druce Collaborative Piano Undergraduate Prize* (Revised)
- L. E. Frances Druce Collaborative Piano Graduate Prize* (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

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.

Terms for New and Revised Awards

Additions are underlined
Deletions are ~~struck through~~

Campus Dental Centre ~~Bursary~~ Award (Revised)
One or more awards ~~bursaries~~ are given ~~awarded~~ to single parent undergraduate students in the Faculty of Social Sciences with demonstrated financial need. Preference will be given to ~~, with preference for~~ students who intend to pursue a career in health care.

Fred L. Martens Scholarship* (Revised)
A scholarship is awarded to an academically outstanding undergraduate student in the BA Physical Health Education program, ~~the~~ School of Exercise Science, Physical and Health Education, ~~student~~ with the highest grade point average ~~entering year 5 of the B.Ed. degree program~~.

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

Capstone Scholarship ~~Award~~* (Revised)
One or more scholarships ~~awards~~ of at least $2,000 each are awarded ~~given~~ to academically outstanding undergraduate students in the Department of Mathematics and Statistics who have fourth-year standing and are working on a research project in discrete mathematics or mathematics education. ~~in either the Major: Combined Computer Science and Mathematics or the Honours: Combined Computer Science and Mathematics program, and who are registered in Math 498 Individual Project and Seminar (or the equivalent mathematics course should this course be superseded with another).~~

~~As per the requirements for Math 498, the student must have an agreement from a faculty member from the Department of Mathematics and Statistics that they will work with the student on a research project during the upcoming Winter Session.~~

A student who currently holds another research award is not eligible for this scholarship ~~award~~. This scholarship ~~Capstone Award~~ will not be given to the same individual more than once. ~~If multiple students qualify for this award, overall grades will determine the recipients.~~

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

Susan Hill and Susanne Diakiw Bursary in Earth and Ocean Sciences* (Revised)
One or more bursaries are ~~A bursary is~~ awarded to ~~a~~ women ~~woman~~ undergraduate students in the School of Earth and Ocean Sciences.

W.A.C. Bennett Scholarship* (Revised)
One or more scholarships are ~~may be~~ awarded to academically outstanding graduate students entering second year in the Master of Public Administration program ~~completing the first year of the program~~.

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

Caroline Monahan Scholarship (New)
One scholarship is awarded to an academically outstanding undergraduate student majoring in Hispanic Studies in the Department of Hispanic and Italian Studies.

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

Del Meidinger Travel Scholarship (New)
One scholarship of $1,500 is awarded annually to an academically outstanding undergraduate student in an Honours or Major program in the Department of Biology, to assist with travel costs associated with undertaking a co-op work term anywhere outside of their home community. The work term must focus on either sustainable forest management or forest ecology.

Applications must be submitted to the Co-operative Education Office (coopawards@uvic.ca) by:

- October 15 for a co-op placement that takes place September to December,
- February 15 for a co-op placement that takes place January to April or
- June 15 for a co-op placement that takes place May to August.

Students may receive this award more than once.

Approval of the recipient is made by the Senate Committee on Awards upon the recommendation of the Department of Biology.

Satir-Banmen-Lum Counselling Psychology Scholarship (New)
A scholarship of $1,000 is awarded to an academically outstanding graduate student in the Counselling Psychology program in the Faculty of Education who is a member of a group(s) with historical and/or current barriers to equity, 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.

Preference will be given to students with demonstrated financial need.

Approval of the recipient is made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Education.

F. W. Benton Memorial ~~Bursary~~ Award* (Revised)
One or more ~~An~~ awards are given ~~will be made~~ to undergraduate ~~a 4th year or graduate~~ students in the Faculty of Science who have a special interest in salmonids or marine environmental studies. This award is to assist with the cost of attending the Bamfield Marine Sciences Centre for the purpose of research or course work.

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

~~biological sciences with a special interest in salmonids or marine environmental studies and who is studying or doing research at the Bamfield Marine Station. This bursary is given to assist in the continuance of F.W. Benton's work in wilderness preservation.~~

Dr. Jack and Verna Miller Indigenous Athletics Award (New)
One award of $1,200 is given to a Canadian-born Indigenous undergraduate or graduate student who competes on any Vikes Varsity team at the University of Victoria. Eligible students must meet all U SPORTS eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria by the Senior Director of Athletics and Recreation and the Director of Varsity Performance Sport.

Faculty of Fine Arts Indigenous Annual Student Award (Revised)
One or more awards, of at least $1,000 each, are given to entering~~,~~ ~~or~~ transferring or continuing Canadian-born Indigenous undergraduate students in the Faculty of Fine Arts with demonstrated financial need. In-course students with a GPA of 6.0 or higher in the previous year of study are eligible for this award. Entrance students must meet the minimum GPA requirement for an entrance scholarship. Part-time students (registered in a minimum of 6.0 units for credit in two terms) and graduating students are eligible.

Malcolm Fernandes Memorial Award (New)
One or more awards are given to undergraduate or graduate women students in the Faculty of Science who compete on the Vikes Women's Varsity Field Hockey team. Eligible students must meet all U SPORTS eligibility requirements. Preference will be given to students whose area of interest is related to health sciences. Award recipients will be selected by the Senior Director of Athletics and Recreation and the Director of Varsity Performance Sport in consultation with the Head Coach.

JFK Law LLP Indigenous Legal Orders Scholarship (Revised)
A scholarship of at least $5,000 ~~$2,000~~ is awarded to an academically outstanding Canadian-born Indigenous undergraduate student entering the Faculty of Law joint JD/JID degree program.

Approval ~~Selection~~ of the ~~student~~ recipient will be made by the Senate Committee on Awards on the recommendation of the Faculty of Law.

Dr. Frank Parnell Memorial Award (New)
Two awards of at least $1,000 each are given to Canadian-born Indigenous undergraduate students entering second or third year. Preference will be given to students who were born in and/or graduated from a high school (or equivalent e.g. home school, distance education etc.) in Northern British Columbia (north of latitude 53.92). Further preference will be given to students in the Bachelor of Commerce program at the Peter B. Gustavson School of Business. Students with a GPA of 6.0/9.0 and above are eligible. Part-time students (minimum 3.0 units per term) are eligible.

Harry Schamhart Vikes Men's Hockey Award* (New)
One or more awards are given to undergraduate or graduate students who are active members of the Men’s Hockey Club. Students must demonstrate a strong work ethic and

commitment to team spirit. Award recipients will be selected by the Senior Director of Athletics and Recreation in consultation with the Head Coach.

Faculty of Humanities Travel and Learning Scholarship (New)
One or more scholarships are awarded to academically outstanding undergraduate students in the Faculty of Humanities to assist with regional, national or international travel outside of Southern Vancouver Island (defined as the area south of Nanaimo and not including any of the Gulf Islands) in relation to a UVic course in the Faculty of Humanities. Coursework can be part of an exchange, study abroad, field school or Co-op placement in a program supported by a program in the faculty.

Students must submit a budget for the amount requested (maximum $1,000), a statement of no more than 350 words describing the purpose of the coursework and its relevance to the student's program of study and one letter of support from appropriate instructors familiar with the student's academic work. The deadline for applications is March 1 (for summer travel) and June 1 (for fall or winter travel). All application materials should be addressed and submitted to the Associate Dean Academic, Faculty of Humanities.

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

Florence Gertrude McConnell Award ~~Bursary~~ in Music* (Revised)
One or more awards are given to undergraduate ~~bursaries are awarded to~~ students in the School of Music who have demonstrated financial need. Preference will be given to ~~a~~ Roman Catholic student(s) interested in the liturgy of the Roman Catholic Church.

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

Rosamund Dashwood Memorial Award ~~Bursary~~ in Dramatic Writing* (Revised)
One or more awards are given ~~bursaries are awarded~~ to undergraduate students entering third or fourth year in the Department of Writing whose focus is dramatic writing and who have demonstrated financial need.

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

Katharine Church Zuill Award in Nursing ~~Endowed Fund~~* (Revised)
One or more awards are given to undergraduate ~~Bursaries are awarded to~~ students in the School of Nursing who are single mothers ~~entering the School of Nursing~~. ~~To receive bursary renewals, recipients must submit a bursary application and continue to demonstrate financial need.~~ Students registered in at least 4.50 academic units are eligible for this award.

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

Clearihue Bursary* (Revised)
One or more ~~bursaries are A~~ bursary is awarded annually to undergraduate a promising and deserving students in the Faculty of Education., who shows promise and who has at least a good second-class average.

~~Laura Car~~berry Scholarship in Fine Arts* (~~New)~~
~~One or more scholarships are~~ awarded to academically outstanding mature women graduate students in the Faculty of Fine Arts. Part-time students (minimum 1.5 units per term) are eligible.

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

Laura Carberry Scholarship in Business* (New)
One or more scholarships are awarded to academically outstanding mature women students in a Masters program at the Sardul S. Gill Graduate School within the Peter B. Gustavson School of Business. Part-time students (minimum 1.5 units per term) are eligible.

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

Hargrove Award for Science and Service (Revised)
One or more two awards of $1,000 each are given to undergraduate women students entering, or transferring or continuing into second year the Faculty of Science who have volunteered done volunteer work with marginalized populations including, but not limited to, low income, ~~stree~~t involv~~ed, people expe~~riencing mental health-related issues or LGBTQ+. Applican~~ts m~~ust submit a letter of referenc~~e from a sup~~ervisor at the volunteer agency (who is not relate~~d to the applicant) th~~at demonstrates leadership skills, teamwork and compassion. Preference is for students entering second year.

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

Hoelscher Family Award (New)
An award is given to an entering or continuing undergraduate student in the Peter B. Gustavson School of Business who demonstrates financial need.

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

Gregory and Victoria Spievak Graduate Scholarship* (Revised)
One or more scholarships are awarded to academically outstanding Masters or PhD students in the Faculty of Business, Social Sciences, Law, Engineering and Computer Science, Humanities or Human and Social Development whose research area focuses on the social,

policy and/or ethical implications of digital technologies. Preference will be given to those students working on issues of privacy and security. Further preference will be given to:
1) Indigenous persons and
2) women.

Recipients must have completed all required courses for their degree and have had their research proposal approved by their supervisor. ~~Applications are available on the Faculty of Graduate Studies website and the deadline to apply is July 31.~~

Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon recommendations from the School of Business and the Faculty of Social Sciences, Law, Engineering and Computer Science, Humanities and Human and Social Development.

Examples of digital technologies include, but are not limited to, the Internet of Things, artificial intelligence, video/audio surveillance, blockchain technology, online digital advertising, identification/authentication technologies~~,~~ or electronic health records.

RPIA ACE Finance Award for BIPOC Students (New)
One award of $5,000 is given to an undergraduate student in third or fourth year who self-identifies as Black, Indigenous or a Person of Colour (BIPOC), and has an interest in pursuing a career in the financial industry. Preference is for students with demonstrated financial need. Students with a GPA of 3.0 or above are eligible.

ÁTOL,ÁNW: A Season of Just and Fair Treatment ~~Award~~ Scholarship* (Revised)
One or more scholarships are awarded to academically outstanding ~~awards are given to~~ Canadian-born Indigenous ~~undergraduate or~~ graduate students in either the School of Social Work or the Faculty of Social Sciences whose program relates to social justice or racism. Students must submit a one-page summary of how their program of study relates to social justice or racism. Preference will be given to students with community or leadership involvement. The scholarship will rotate between the School of Social Work and the Faculty of Social Sciences, starting with the School of Social Work.

Graduate students ~~must~~ may apply via the online graduate scholarship application between July 1st and ~~submit an application to the Faculty of Graduate Studies by~~ September 15th~~.~~ ~~Undergraduate students apply via the online application by May 31~~. ~~Selection~~ Approval of the recipients will be made by the Faculty of Graduate Studies ~~Senate Committee on Awards for undergraduate students and the~~ Graduate Awards Committee ~~for graduate students~~ upon the recommendation of the Office of Indigenous Academic and Community Engagement (IACE).

Marilynne Convey Scholarship* (New)
One or more scholarships are awarded to academically outstanding undergraduate or graduate students in the field of gerontology or students conducting clinical or applied research designed to improve care for the elderly and who are affiliated with the Institute of Aging and Lifelong Health (IALH). Preference will be given to students with financial need and who have demonstrated volunteerism in the community. Students must submit a letter (maximum 350 words) from a volunteer organization outlining their contributions. The scholarship will alternate between graduate and undergraduate students.

Undergraduate students apply via the online application by May 31st and graduate students apply by June 1st to the Office of the Institute of Aging and Lifelong Health.

Approval of the recipient(s) will be made by the Senate Committee on Awards or the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Institute of Aging and Lifelong Health.

Saanich Employees Benefit Association Award* (Revised)
One or more awards of $1,000 each are given to full or part-time entering or continuing undergraduate or graduate students who are members or dependants of members of the Saanich Employees Benefit Association (SEBA) and have demonstrated financial need. Undergraduate students apply via the online application. Graduate students can apply via Online Tools, online graduate scholarship application between July 1st and September 15th.

In the case of an undergraduate nominee, approval of the recipient(s) will be made by the Senate Committee on Awards; in the case of a graduate nominee, approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee.

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

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

Kim and Welch Theatre Student Scholarship* (New)
One or more scholarships are awarded to academically outstanding undergraduate students continuing or transferring into the Department of Theatre who are Canadian citizens and have demonstrated financial need. Preference is for students who are first in their immediate family to attend a post-secondary institution. For the purpose of this scholarship, immediate family is defined as parent(s) and grandparent(s).

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

Béts'ahchu Undergraduate Award in Indigenous Language Revitalization (Revised)
One or more awards are given to Canadian-born Indigenous undergraduate students in the Faculty of Education enrolled in the Certificate in Indigenous Language Proficiency (CILP), the Diploma in Indigenous Language Revitalization (DILR), or the Bachelor of Education in Indigenous Language Revitalization (BEd ILR) who are developing their own language

proficiency and have a strong record of contributing to their/a language community through their work. Preference will be given to students from Northwest Territories.

~~Applications must be accompanied by a letter of recommendation (maximum 300 words) from a community group/member, not related to the applicant, providing evidence of the contributions the applicant has made.~~ Part-time students (minimum ~~6.0~~ 3.0 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 Faculty of Education.

Skeena Award ~~Scholarship~~ in Creative Writing (Revised)
One or more awards ~~A scholarship~~ are ~~is awarded~~ given to ~~an academically outstanding~~ transferring or continuing undergraduate student~~s~~ ~~entering their 3rd or 4th year~~ in a BFA in Writing with a focus on ~~major in~~ creative nonfiction or poetry and who have ~~has~~ submitted a writing sample (maximum 2 pages). ~~one-page summary of how they fit this criteria.~~

Preference will be given to applicants ~~a student~~ in ~~descending~~ the following order of priority:

1) A woman student who grew up in, or has spent a majority of their life in, rural and northern communities in Canada. Further preference will be given to a student from Northern British Columbia (North of 50 degrees N).
2) An Indigenous student who grew up or has spent the majority of their life in rural and northern communities in Canada. Further preference will be given to a student from Northern British Columbia (North of 50 degrees N).

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

Sarah D. Bakony Memorial Scholarship (Revised)
One or more scholarships of at least $1,000 each are awarded to academically outstanding undergraduate students entering third or fourth year in the Department of Sociology.

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

Dr. Leo Bakony Memorial Scholarship (Revised)
One or more scholarships of at least $1,000 each are awarded to a students entering year four of a Major or Honours B.Sc. in Economics. Selection is based on academic performance in courses that fulfill the statistics requirements for the degree, with preference being given to the completion of third year requirements.

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

Kathy Bakony Scholarship in Art History and Visual Studies (New)
One or more scholarships of at least $1,000 each are awarded to academically outstanding undergraduate students transferring into or continuing in the Department of Art History and Visual Studies.

Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the Department of Art History and Visual Studies.

UVic International Women's Achievement Scholarship (New)
Up to twenty scholarships of $5,000 each are awarded to academically outstanding international students entering the University of Victoria from St. Margaret's School in Saanich, B.C.

If all twenty scholarships cannot be awarded to international students entering UVic from St. Margaret's School, the balance can be given to:

- domestic students from St. Margaret's School in Saanich, B.C. entering an undergraduate program or
- international women students entering an undergraduate program in the Faculty of Science or the Faculty of Engineering & Computer Science.

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

~~Applications must be accompanied by a letter of recommendation (max 300 words) from a community group/member providing evidence of the contributions the applicant has made.~~
Part-time students (minimum 1.5 ~~3.0~~ units per term) are eligible for this scholarship. Applications must be submitted to the Faculty of Education by October 31.

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

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

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

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

Dave Barrett Scholarship (New)
A scholarship is awarded to an academically outstanding graduate student in the Department of Political Science whose research is about future of social democracy, with preference for research that focusses on the Canadian political system. Preference is given to a student with financial need.

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

L. E. Frances Druce Collaborative Piano Undergraduate Prize* (Revised)
One or more prizes are awarded to academically outstanding full-time undergraduate ~~or graduate~~ students in the School of Music. The prize is intended to enhance student learning by providing the financial support to work with a professional collaborative pianist. Preference will be given to women students.

~~The a~~Approval of the recipient(s) of the recipients will be made by the Senate Committee on ~~Student~~ Awards ~~and Financial Aid or the Graduate Awards Committee~~ upon the recommendation of the School of Music.

L. E. Frances Druce Collaborative Piano Graduate Prize* (Revised)
One or more prizes are awarded to academically outstanding full-time ~~undergraduate or~~ graduate students in the School of Music. The prize is intended to enhance student learning by providing the financial support to work with a professional collaborative pianist. Preference will be given to women students.

~~The a~~Approval of the recipient(s) will be made by the Faculty of Graduate Studies ~~Student Awards and Financial Aid or the~~ Graduate Awards Committee upon the recommendation of the School of Music.

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

March 13, 2023

To: Operations and Facilities Committee

From: Elizabeth Croft
Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: March 28, 2023

Subject: Proposal to establish a certificate in Transformative Climate Action

Basis for Jurisdiction: Senate Committee on Planning meeting January 4, 2023
Senate meeting on February 3, 2023

Strategic Relevance:

The proposal to establish a certificate in Transformative Climate Action aligns with the following UVic Strategic Framework Strategies:

Strategy 3.3 – Foster teaching excellence and innovation by supporting and recognizing inspiring teachers who use evidence-based teaching practices to enhance student engagement and learning, including technology-integrated, interdisciplinary, experiential and other transformative learning experiences.
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 4.5 – Foster respectful partnerships with Indigenous communities, governments and organizations – developing and supporting educational and research programs that align community needs and priorities with UVic strengths and capabilities.
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.
Strategy 5.5 – Ensure the financial sustainability of the university and our ability to pursue excellence by optimizing existing resources through careful planning, earning public support, attracting partnerships, and pursuing a revitalized program to grow and diversify resources through philanthropic and other means.

The proposed certificate also supports UVic's Climate & Sustainability Action Plan 2030.

Recommendation:

> *THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to establish a certificate in Transformative Climate Action, as described in the document "Certificate in Transformative Climate Action" effective September 2023, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.*

Background:

The Certificate in Transformative Climate Action is proposed in response to the growing need to collaboratively develop, lead and support social and political strategies necessary to mobilize climate action across diverse sectors and scales.

This program will equip learners to engage effectively with the social, cultural, and political challenges of developing strategies for mitigating and adapting to climate change.

This credit certificate program will replicate the existing successful partnership between the School of Environmental Studies and the Division of Continuing Studies, and is designed in part to replace the concluding Certificate and Minor in the Human Dimensions of Climate Change (HDCC), offered through the Faculty of Social Sciences.

Attachment(s): February 2023 Senate docket for the proposal to establish a certificate in Transformative Climate Action.

University of Victoria | Senate Committee on Planning

MEMO

Date: January 16, 2023

To: Senate

From: Senate Committee on Planning

Re: **Proposal to establish a certificate in Transformative Climate Action**

At its meeting on January 4, 2023, the Senate Committee on Planning considered the proposal to establish a certificate in Transformative Climate Action.

The proposed Certificate in Transformative Climate Action is in response to the growing need to collaboratively develop, lead and support social and political strategies necessary to mobilize climate action across diverse sectors and scales.

This program will equip learners to engage effectively with the social, cultural, and political challenges of developing strategies for mitigating and adapting to climate change.

This credit certificate program will replicate the existing successful partnership between the School of Environmental Studies and the Division of Continuing Studies, and is designed in part to replace the Certificate and Minor in the Human Dimensions of Climate Change, offered through the Faculty of Social Sciences.

The following motion is recommended:

Motion: that Senate approve, and recommend to the Board of Governors that it also approve the proposal to establish a certificate in Transformative Climate Action, as described in the document "Certificate in Transformative Climate Action" effective September 2023, 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
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 NEW PROGRAM PROPOSAL – UNDERGRADUATE
Certificate in Transformative Climate Action

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

Submitted by:	**Name and title**	**Email**
Contact person	Karena Shaw, Associate Professor Miranda Angus, Program Director	shawk@uvic.ca bstdirector@uvic.ca
Dean or designate	Lois Harder, Dean, Social Sciences Jo-Anne Clarke, Dean, Continuing Studies	socscdean@uvic.ca uvcsdean@uvic.ca

Please provide dates of all approvals

Required approvals	**Date**
Pre-consultation with AVPAP (by contact person and Dean/designate)	28 Sept 22
Departmental/School approval	6 Oct 22
Faculty Curriculum Committee approval	14 Nov 22
*Faculty Council approval (or indicate equivalent Faculty voting body)	23 Nov 22

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 – Jonathan Bengtson, University Librarian bengtson@uvic.ca	22 Sept 22	Y
Executive Director, Co-operative Education and Career Services – Andrea Giles, agiles@uvic.ca	22 Sept 22	Y
Office of the Registrar – please submit consult request to OREGSCPConsultation@uvic.ca	22 Sept 22	Y
Indigenous Academic and Community Engagement – Kundoqk Jacquie Green, Executive Director, iaceed@uvic.ca	27 Sept 22	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	N

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE

Certificate in Transformative Climate Action

SUMMARY of NEW PROGRAM

Name, Location, Academic units (Faculties, departments, or schools) offering the new Graduate Certificate or Diploma	Faculty of Social Sciences, School of Environmental Studies Division of Continuing Studies, Business, Science, and Technology
Anticipated stream start date ***Note – the program must not be advertised/offered until all approvals are finalized.***	September, 2023
Name, title, phone number and e-mail address of contact person	Karena (Kara) Shaw, Associate Professor, 7353, shawk@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)

The Certificate in Transformative Climate Action is proposed in response to the growing need to collaboratively develop, lead and support social and political strategies necessary to mobilize climate action across diverse sectors and scales.

This program will equip learners to engage effectively with the social, cultural, and political challenges of developing strategies for mitigating and adapting to climate change. Reducing reliance on fossil fuels and other GHG-emitting practices and industries at the necessary pace and scale—while simultaneously adapting to climate impacts—requires and will effect social change at a rapid and potentially disruptive pace, as we are already seeing. Grounding efforts to address climate change in an understanding of inherited ideas, institutions, and social relations offers a crucial foundation for building collaborative solutions, supporting strategies that are responsive to their strengths, but also their limitations.

Engagement with the challenges of implementing climate solutions in ways that support decolonization and enhance social resilience will be woven throughout the curriculum. Curriculum will be developed and presented by leading experts in their fields—academics and practitioners— with an emphasis on developing the essential skills for engaging with and supporting the integration of diverse communities and forms of knowledge, building strategies that can overcome stagnation and polarization. Emphasis will be placed on embedding learning within real-time, on-the-ground efforts to engage climate change at all scales, ensuring learners emerge with a rich understanding of the contemporary contexts that shape climate action.

The most recent Intergovernmental Panel on Climate Change IPCC report (2022) has clearly identified not only the urgent need for transformative climate action, but also that the most profound blockages to action are not primarily scientific or technical, but social and political. Responding effectively to the climate challenge will require significant changes to how we live together. That we must change is undeniable. How we can make these changes in ways that support just, diverse, and flourishing societies and ecologies is the question at the heart of this program.

This credit Certificate program will replicate the existing successful partnership between the School of Environmental Studies (SES) and the Division of Continuing Studies (DCS), originally developed to deliver the Diploma and Certificate in

Restoration of Natural Systems Programs (RNS), along with the Professional Specialization Certificate in Ecological Restoration (ER). This credit certificate program will replicate the existing successful partnership between the School of Environmental Studies and the Division of Continuing Studies, and is designed in part to replace the concluding Certificate and Minor in the Human Dimensions of Climate Change (HDCC), offered through the Faculty of Social Sciences. Program design will address challenges with accessibility and coherence encountered in the HDCC program (see Appendix A), including curricular design to emphasize accessibility for non-traditional learners, which will help create a diverse and lively learning environment that lends itself to hands-on, experiential learning. Expanding the reach of the program in this way will also allow it to be revenue- generating, thus helping to address resourcing challenges.

The proposed Certificate aligns with the following UVic strategic priorities:

- Intensify dynamic learning (3.3, 3.5)
- Foster respect and reconciliation (4.5)
- Promote sustainable future (5.4, 5.5)

It also supports UVic's Climate & Sustainability Action Plan 2030 particularly Goal 8: Students, faculty and staff are engaged and empowered to be climate and sustainability change agents and leaders.

Programs such as the proposed Certificate in Transformative Climate Action bring new adult learners to the University and provide innovative programming to serve professionals across disciplines. The proposed Certificate will support continuing professional education, and will focus on learning that addresses issues and challenges in the field of climate action. Prospective learners will bring a diverse array of disciplinary perspectives, education, and experience to the program.

B. What are the current labour market indicators to support the proposed certificate or diploma?

As with other DCS credit offerings, we anticipate two program audiences – professional learners and undergraduate learners completing concurrently with a complimentary undergraduate degree program.

The social and political focus of this program indicates a broad audience of not only those working directly in governmental or municipal roles, but those whose role can affect change. We do anticipate a built-in crossover of audience with our RNS certificate and diploma program, and ER professional specialization certificate program graduates. The target markets for this proposed program includes:

- Policy developers and analysts
- Hydro, oil, gas, and energy sector employees
- Restoration ecologists and agrologists
- Civil Engineers, architects, and landscape architects
- Urban or land use planners
- Conservationists
- Municipal Employees
- Provincial government employees, including those from:
    - Ministry of Agriculture and Food
    - Ministry of Energy, Mines, and Low Carbon Innovation
    - Ministry of Environment and Climate Change Strategy
    - Ministry of Forestry
    - Ministry of Land, Water and Resource Stewardship
- Federal government employees, including those from:
    - Ministry of Agriculture
    - Ministry of Environment and Climate Change
    - Ministry of Fisheries and Oceans
    - Ministry of Natural Resources

- Environmental and water consultants
- Biologists
- Sustainability coordinators
- Communication specialists
- Transportation specialists
- Social justice advocates
- GIS specialists and technicians

Occupational outlooks in this area (applied science policy researchers, consultants and program officers) is expected to be high and growing in the coming years in British Columbia, with high earning potential averages in British Columbia ($89,024 compared to $84,765 across Canada) according to Lightcast.

Additionally, within the broad field of climate transformation th range of industries is wide and encompasses government, planning, consulting, forestry, landscaping, engineering, and other related sectors. The general trends across these sectors vary considerably, however, according to EcoCanada's report "A Green Economic Recovery: Trends, Developments, and Opportunities for the Environmental Workforce, 2021," nearly 30% of the environmental workforce in Canada will be retiring in the next decade leaving a gap in upper level positions that require upskilling and reskilling of current workers. The following growth areas are also noted:

- Increased youth entering the environmental workforce with a skills-gap, and little previous job experience
- Integration of Traditional Ecological Knowledge (TEK) into western practice as seen in the 2019 Impact Assessment Act that ensures Indigenous knowledge is made part of impact assessment in Canada.

In general, within the range of industries encompassed by climate transformation, environmental planning and environmental protection remain strong areas of sector growth and it is forecast that as many as 233,500 net jobs will open in the environmental sector by 2029, according to ECO Canada.

C. How is the proposed program aligned with, or is distinct from other related undergraduate programs in other BC post-secondary institutions?

While comparable programs do exist, these programs are generally either graduate-level or short-microcredential programs. This proposed program, is of a short enough duration to appeal to both undergraduates and professional learners, but offers substantive enough programming to create meaningful professional change. By contrast, the more substantial undergraduate options (SFU's Minor in Climate Change and Society and UBC's Certificate in Climate Studies and Action) are not offered in a format that is accessible to professional students, or those living at a distance from the university.

Additionally, UVic's new BSc in Climate Science will be launched in September 2023. This Certificate is designed to be complementary to the B.Sc. The core courses are designed to offer an introduction to the human dynamics of climate change that will be helpful to those seeking to integrate climate science effectively into the development of strategies for social, political, and institutional change. We anticipate that many BSc Climate Science students will take Certificate courses, and some will choose to add the Certificate to their BSc. Curriculum in the Certificate will likewise sustain a consistent engagement with climate science; having BSc students in the classes will offer opportunities to build skills in collaboration across the domains of science, social science, and humanities, thus enriching the experience and skills of all.

- **Royal Roads University:** Graduate Certificate in Science and Policy of Climate Change, 4 courses
- **Royal Roads University:** Graduate Diploma in Climate Action Leadership (bridge to MA in Climate Action Leadership), 6 courses
- **Simon Fraser University:** Minor in Climate Change and Society, 7 courses
- **University of British Columbia:** Certificate in Climate Studies and Action, 8 courses

- **University of Saskatchewan:** Graduate Certificate in Climate Change Vulnerability Assessment and Adaptation Action, 3 courses
- **University of Toronto:** Certificate in Climate Change Policy and Practice, 4 courses
- **University of Waterloo:** Graduate Diploma in Climate Risk Management, 4 courses
- **York University:** Certificate in Climate Solutions and Sustainable Energy, 6 courses

D. Please indicate areas of specialization and evidence of adequate faculty complement to support the proposed program.

The Certificate will be jointly offered by the School of Environmental Studies and the Division of Continuing Studies. Courses in programs delivered in partnership with the Division of Continuing Studies are taught by sessional instructors or existing faculty members on campus with professional, relevant, sector experience. Instructors are hired on a term basis and no new faculty appointments are necessary to support this program. Course developers are hired by Continuing Studies on a contractual basis separate from course instruction.

As both Environmental Studies and Continuing Studies have large networks of committed professionals with a stable pool of expertise to draw upon, we are confident that this new program will be resourced effectively with distinguished experts drawn from professional practice. Our sessional instructors hold advanced academic degrees in related disciplines and bring knowledge, skills and professional experience in their specialist areas, along with teaching experience, to their work with the program.

There is substantial depth at UVic in terms of regular faculty who can choose to be involved in any of a variety of ways, including cross-listing existing offerings for use as electives for the Certificate, developing and/or teaching classes in the program, or serving in an advisory capacity.

As with other Division programs, an Advisory Committee will be created – typically including members that represent former/current Division learners, instructors, Environmental Studies representative(s), and Division staff. This committee would meet 1-2 times annually or as required to provide oversight to the delivery of the program.

The Program Coordinator and Program Assistant assigned to this program within Continuing Studies will manage the day-to-day program administration as well as provide guidance and resource support to potential and active program participants.

E. What are the admission requirements for the proposed program?

As per Policy AC1135 Policy for the Establishment of Certificate and Diploma programs, the Certificate in Transformative Climate Action is intended for undergraduate learners, as well as professional adult learners and alumni looking to re-skill/up-skill. Applicants who do not meet the normal admission requirements who are particularly qualified by appropriate experience may also be admissible to the program.

As per practice with other Continuing Studies certificate and diploma programs, potential learners will be required to:

- apply for admission to the certificate program through Continuing Studies, and
- apply for undergraduate admission to the University of Victoria (or for permission to re-register if they are former UVic students).

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

For details of curriculum design and course descriptions see Appendix B.

As per University Policy AC1135 Policy for the Establishment of Certificate and Diploma Programs, undergraduate certificate programs should consist of a minimum of 10.5 units course credit. To ensure the Certificate is accessible to a professional audience, the structure shall consist of 10.5 units, or 7 courses, only, to ensure learners can complete the program in full-time study within one year, or part-time up to six years, consistent with other certificate programs offered through Continuing Studies.

The Certificate includes 4.5 units of required courses (TCA210, 310, and 320), and 6.0 units of elective courses. All core courses for the Certificate will be designed specifically for it, along with a range of elective course options, in addition to optional existing interdisciplinary UVic elective course options of interest primarily to UVic undergraduate students. The purpose-built elective courses will support the coherence that is essential when advancing deep interdisciplinary exploration of a complex problem such as climate change. Interdisciplinary elective options have been selected to ensure alignment with program-level outcomes.

TCA courses will be offered in one of two formats to ensure flexibility for working professionals and geographically dispersed participants – online asynchronous, or face-to-face intensive. Intensive courses include term-length instructional hours over five full class days. Intensive courses are a unique and successful feature of the RNS programs, appealing to both professionals and undergraduates, and we expect similar success with TCA.

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

The Certificate in Transformative Climate Action is designed in part to replace the Certificate and Minor in the Human Dimensions of Climate Change (HDCC), offered through the Faculty of Social Sciences. See Appendix A for more information on the context of the HDCC program. Curriculum from one course – HDCC 200 Introduction to the Human Dimensions of Climate Change – will be repurposed and redesigned as TCA210 Introduction to the Human Dimensions of Climate Change. Redevelopment will highlight the overall focus of the Certificate program, feature and engage outstanding UVic climate research and researchers, and be designed for online delivery. In consultation with Tri-Faculties Advising, we will also develop a transition pathway so that learners completing a Minor or Certificate in HDCC can transfer into the new Certificate or use Certificate courses to complete their HDCC requirements. There are currently 18 declared in the HDCC minor program and 5 declared in the HDCC certificate.

- **Does the proposed certificate or diploma 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.

As a certificate program, the Certificate in TCA will not be applicable for Co-op. As is standard practice for all professional programs offered in partnership with Continuing Studies, all courses designed for the Certificate will include experiential, hands-on learning and activities, of immediate and relevant applicability to professional working in the field, or as a way to introduce practical applications to emerging professionals.

In addition to activities embedded in courses, the Certificate will offer an optional practicum as an elective, in which learners will be supported to work directly with community partners to develop and implement climate action. The inclusion of this elective is at the request of community partners, learners and others we have consulted with who would like to see the Certificate simultaneously offer such opportunities for learners, and offer increased capacity to ongoing efforts in a variety of organizations (municipalities, First Nations, and non-governmental organizations in particular) who are seeking to develop or expand their own climate actions.

- *Opportunities for community engaged and research-enriched learning*

As described above, there will be opportunities for community-engaged learning throughout the curriculum, as well as opportunity for learners to collaborate with a community organization through an optional practicum in the final term of study.

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

All required courses and several elective courses will be developed for online asynchronous delivery, thus allowing the program to be completed by those who are currently working professionals or live at a distance. Asynchronous content will include multimedia elements and videos, and a professional community of practice among the instructor and participants will be enhanced with weekly optional virtual office hours, group work, and online forum discussion. Curricular design will emphasize accessibility and pedagogy for adult and non-traditional learners, while also addressing the interests of current undergraduate students. The Online Learning Services team at the Division of Continuing Studies can offer one-on-one instructional design, pedagogical support, and technical knowledge to support all aspects of course development, delivery, and learner experience within the online courses for this program.

G. Describe the learning outcomes of the proposed program.

The Certificate in Transformative Climate Action will prepare learners to collaboratively develop, lead and support effective climate action across diverse sectors and scales. Upon completion of this program, learners will be able to:

- Develop strategies and implementation plans for climate action through the integration of the human dimensions of climate change with scientific, legal, economic, policy, and political contexts;
- Collaborate effectively and respectfully with diverse communities and forms of knowledge in shaping climate action, including (but not limited to) climate scientists and engineers, Indigenous communities, stakeholder groups, elected officials, policy advocates, activists, and grassroots organizations;
- Recognize and respect Indigenous climate leadership, and have experience shaping climate action to be responsive to Indigenous priorities;
- Identify and critically assess existing strategies as well as emergent options for and potential impacts of climate action, across institutions and scales of governance;
- Critically evaluate sources for quality, relevance, and perspective, to select information most appropriate for the intended audience and purpose;
- Communicate effectively with diverse audiences in a variety of formats, using active listening and leadership skills to develop relationships, work across differences, and build consensus for resilient and transformative climate action.

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

Indigenous voices and perspectives will be included throughout the curriculum, as they offer crucial insights into contemporary experiences of climate change, as well as priorities and trajectories for climate action. These perspectives will be integrated in a variety of ways, largely shaped by availability of Indigenous contributors. Our goal is to have Indigenous representation on the Advisory committee for the certificate, and to have Indigenous instructors teaching or co-teaching in the program. To this end, one of our elective courses will be “Indigenous-led Climate Action,” and this course will be taught or co-taught by an Indigenous instructor, according to their preference. We have been advised in consultation that co-teaching is a model that works to engage Indigenous practitioners from the sector who can bring valuable experience and knowledge, but may not be able to commit to teaching an entire course, especially at the outset.

Engagement with Indigenous perspectives will be included in the learning objectives at the course as well as program level. In those contexts where we are not able to secure Indigenous instructors or co-instructors, we will prioritize integration of Indigenous voices and views through the curricular material: there are outstanding Indigenous-led and developed resources on climate change and climate action available. We have also budgeted for honoraria to ensure that Indigenous contributors to courses are appropriately acknowledged and compensated for their contributions, and in the case of online materials they will be paid honoraria not only for the initial development of course material, but each subsequent time it is used.

We have, and will continue to, consult widely to ensure that the structure of the program is welcoming and will potentially be interesting to Indigenous learners. Having Indigenous peoples represented in all aspects of the program—in the courses, in the curricular materials we ask learners to engage, in the instructional cohort, and in potential community-engaged learning opportunities—we feel is the most effective way to realize this, and that is what we are aiming for.

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

Climate change is, of course, an issue of global as well as local relevance, and the curriculum of the program will reflect and be responsive to this. The approach we have taken is to ground the curriculum in a specific locale—British Columbia—which we use as a case study for one of our core courses. This will be taught in such a way as to show how BC's experiences of and responses to climate change have been shaped by global as well as local and regional forces, and to explore how innovation at these different scales changes the strategic landscape for climate action. With this foundation, learners will have a framework they will be able to apply to other locales to explore the specific strategic opportunities and constraints at those sites. Through such site-specific multi-scalar analysis, learners will engage with global forces, processes, and possibilities for action. This way of proceeding also allows us to be attentive and responsive to the fact that the courses are being designed, administered and largely taught on the particular territories of the Lekwungen and W'SANEC peoples.

Since it will be available online, we anticipate that we will have international learners in the program, and thus their perspectives will also inform the curriculum. Ensuring the curriculum is responsive to their interests and concerns, and offers them appropriate skills and knowledge to transfer their learnings to wherever they seek to work, is thus a priority. We hope to do this through the structured approach described above, supported and enhanced by drawing on examples of experiences of and responses to climate change from diverse parts of the world.

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

This program focuses on the human dimensions of climate change, and as such issues of justice, equity, diversity and inclusion are at the core of the curriculum. The curriculum is being developed with an intersectional perspective, and a strong—but not exclusive—focus on climate justice. These issues are central to—but also contentious within—climate action, which can be understood as a microcosm of how these issues are being navigated in society as a whole. Explicitly grappling with the specific implications of different forms and pathways for climate action—how they are designed, what principles they prioritize, who they are designed by, and what their effects will be for diverse groups in and across societies—will be central to the curriculum throughout. Particular emphasis will be placed on understanding and effectively engaging across diverse forms of difference, as resilient climate action will require building strong coalitions across such differences.

Commitment to these principles is embedded in our program-wide learning objectives; in how we have been and will continue to engage Indigenous peoples, as described above, and will also be embedded in course design, which will be attentive to principles of Universal Instructional Design to ensure maximum accessibility for learners.

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

As described above, the Certificate's curriculum will be deeply research-enriched, in substance and skills development, and in the integration of UVic faculty and their research into the program. We also anticipate that a significant component of the community engagement will involve research-focused collaboration. The program is focused on an actively-evolving field, and we anticipate that learner projects will be engaged with that evolution and reflecting upon it. In this way, the program will provide a meeting point between emerging academic research and lessons from practitioners in the field (who will be the bulk of the instructional team), creating a dynamic learning environment. The program itself must constantly evolve to meet the emerging challenges of climate action in order to remain relevant for learners.

L. Describe the enrolment plan for the length of the degree and student financial support plan.

Initially, we anticipate recruiting for learners through sector promotional channels, as well as promotion to UVic undergraduates. Through these communications networks, we will have an opportunity to highlight the Certificate in TCA as a new offering in the program area demonstrating how this credential will augment their knowledge and understanding as well as differentiate them within the sector when seeking employment or articulating their skill set. We modestly anticipate 20-25 learners seeking to enroll in this Certificate per term in the initial term, with interest growing annually. As a comparator, through the consultation process, UBC confirmed the initial cohort Certificate in Climate Studies in Action was full (at 60 students) for the 2022-23 academic year.

As with any new program, we project a growth in program awareness from professional and undergraduate audiences from year two onward. As such, we are projecting modest registrations in year one (25 per core course), with a growth in core program courses (30) and modest elective registrations (25) in year two. We anticipate enough growth in the program by year three to schedule core courses at least twice annually – in both an online asynchronous, and in-person intensive format to attract the majority of learners. We are unable to predict registrations in elective course options not developed directly for the Certificate in TCA program, as the majority of these courses are populated by learners completing major or minor requirements.

The effectiveness of the program will be gauged by learner performance in course assignments and other activities, and by evaluations of learner experience as documented in a mid-course internal evaluation and the Course Experience Survey (CES). The outcomes of these forms of evaluation will be reviewed and will inform subsequent course design and delivery.

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

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

Certificate in Transformative Climate Action will be offered in partnership between the School of Environmental Studies and the Division of Continuing Studies. DCS will oversee program administration including program marketing, recruitment, advising, program admission, instructional appointments, course development, course delivery, course scheduling, and program management, and will serve as the connector to OREG, and Advising; the School of Environmental Studies will oversee curriculum changes, instructor recruitment, and grading.

The development and delivery of the program will be financed and managed by the Division of Continuing Studies, within existing resources. Courses in programs delivered in partnership with the Division of Continuing Studies are taught by sessional instructors or existing faculty members with professional, sector experience. All instructors are hired on a term basis and no new faculty appointments are necessary to support this program. Course developers are hired by Continuing Studies on a contractual basis separate from course instruction.

The Program Coordinator and Program Assistant assigned to this program within Continuing Studies will manage the day-to-day program administration as well as provide guidance and resource support to potential and active program participants.

As both Environmental Studies and Continuing Studies have large networks of committed professionals with a stable pool of expertise to draw upon, we are confident that this new program will be resourced effectively with distinguished experts drawn from professional practice. Our sessional instructors hold advanced academic degrees in related disciplines and bring knowledge, skills and professional experience in their specialist areas, along with teaching experience, to their work with the program.

As with other Division programs, an Advisory Committee will be created – typically including members that represent former/current Division learners, instructors, Environmental Studies representative(s), and Division staff. This committee would meet 1-2 times annually or as required to provide oversight to the delivery of the program.

Resources required for Faculty appointments

No new resources required.

Resources required for Staff appointments

No new resources required.

Resources required for Space

No new resources required.

Pressure on UVic classroom facilities will not be an issue, as core courses are delivered annually online, with in-person intensive course scheduling utilizing existing classroom space in the Continuing Studies Building.

Resources required from Library

No new resources required. There should be minimal impact on library resources, including the distance library service, as the existing holdings of the Library are adequate to serve the program.

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)

Please see Appendix C for evidence of consultation and support.

This proposal has been developed through a substantial and ongoing consultation process. To date, we have had direct input from over 50 individuals, including UVic faculty and administrators (Associate Deans Academic of Science, Social Science, Humanities, and Fine Arts); undergraduate students, including some from the HDCC program; municipal staff and elected officials; provincial and federal government staff (including Climate Action Secretariat and Environment and Climate Change Canada); faculty and staff at other universities; consultants from related professional fields, and pretty much anyone else who expressed an interest at any point. Versions of the proposal have been shared much more widely—this number above only includes those who have actively engaged in dialogue with us. We continue to reach out, and welcome feedback at any point going forward.

Department/Faculty	***Response***
AVPAP	Supportive; detailed feedback incorporated into proposal
Co-op and Career	Support attached in Appendix C
Department of Economics	Support attached in Appendix C
Department of Geography	Support attached in Appendix C
Department of Political Science	Support attached in Appendix C
Department of Psychology	Support attached in Appendix C
Department of Sociology	Support attached in Appendix C
Faculty of Humanities	Ongoing consultation
Faculty of Science	Support attached in Appendix C
Indigenous Academic and Community Engagement	Support attached in Appendix C
Institute for Integrated Energy Systems Solutions	Support attached in Appendix C
Library	Support attached in Appendix C
Office of the Registrar	Support attached in Appendix C
Pacific Climate Impacts Consortium	Support attached in Appendix C
Pacific Institute for Climate Solutions	Support attached in Appendix C
POLIS Project	Support attached in Appendix C
School of Earth and Ocean Sciences	Support attached in Appendix C; ongoing consultation
School of Public Administration	Support attached in Appendix C
Tri-Faculties Advising	Supportive; detailed in-person feedback incorporated into proposal and Kuali draft

0. Provide external letters of support from other BC post-secondary institutions and/or community partners.

Please see Appendix D for letters of support.

Institution/Community Partner	***Response***
City of Duncan	Support attached in Appendix D
City of Victoria	Support attached in Appendix D
Climate Action Secretariat	Support attached in Appendix D
Royal Roads, Environmental Science	Support attached in Appendix D
UBC, Department of Geography	Support attached in Appendix D
BC Government, Ministry of Forests	Support attached in Appendix D

Appendix A: Relationship to Previous and Emerging Climate Change Programming at UVic

Certificate and Minor in the Human Dimensions of Climate Change: The Certificate in Transformative Climate Action is designed in part to replace the Certificate and Minor in the Human Dimensions of Climate Change (HDCC), offered through the Faculty of Social Sciences, but proposed to suspend application in May, 2023. As identified in a recent External Review, although HDCC was well ahead of its time in its conception, its impact has been fundamentally constrained by structural barriers. Some of these barriers stemmed from its interdisciplinary design: learners found it difficult to access electives due to discipline-specific prerequisites, and struggled with a lack of coherence amongst electives; it was persistently difficult to find regular faculty to teach in it or to adequately support sessional instructors to enhance coherence, consistency, and focus in the program, and although the HDCC Certificate was designed as a way to entice a wider range of learners into the program, non-traditional learners have found the delivery structure unattractive and difficult to navigate.[1]

The Certificate in TCA maintains the important social science and humanities focus of HDCC, but proposes a different curricular structure and delivery modes. It will follow the model offered by the very successful Restoration of Natural Systems (RNS) program jointly offered by the Division of Continuing Studies (DCS) and the School of Environmental Studies (ES). As inherently interdisciplinary units, both DCS and ES offer unique strengths to designing a program such as this. There are two crucial structural differences from the approach that was taken with HDCC:

1) All courses necessary to complete the Certificate will be designed specifically for it, although electives can be supplemented with existing UVic courses.[2] This will support the coherence that is essential when advancing deep interdisciplinary exploration of a complex problem such as climate change.
2) All required courses and several electives will be developed in either hybrid (F2F and online), online, or intensive formats, thus allowing the program to be completed by those who are currently working or live at a distance. Curricular design will emphasize accessibility for non-traditional learners, while also addressing the interests of current undergraduate students.

These structural design choices, both of which follow the proven structure of the RNS program, will address the accessibility and coherence challenges encountered by the HDCC program. Further, they will expand the audience for the Certificate, inviting mid-career professionals into the program, which will help create a diverse and lively learning environment that lends itself to hands-on, experiential learning. Expanding the reach of the program in this way will also allow it to be revenue-generating, thus helping to address resourcing challenges.

BSc in Climate Science: This Certificate is designed to be complementary to the new BSc in Climate Science. The core courses in particular are designed to offer an introduction to the human dynamics of climate change that will be helpful to those seeking to integrate climate science effectively into the development of strategies for social, political, and institutional change. Curriculum in the Certificate will likewise sustain a consistent engagement with climate science; having BSc students in the classes will offer opportunities to build skills in collaboration across the domains of science, social science and humanities, thus enriching the experience and skills of all.

[1] Note: the External Review report also identified several other issues—including the need to embed Indigenous perspectives foundationally in the curriculum; enhance diversity in the teaching team; ensure adequate program resourcing, and improve program promotion—that we are addressing in the design phase.

[2] This will mean a minimum of seven dedicated courses, each of which will be available in either hybrid, distance or intensive format. By contrast, HDCC offered only three. Learners can complete those seven courses, or they can complete the three core required courses, and select electives from courses on offer in other programs. HDCC also lacked sustained oversight and coordination of the curriculum, while the Certificate will be actively overseen by an Advisory Committee.

Appendix B: Curriculum Design

This program consists of a total of 4.5 units of core course, plus an additional 6.0 units of elective courses. Elective courses will be a combination of electives created specifically for the Certificate, as well as optional electives already existing on campus, that match to program-level learning outcomes.

Program Requirements:

Required courses:

TCA 210: Introduction to the Human Dimensions of Climate Change (1.5 units)
First Anticipated offering: 202309
Delivery mode: Online asynchronous, additional section offered as face-to-face intensive
Examines a range of understandings of and approaches to addressing climate change, exploring: what kind of problem(s) it poses; what toolkits we need to develop to engage it effectively; how to collaborate across diverse understandings of and priorities in relation to it, and what scales and kinds of actions should be prioritized.

TCA 310: Transformation in Complex Systems (1.5 units)
First Anticipated offering: 202309
Delivery mode: Online asynchronous, additional section offered as face-to-face intensive
Introduces skills needed to support planning and decision-making about climate action under conditions of uncertainty, with particular attention to assessing sites for and implications of specific interventions. Emphasis placed on skills of risk analysis and anticipatory management, collaborative planning for diverse goals, and decision-making with sometimes contradictory and diverse forms of knowledge.

TCA 320: Politics, Policies and Planning for Climate Action (1.5 units)
First Anticipated offering: 2024001
Delivery mode: Online asynchronous, additional section offered as face-to-face intensive
Uses British Columbia as a case study to introduce the policy and political contexts that shape climate action across scales from local to global, including relevant institutional and governance innovations. Emphasis placed on skills and strategies for engaging and overcoming stagnation and polarization; developing strategies that are responsive to climate science as well as social and ecological impacts, and effective communication.

Electives:

TAC 410: Indigenous-led Climate Action[3] (1.5 units)
First Anticipated offering: 202401
Delivery mode: Online asynchronous
Explores Indigenous understandings of and responses to climate change, with a particular emphasis on developing skills for respectful and effective collaboration in support of Indigenous priorities.

TAC 415: Adaptation Planning and the Built Environment (1.5 units)
First Anticipated offering: 202409
Delivery mode: Online asynchronous
Focuses on skills and strategies for urban and regional planning in the context of a rapidly-changing climate, including appropriate use of downscaled climate models to guide adaptation planning.

[3] Although Indigenous perspectives will be integrated in all courses, a dedicated course, taught by an Indigenous knowledge holder, is also desirable.

TAC 420: Water Futures: Drought, Fire, Floods, and Collaborative Governance (1.5 units)
First Anticipated offering: 202501
Delivery mode: Online asynchronous
Explores how governance is evolving to address the impacts of climate change on freshwater regimes, including cycles of drought, fire, and floods, with a particular emphasis on collaborative governance.

TAC 425: Organizing for Transformative Change (1.5 units)
First Anticipated offering: 202501
Focuses on concepts, skills and practices for organizing transformational change, including strategic landscape analysis, effective communications and alliance-building strategies, and navigating cultural and institutional impediments to change.

TAC 430: Future Ecosystems and Communities (1.5 units)
First Anticipated offering: 202509
Delivery mode: Online asynchronous
Focuses on the interface between communities and the ecosystems that support them, developing skills and approaches for designing mitigation and adaptation strategies that support mutual flourishing, including adaptive management, ecological restoration, and nature-based solutions.

TAC 480: Special Topics in Transformative Climate Action (1.5 units)
First Anticipated offering: 202509
Delivery mode: Face-to-face intensive
Presents selected topics in an emerging field related to transformative climate action or one not covered in regular offerings.

TAC 490: Practicum in Transformative Climate Action (1.5 units)
First Anticipated offering: 202509
Delivery mode: Face-to-face intensive
An opportunity to apply evolving of transformative climate action skills to field-based practice through placement with an organization, community group, or service. Involves a minimum of 100 hours of professional practice activity.

Existing elective courses from other departments:

- ADMN 330: Indigenous Governance in Canada (face-to-face)
- ADMN 331: Governance for Planetary Health (online and face-to-face)
- ADMN 462: Intergovernmental Relations in Canada (online)
- ECON 383: Climate Economics (face-to-face)
- EOS/GEOG 130: Climate Change (face-to-face)
- ES 378: Leadership Skills for Change (face-to-face)
- ES 405: Climate, Energy and Politics (face-to-face)
- ES 411: Environmental Solutions (face-to-face)
- ES/EOS 365: Climate and Society (face-to-face)
- ES 314/PHIL 333: Philosophy and the Environment (face-to-face)
- GNDR 337 Climate Migration
- POLI 357: Canadian Environmental Politics (face-to-face)
- PSYC 326: The Environmental Psychology of Places and the World (face-to-face)
- SOCI 437 Issues in Environmental Sociology and Climate Change

Appendix C: Evidence of Consultation With Related Programs and UVic Departments/Faculties Participating in or Affected by the New Program

Miranda Angus, Director, Business Science Technology

From: Andrea Giles
Sent: September 26, 2022 2:38 PM
To: Kara Shaw
Cc: Laurel Currie
Subject: RE: Proposed Certificate in Transformative Climate Action

Hi Kara,

Thank you so much for sharing your working proposal for the Certificate in Transformative Climate Action – created as a response to the Human Dimensions of Climate Change Minor and Certificate programs being nominated for suspension. It's always a little sad to see programs wane but what you've designed in its place is very interesting.

With regard to your questions below about implications for our Co-op programs, I agree with your conclusions on this – that the addition of a co-op program may not work for your certificate program. Currently, co-op is only open to students proceeding to a degree or a designated diploma program. UVic has no co-op programs for the certificate credential. So, for this case, certificate students do not quality for co-op. (However, we do have the work experience program that may be able to support certain certificate students should they be taking this certificate program alongside other studies leading to a diploma or degree. Like COOP, the work experience program is intended for students proceeding to a degree or diploma.).

You reference the successful Diploma in the Restoration of Natural Systems (RNS) – this is a co-op program. While not a large program in scope compared to our other co-op programs, over the past 10 years there have been 28 co-op placements (about 1 to 3 placements a year). Should your certificate program expand to become a diploma, I would see this an excellent way of providing co-op opportunities for students. But as your certificate stands now, it looks like the opportunities you're planning for community-engaged and experiential learning will serve the students well.

I think what you are planning with this certificate program will find the coherence your students are looking for in pursuing a more interdisciplinary approach as well as supporting the delivery structure non-traditional students seek.

I wish you all the luck with this new direction – it sounds great.

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

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Certificate in Transformative Climate Action

VG

Vasco Gabriel - Chair Economics UVic
To Kara Shaw

Reply | Reply All | Forward | ...

Sun 2022-10-16 5:25 PM

Hi Kara

Just to confirm that the Department of Economics supports this proposal and the inclusion of ECON 383 Climate Economics as part of the program. We'll keep assessing if there are any other relevant courses that could be included in the future.
All the best
Vasco



Vasco Gabriel
Professor and Chair
Department of Economics
Faculty of Social Sciences
University of Victoria, PO Box 1700, STN CSC
Victoria, BC, CANADA V8W 2Y2
Personal webpage: vascojgabriel.com

I acknowledge and 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.

University of Victoria
Faculty of Social Sciences | Department of Geography
David Turpin Building B120 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-7332 | F 250-721-6216 | geogchair@uvic.ca

October 17, 2022

Prof. Kara Shaw
School of Environmental Studies
University of Victoria

RE: Geography support for proposed *Certificate in Transformative Climate Action*

Dear Kara:

The Department of Geography is pleased to write a letter of support for your proposed *Certificate in Transformative Climate Action*. It is essential that UVic have such a program and, in addition, this will serve as a solid replacement for the HDCC program, which many are keen to see replaced in some form. I note and support your nomination of GEOG/EOS 130 as a course element. I also strongly suggest GEOG 373 Applied Climatology be included as well. We can discuss this.

Thank you for taking the lead on this and for your many conversations to date that have gotten us this far.

Sincerely,

Original signed by David Atkinson

David E. Atkinson
Professor and Chair, Department of Geography
University of Victoria
Victoria, British Columbia, Canada

University of Victoria
Department of Political Science
David Turpin Building A316 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-6637 | F 250-721-7485 | uvic.ca/socialsciences/politicalscience

Re: Support for Certificate in Transformative Climate Action

To whom it may concern,

I am writing this letter on behalf of the Department of Political Science to indicate our collective support for the proposed Certificate in Transformative Climate Action at the University of Victoria. I am delighted to know that this important initiative is underway and jointly offered by the School of Environmental Studies and the Division of Continuing Studies. The University of Victoria is renowned for its important scholarly and community engaged work in the field, and this joint offering further establishes Uvic's reputation. As an interdisciplinary Certificate program, the proposed course of study provides a foundation in theories, methods, and practices central to transformative climate action and offers flexibility for students to pursue their individual research interests.

The Political Science department has a long history of interdisciplinary cooperation with other units, and is pleased to do so with this program as well. The initial proposal includes POLI 357 (Canadian Environmental Politics) as well as POLI 458 (Topics in Environmental Politics), which we offer regularly. Our unit hopes to regularize one of the courses taught under this 'topics' course, and will bring this to the TCA for formal inclusion at the appropriate time. We are delighted that there is a viable replacement for the recently cancelled Human Dimensions of Climate Change program and look forward to participating in this exciting new initiative.

The Department of Political Science strongly supports the launch of the Certificate in Transformative Climate Action.

Sincerely

Scott Watson
Department Chair and Associate Professor
Department of Political Science
University of Victoria
sdwatson@uvic.ca

Miranda Angus, Director, Business Science Technology

From: Psychology Chair
Sent: October 5, 2022 9:52 PM
To: Kara Shaw
Subject: Certificate in Transformative Climate Action

Hi, Kara. Thanks for sharing the proposal for a Certificate in Transformative Climate Action. The idea is obviously timely and I think it has substantial potential to attract students and to prove valuable to them. I recommend PSYC 326, The Environmental Psychology of Places and the World, as a particularly appropriate elective course. As per the Calendar, this course "Examines attitudes, values, and behaviour in the home, workplace, schools, the city, and nature. The role of psychology in sustainability, climate change, and the design of buildings and cities is explored."

Good luck with this great initiative, and let me know if I may be of assistance.

Regards,

Steve

==========
D. Stephen Lindsay, Ph.D
Professor and Chair
Department of Psychology
University of Victoria

Pronouns: He/him

Certificate in Transformative Climate Action

SG

Steve Garlick - Sociology Chair
To Kara Shaw

Reply | Reply All | Forward | ...

Mon 2022-10-17 9:29 AM

Hi Kara,

I am writing on behalf of the Department of Sociology to express support for the proposed Certificate in Transformative Climate Action. The goals of the certificate program are a good fit with one of our department's main areas of research and teaching focus. I note that the proposal lists SOCI 437 Issues in Environmental Sociology and Climate Change as a possible elective course, and I'm happy for that to be included. It may also be the case that SOCI 207 Ecology, Society and Global Change might serve as a relevant elective for the program.

I think the proposed program is timely and well-conceived, and I look forward to seeing it move forward.

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

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University of Victoria
Faculty of Science | Office of the Dean
PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-4725-030 | scieada@uvic.ca | uvic.ca/science | @uvicscience

Dear Kara,

I am happy to write this letter of support for the proposed Certificate in Transformative Climate Action. The climate crisis represents the greatest threat currently faced by the world. Although awareness of this threat has increased, responses have been too slow and too few. Universities have a responsibility to educate students about climate change and solutions to this crisis. Because of the multifaceted nature of the crisis, a diverse set of educational opportunities for different groups of learners must be provided.

I was pleased to read this proposal for a certificate program to provide students with a foundational understanding of the social science aspects of the climate crisis, with particular emphasis on mitigation and adaptation strategies. This proposed program complements the Climate Science BSc that has been developed between the School of Earth and Ocean Sciences and the Department of Geography (and which I hope will soon be approved by the Minister of Advanced Education and Skills Training!). The BSc program focuses on the scientific aspects of the crisis, while also providing students with an introduction to the political, societal, and economic apects. The reversal of this emphasis in the proposed certificate program broadens the range of educational opportunities in climate to encompass a much more diverse set of learners. I particularly appreciate the design of the proposed certificate to be accessible to non-traditional learners, as well as the strong emphasis on Indigenous climate leadership. I expect that the new courses introduced as part of this program will be of great interest to the BSc students – and of course certificate program students are also welcome to increase their engagement with the natural science aspects of climate change through courses offered through the BSc.

This proposed certificate programs aligns well with the Universitiy's Stragegic and Indigenous plans, and with the suite of initiatives I expect will emerge from the Climate and Sustainability Action Plan. Unfortunately the need of the public and private sectors and community organizations for employees with specialist education in responding to the climate crisis will grow in the coming decades. The proposed certificate program will play a valuable role in educating this emerging community of climate change solutions leaders. I whole-heartedly support this proposal.

Sincerely,

Original signed by Adam Monahan

Adam Monahan
Associate Dean Academic, Faculty of Science
Professor, School of Earth and Ocean Sciences

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Miranda Angus, Director, Business Science Technology

From: Jacquie Green
Sent: October 4, 2022 4:47 PM
To: Kara Shaw
Subject: Re: Certificate in Transformative Climate Action

Thank you Kara and best wishes on development !

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

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: Kara Shaw <shawk@uvic.ca>
Date: Tuesday, September 27, 2022 at 4:08 PM
To: Jacquie Green <iaceed@uvic.ca>
Subject: Certificate in Transformative Climate Action

Dear Jacquie,

Thank you again for taking the time to meet with me, for sharing your stories, and for helping me to think through how to shape this program in ways that will deeply and effectively centre Indigenous people's voices and experiences. It was such a pleasure.

A few things I took away from the meeting and will carry forward:

• The importance of presenting the Certificate—both as we develop it and as we deliver it—through stories to help convey how climate action is understood in Indigenous communities, both locally and throughout the world. These stories engage people and can convey both the reality of climate impacts and the particular (and diverse) ways these are being understood and responded to. I will think about this in how I talk about the Certificate, and will also reach out to the folks you mentioned in case they are open to sharing stories as part of the curriculum.

• The value and potential richness of a co-teaching model, and the possibility of engaging youth consistently in the program in and through co-teaching with others.

• The importance of embedding Indigenous voices and perspectives throughout the curriculum, as foundational and as a way of grounding the program itself here on these lands, even as it seeks to build out from here to engage with how these issues arise and are understood in other parts of the world.

• One way to engage Indigenous students might be to reach out again to Indigenous Studies, and also to Indigenous Governance, both of whom might have classes that could be shared with the Certificate and students who would find it interesting and helpful.

I will pursue these suggestions, and will also reach out to FPH again as I am recruiting potential research assistants for developing the curriculum—it would be great to be able to engage Indigenous students in building the program itself, if and as they are interested.

Thank you again, and please don't hesitate to send along any additional suggestions that might occur to you—I will be eager to hear them. Please also don't hesitate to call on me in future if I can support your work.

With my best wishes,
Kara

--
Dr. Karena Shaw | Associate Professor, School of Environmental Studies | University of Victoria
e: shawk@uvic.ca | tel: 250 721 7353 | http://karenashaw.com

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University of Victoria
Institute for Integrated Energy Systems
Engineering Office Wing, Room 548 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-8895 | F 250-721-6051 | Website | LinkedIn | Twitter

October 25, 2022

RE: Certificate in Transformative Climate Action

To members of the UVic Senate,

I am writing to express IESVic's support for the proposed Certificate in Transformative Climate Action. IESVic is focused on energy system transition in the broadest sense, from technical through to policy, economics, business, social and psychological aspects. Energy provision for society lies at the heart of climate change mitigation, and goes well beyond engineered solutions requiring widespread adoption of technology spurred by political and societal understanding and action. Climate action is critical at this time, given IPPC and IEA reports showing that action to 2030, and beyond to 2050 are absolutely necessary if we are to avoid the worst impacts of climate change, even as some climate change is already baked in to our collective future from past inactions.

The Certificate therefore comes at a key time, especially as UVic retires its Human Dimensions of Climate Change programming. UVic is a leader and has tremendous strength in various aspects of climate change, but there remains a pressing to educate new students across a wide range of disciplines. This certificate's learning objectives will place graduates to work across the required scales with excellent key skills and knowledge to affect change in the real world. In particular, embedding real-world examples of climate action is key, as students require and are keenly interested in how their skillset can be applied to real projects and efforts outside the classroom.

I meet prospective students every day, from a wide variety of backgrounds, with aspirations to tackle climate change but often at a loss as to how to proceed or the nuances of the issues involved. This program's innovative design, including remote learning opportunities and framing for undergraduates, non-traditional students and working professionals, will ensure widespread enrollment in the program and ultimate impact on societies most pressure challenge. It will also foster a very diverse student mix in real and virtual classrooms, itself an important aspect of climate solutions in developing the skills to work with a wide variety of actors to affect change.

Clearly the program is very much aligned with IESVic's ongoing activities. I have no doubt some students will go on to further study and research within IESVic. The courses would also be very useful for our students and I'm sure our Faculty members can contribute key insights for content. Recent major UVic grant submissions to NSERC CREATE (Climate Solution Leaders) and CFREF (Accelerating Community Energy Transitions) also align well with this certificate, and overall contribute to a critical mass in support of UVic's efforts to maintain leadership in climate action across teaching, research and operations.

Sincerely,

Curran Crawford

Digitally signed by Curran Crawford
Date: 2022.10.25 14:12:54 -07'00'

Curran Crawford, Ph.D, P.Eng
Director of Institute for Integrated Energy Systems (IESVic)
Professor in Mechanical Engineering
University of Victoria

Miranda Angus, Director, Business Science Technology

From: Lisa Goddard
Sent: September 26, 2022 3:26 PM
To: Kara Shaw
Cc: Daniel Brendle-Moczuk
Subject: RE: Proposed Certificate Program in Transformative Climate Action
Attachments: DRAFT Climate Certificate Proposal 16 September.docx

Dear Kara,

Thanks for the opportunity to provide feedback on the proposed Certificate in Transformative Climate Action. I believe that this program is well aligned with themes that are emerging in UVic's current strategic planning process, particularly Healthy People and Planet, and Truth, Respect, and Reconciliation. I really appreciate the effort to offer flexible learning modes, which will undoubtedly help the program to address UVic's additional goal to recruit new audiences from among professionals and mid-career practitioners.

UVic libraries have long supported UVic's teaching and research strengths in the areas of Environmental and Climate Studies, and our collections are strong in these disciplines. We are continuously working to build collections that reflect the worldviews of Indigenous communities, and to acquire materials that are authored by Indigenous peoples. Our new Library Search interface is a great discovery tool for exploring literature across disciplinary boundaries. Our evidence-based acquisitions (EBA) initiative additionally allows researchers to gain instant to access 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 a one of the ways in which faculty 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 feel confident that UVic Libraries can support the proposed Certificate in Transformative Climate Action. I am cc'ing our Environmental Studies Librarian, Daniel Brendle-Moczuk, who will be able to provide more in-depth information about our collections, as required.

Thanks,

Lisa

Lisa Goddard (she/they)
Acting University Librarian
University of Victoria Libraries
orcid.org/0000-0002-4970-053X

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From: Kara Shaw <shawk@uvic.ca>
Date: Thursday, September 22, 2022 at 8:05 PM
To: Jonathan Bengtson <bengtson@uvic.ca>
Cc: Daniel Brendle-Moczuk <danielbm@uvic.ca>, Michael Lines <mlines@uvic.ca>
Subject: Proposed Certificate Program in Transformative Climate Action

Hello Jonathan,

As you may know, the Human Dimensions of Climate Change Minor and Certificate programs are being nominated for suspension, due to a variety of structural challenges they were facing. I have been asked by Dean Harder to lead the development of a replacement program that will continue the focus on the social and political dynamics of climate change, but more effectively and efficiently navigate the interdisciplinary terrain in the University. You will find attached a draft proposal for a new Certificate program in Transformative Climate Action. I would welcome any thoughts or suggestions you might have in relation to the proposal.

My sense is that it will not make any substantial new demands on library resources: there is already such a wealth of research and teaching on climate change happening, and presumably to continue, that I suspect that any additional demands for new resources will be incremental at most. That said, since the courses will primarily be delivered by distance, we will definitely be making use of the library's electronic resources, and in particular the electronic reserve. I suspect there are likely other ways that we could engage with the library, too, that will be more evident as we develop the curriculum?

I'm cc'ing Daniel Brendle-Moczuk as the ES librarian, and also Michael Lines, who I corresponded with about the program earlier this year. I very much welcome any questions or feedback that any of you might have.

Many thanks,
Kara

--
Dr. Karena Shaw | Associate Professor, School of Environmental Studies | University of Victoria
e: shawk@uvic.ca | tel: 250 721 7353 | http://karenashaw.com

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From:	Laurel Currie
To:	Asia Tonanbee Acting Curriculum and Calendar Director; Curriculum and Calendar; Reuben Bose-Redwood-Associate Dean A::ademic SOSC
Cc:	Kara Shaw; Miranda Angus Director Business Science Technology
Subject:	FW: Proposed Certificate in Transformative Climate Action
Date:	October 18, 2022 1:41:22 PM
Attachments:	imaaeOO1 ooo imaae002 o□a imaae003 ooa imaae004 ona

Hi Asia,

Thanks so much for this information and for confirming that consultation with your unit and AVPAP will suffice in place of the Associate Registrar for this proposal.

Dr. Kara Shaw, who is leading the development of this certificate, has already consulted with AVPAP Elizabeth Adjin-Tettey, and we are meeting with Reuben tomorrow as our FCC chair and will inquire further about consultation, but what you have shared is very helpful.

Many thanks again,
Laurel

From: "Asia Longphee, Acting Curriculum and Calendar Director" <calmgr@uvic.ca>
Date: Wednesday, October 12, 2022 at 3:29 PM
To: Laurel Currie <laurelc@uvic.ca>
Cc: "Reuben Rose-Redwood -Associate Dean Academic, SOSC" <soscasdn@uvic.ca>, Curriculum and Calendar <calendar@uvic.ca>
Subject: RE: Proposed Certificate in Transformative Climate Action

Hi Laurel,

Please send any proposal questions to calendar@uvic.ca.

Regarding consultation, the following is from our Kuali training material: *If consultation with other departments (or AVPAP if there are program changes} is needed, select 'Yes' under consultation. This will open a new section of the form where you can select which departments to consult and where you can add notes and/or supporting documentation regarding the change.*
The emails can be saved as PDF documents and attached to the proposal via this consultation section. As FCC Chairs are responsible for checking for consultation, you may also follow up with your respective FCC Chair if needed.

The information that I have provided would be similar to the guidance from oregscp. Consultation with ourunit and AVPAP will suffice while the Associate Registrar is away. Please let me know if you have any additional questions.

Kind Regards,

Asia Longphee (she/herl
Acting Calenelar Director I Currici,lum ano CalenClarl Office of ttie Registrar I Of1ision of Stuelent Affairs I IJoNersiJY of Victoria
T 250-&53-3570
calenaar@1.1vic.ca
tittp:{/stueleritaffairs.uvic.ca/

We acknowledgeand respect the Ja1''"a1Jan peoples on whose traditional tentu,ry the university stands and the Songl>ee Esqu/malt afldJ/iSANECpeoples whosehistor/cat relatlcmshlps with thelandcontb'tue to this day.

Please tell us howwedid today. Provide your feedbackhi!u:,



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(!J Please consider the environment before printingthis email.

From: Laurel Currie <laurelc@uvic.ca>
Sent: October 12, 2022 2:25 PM
To: Asia Longphee, Acting Curriculum and Calendar Director <calmgr@uvic.ca>
Subject: Re: Proposed Certificate in Transformative Climate Action

Hi Asia,

Thank you for your help withthis. I'll watch for your note confirming the TCA code has been added andthen I'll begin adding our proposal to Kuali. When I am doingthis, will you bethe point person for questions orwill it be Sara Henderson? I already have a question about consultation-we have consulted extensively on and off campus, wi ll email evidence of these suffice for Kuali?

I will contact Elizabeth Adjin-Tettey about the certificate, thank you for this advice. In your opinion will this work in place of contactingthe Associate Registrar? I'm worried about the continued delay.

Thanks so much,
Laurel

From: "Asia l.ongphee,Acting Curriculum and Calendar Director" <calmgr@uvic.ca>
Date: Wednesday, October 12, 2022 at 1:46 PM
To: Laurel Currie <laurelr@uvic_ca>
Cc: Curriculum and Calendar <calendar@uvic.ca>
Subject: RE: Proposed Certificate in Transformative Climate Action

Thank you, Laurel.

The Associate Registrar (that monitors oregscp) is currently on holiday, and I'm sorry that your emails were not responded to.

The course code of TCA is ok to use, our unit will need to add it to the curriculum-management software for you to be able to select it when making the proposal for the new Certificate program. We will notify you once that code has been added to the software.

If you havenot done so already, I would advise notifying the Associate VP Academic Planning, Elizabeth Adjin-Tettey (avpap@gvic ca) of this Certificate. You should also check in withyour FCC Chair about any additional consultation requirements.

I hope this is helpfull

KindRegards,

Asia longphee (she/herl
ActingCalenelar Director I Curric1.1lum ano CalenClarl Office
of ttieRegistrar I OWis.ion of Stt,Clent Affairs. I UnWersity of
YiJ:10.cia.
T 250-&53-35)0
calenoar@11vic ca
tittp:{/stuelentaffairs.uvic.ca/

Weacknowledgeandrespect the 1ai' "a11an peoples on whose rradltlcmt:Jl territory the university stonds and the ***Songhee Esqu/malt afldltiSANEC peoples whosehistor/ca/*** *relatlcmshlps withthelandcontb'tue to this day.*

Please tell u; howwedid today. Provide your feedback.bi!u:,

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(!J Please consider the environment before printingthis email.

From: Laurel Currie <la1JrPlc@1JVir ca>
Sent: October 12, 2022 1252PM
To: Asia longphee, Acting Curriculum and Calendar Director <calmgr@gvic ca>; Asia longphee <alongph9@uvic.ca>
Subject: FW:Proposed Certificate in Transformative ClimateAction

Hi Asia,

Thank you for your reply in teams today. Below is the email sent to the registrar's office in September. AndI looked in my sent folder andfound my email to them was sent on June 14, 2022. It

would be very helpful to have some feedback on who to consult about this.

Regarding the course code, wou ld you be able to confirm whether you foresee any issues with the code 'TCA' (Transformative Climate Action)?

Thanks so much and let me know if you have any questions.

Laurel

From: Kara Shaw <shawk@uvic.ca>
Date: Thursday, September 22, 2022 at 8:13 PM
To: OREG SCP Consultation <oregscpconsultation@uvic.ca>
Cc: Laurel Currie <laurelc@uvjc ca>
Subject: Proposed Certificate in Transformative Climate Action

Hello,

As you may know, the Human Dimensions of Climate Change Minor and Certificate programs are being nominated for suspension, due to a variety of structural challenges they were facing. I have been asked by Dean Harder to lead the development of a replacement program that will continue the focus on the human, social and political dynamics of climate change, but more effectively and efficiently navigate the interdisciplinary terrain in the University. You will find attached a draft proposal for a new Certificate program in Transformative Climate Action. I would welcome any thoughts or suggestions you might have in relation to the proposal.

We have been in dialogue with Advising since earlier this year, and will continue to work closely with them as we develop the program. We've also been engaging widely with others across campus as we develop the proposal. That said, please don't hesitate to suggest any people or units we should reach out to-we are happy to do so.

I look forward to hearing how you would like to proceed with consultation.

All best wishes,
Kara

Dr. Karena Shaw | Associate Professor, School of Environmental Studies | University of Victoria
e: shawk@uvic ca | tel: 250 721 7353 | http-//karenashaw com

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From: Francis Zwiers
To: Kara Shaw
Cc: Science - Associate Dean Academic; PCIC Operations
Subject: Re: Climate Action Certificate
Date: August 30, 2022 3:28:12 PM

Hi Kara,

One way that PCIC could contribute would be provide a few (<= 3) guest lectures on foundational climate science, the proper interpretation & effective use of climatic information and projections, and perhaps on strategies for effective engagement/education in this area. We have a couple of staff members who might be able to help in that way, assuming that their effort could be recognized through a modest level of compensation for prep and delivery.

Another suggestion would be for you to contact Trevor Murdock (tmurdock@uvic.ca; Trevor.Murdock@ec.gc.ca; see also https://www.pacificclimate.org/about-pcic/people/trevor-murdock). Trevor is currently on secondment from PCIC to the Canadian Centre for Climate Services (part of Environment and Climate Change Canada). He has a strong interest in the area that this micro-credential will focus on, and thus might be willing to make a personal commitment to participate.

Cheers, Francis
--
Francis Zwiers
Director, Pacific Climate Impacts Consortium
University of Victoria, UH1
PO Box 1700, STN CSC
Victoria, BC, V8W 2Y2

Phone: +1 250 721 6236, Web: http://www.PacificClimate.org

From: Kara Shaw <shawk@uvic.ca>
Date: Monday, August 29, 2022 at 2:13 PM
To: Francis Zwiers <fwzwiers@uvic.ca>
Cc: Science - Associate Dean Academic <scieada@uvic.ca>, PCIC Operations <pcic.operations@uvic.ca>
Subject: Re: Climate Action Certificate

Thank you, Frances, for this explanation—it's very helpful.

I wonder if there are ways that we could build some collaboration that do not tax the resources of PCIC, but that do contribute to building the kind of skills and understanding you identify as a priority in your first paragraph below. For example, is there someone either in PCIC or who you feel understands the work that you do and who might be interested to speak with me about potentially designing and teaching (or co-designing and teaching) one of our classes? This would be paid work,

and so could be done in addition to their PCIC responsibilities, potentially, or at least could modestly supplement their existing work. (It is not particularly well-paid work, but it is paid.)

I guess to be clearer about what I am asking—especially at this stage—it is really just whether there is anyone on your staff who might be interested in this particular certificate program. I could then speak with them about a range of possible ways they could be involved, being attentive to the fact that PCIC itself does not have the capacity to fund that involvement. The certificate itself will be bringing in revenue (it is being developed and offered in collaboration with the Division of Continuing Studies, rather than through the usual undergraduate channels), and we do plan to hire and pay course developers and teacher, so it might in fact fit in with your existing model.

I hope that makes sense? Please don't hesitate to let me know if you have any questions, or would like to chat by phone. I appreciate the time you've taken already—thank you!

Best wishes,
Kara

From: Francis Zwiers <fwzwiers@uvic.ca>
Date: Monday, August 29, 2022 at 1:18 PM
To: Kara Shaw <shawk@uvic.ca>
Cc: Science - Associate Dean Academic <scieada@uvic.ca>, PCIC Operations <pcic.operations@uvic.ca>
Subject: Re: Climate Action Certificate

Hi Kara,

Thanks for your message. I agree that it would be important to ensure that there is a good overlap with the BSc in Climate Science, and also with the possibility of a micro-credential in climate science that Adam has been discussing. We're interested from a couple of perspectives. As climate services providers, our main interest would be in making sure that the people and organizations we provide service too are well equipped to use the information we provide in a thoughtful and effective manner. We don't have much expertise in the mobilization of climate information and knowledge, but do have an interest in making sure that information is used appropriately (which includes recognition of the uncertainties in climate change projections, and what those uncertainties imply for the specific adaptation decisions that users may have to make). A secondary interest is in ensuring the availability of a pool of people who are able to produce, manipulate and interpret climate change information – both from our own perspective as potential employers, and to ensure that user organizations have staff who would form effective receptors for the work that PCIC does.

These tings said, we don't have a lot of capacity to educate and train – that's not our primary remit. We are a separately governed not-for-profit corporation, owned by the university, that operates much like a business. To a large extent, we are a user supported organization that provides information and climate services requested by our users and stakeholders, and thus it is their needs and funding that drives most of what we do at any particular time. Part of our effort is broadly

directed (e.g., via publicly accessible data portals and tools), but a lot of the work that we do is bespoke.

Cheers, Francis

--
Francis Zwiers
Director, Pacific Climate Impacts Consortium
University of Victoria, UH1
PO Box 1700, STN CSC
Victoria, BC, V8W 2Y2

Phone: +1 250 721 6236, Web: http://www.PacificClimate.org

From: Kara Shaw <shawk@uvic.ca>
Date: Wednesday, August 24, 2022 at 3:03 PM
To: Francis Zwiers <fwzwiers@uvic.ca>
Subject: Climate Action Certificate

Hello Francis,

I am a prof in Environmental Studies who is taking the lead in developing a certificate program (in collaboration with the Division of Continuing Studies) that focuses on the social and political aspects of climate action. It is intended to be an improvement on the currently-suspended Human Dimensions of Climate Change Minor and Certificate. I was just talking with Adam Monahan about it, and he mentioned that PCIC is considering developing or participating in some microcredential courses. I've also been pointed to PCIC's work by a number of the local government officials and staff who I've been consulting as I develop the program.

Might you or someone else at PCIC be interested in chatting about such opportunities? Adam and I are keen to ensure a rich overlap between the BSc Climate Science and this new Certificate, and thought PCIC's involvement would be beneficial all around. Happy to answer any questions you might have.

All best wishes,
Kara

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Dr. Karena Shaw | Associate Professor, School of Environmental Studies | University of Victoria
e: shawk@uvic.ca | http://karenashaw.com | tel: 250 721 7353

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the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day. As a visitor to these territories, I am deeply grateful to them for their generosity, and for all that they do to support the flourishing of these lands and communities.

PICS
PACIFIC INSTITUTE
FOR CLIMATE SOLUTIONS

University of Victoria
PO Box 1700 STN CSC
Victoria, British Columbia
V8N 6M2 Canada

University House 1
250.853.3595
pics.uvic.ca

September 27, 2022

Dr. Kara Shaw
School of Environmental Studies
University of Victoria

Dear Kara;

The proposed Certificate in Transformative Climate Action that you have been leading the development of will be an excellent and much needed addition to the UVic's curriculum. As identified in the recent IPCC report (AR6 2022) the major barriers we face to climate action at the pace and scale required are social and political. There is an urgent need for educational programs that focus on the social and political dynamics of climate change, which this new UVic certificate would provide.

The focus on "transformative climate action" suggests a positive and action-oriented focus, and signals the complexity and "unknowns" embedded in climate action, which is appropriate. The innovative design of the program (available by distance; designed for both undergraduates and non-traditional students, including working professionals; Indigenous knowledge) will make it available to a wide range of students. The educational experience will be enhanced by this diversity in the classroom.

The learning objectives are attuned to what is needed to work in designing climate actions at a variety of scales, and the course content appears to cover a good range of key skills and knowledge. The focus on embedding learning in real-world examples of climate action is important in this rapidly-evolving field. I understand there is also an intent for direct student engagement with individuals in the workforce who are tackling the issues discussed in the program; this is excellent and will made real the theoretical aspects of the program.

UVic has many strengths in climate research. This program can highlight those and thus will help to enhance UVic's reputation even further in this field. It will also complement UVic's new BSc in Climate Science.

I anticipate that there will be high demand for a program of this kind, and it has the potential to produce graduates who will be desirable to employers and able to advance climate action in a variety of contexts.

UVic has an opportunity to be an educational leader in the social and political dynamics of climate change. Given the critically important need for such as program, it will be very important that UVic appropriately resources it.

This program can be of direct benefit to PICS. For example, PICS annually supports 12 internships with provincial and municipal government, the private sector, First Nations and other solution seekers. PICS also funds major research projects on climate solutions across the four PICS collaborating universities, and 50% of project budgets must be used to support students. The Certificate in Transformative Climate Action could provide a rich source of students for these and other PICS activities

Regards,

Original signed by Sybil Seitzinger

Sybil Seitzinger, PhD
Executive Director

POLIS Project on Ecological Governance
Centre for Global Studies
University of Victoria
PO Box 1700 STN CSC
Victoria, British Columbia V8W 2Y2
Canada

October 13, 2022

Dr. Kara Shaw, Associate Professor
School of Environmental Studies, University of Victoria
David Turpin Building, B243
Victoria, BC Canada

Re: Certificate in Transformative Climate Action

Dear Dr. Kara Shaw,

This letter confirms the support of the POLIS Water Sustainability Project for the proposal for a new Certificate in Transformative Climate Action, as led by Dr. Kara Shaw. Our team has appreciated the opportunities to work and collaborate with you over the years and has full confidence in your ability to curate a successful program that has the potential to have significant positive impacts on the future of our planet. Given POLIS' focus on applied research and community action, we see real value in the proposed certificate program.

The POLIS Water Sustainability Project is an action-based research group at the University of Victoria's Centre for Global Studies. We develop cutting-edge research and share solutions, best practices, and opportunities for reform with those working on the ground. This includes communities, experts, governments at all levels (local, Indigenous, provincial, federal), and non-governmental and Indigenous organizations. By combining practical research with community action, we demonstrate the powerful potential of new governance approaches and work to drive innovative law reform to generate change towards a sustainable and secure freshwater future.

We approach our work with the understanding that water and watersheds are critical cross-cutting priorities that link the current issues of our time, including climate adaptation and resilience, security, prosperity, economic recovery, public health (including safe drinking water), wild salmon and biodiversity protection, and reconciliation and social justice. Given the cross-cutting nature of water and climate issues, it is important for the University of Victoria to have programming in the area of transformative climate action. This focus suggests a positive and action-oriented perspective, and signals the complexity and unknowns embedded in climate action.

Given that the major barriers to climate action (at the pace and scale required) are social and political, there is an urgent need for educational programs that focus on the social and political dynamics of climate change. The proposed certificate program will help address this need. In addition, the program design—available by distance; designed for both undergraduates and non-traditional students, including working professionals—will make it available to a wide range of students, which will improve the educational experience by exposing participants to more diversity of opinions and lived experience.

The learning objectives, as outlined in the proposal, are attuned to what is needed to work in designing climate actions at a variety of scales, and the course content appears to cover a good range of key skills and knowledge. The focus on embedding learning in real-world examples of climate action, and giving students experience with ongoing efforts to address these challenges, is important in this rapidly-evolving field. The University of Victoria is home to a number of respected

climate researchers, and this program offers an opportunity to highlight this work and strengthen cross-campus connections. Our research and work at POLIS will support Dr. Shaw in fully developing this program, particularly around the themes of "Water Futures: Drought, Fire, Floods, and Collaborative Governance."

Given the realities of a changing climate on water access and availability, this proposed certificate program represents an important opportunity to foster practical and employable skills in the next generation of climate and water leaders. We welcome the opportunity to support this proposal for a Certificate in Transformative Climate Action.

Sincerely,

Original signed by Oliver Brandes

Oliver M. Brandes, BA(H), Dip.RNS, M.Econ., JD
Co-Director & Water Sustainability Project Lead, POLIS Project on Ecological Governance,
Associate Director, Centre for Global Studies, University of Victoria
Adjunct Professor, Faculty of Law & School of Public Administration, University of Victoria
Founding Member, Forum for Leadership on Water (FLOW-Canada)

From: Kara Shaw
To: SEOS Director
Subject: Re: Proposed Certificate in Transformative Climate Action
Attachments: image001.png
image002.png

Thank you for this, Jay.

The concern you raise is one that has come up consistently in consultation, and because of this I've had extensive conversations with a number of folks (Adam Monahan, Andrew Weaver, David Atkinson, Colin Goldblatt, Trevor Murdock, etc.) about how to handle this in the curriculum. The overarching view has been that it is essential not primarily that they understand climate science on its own, but that they are consistently, throughout the full curriculum learning how to actually work with climate science as they are designing approaches for addressing climate change, and especially adaptation strategies. Thus the advice I've received is NOT to rely on a particular course to teach climate science, but to embed engagement with the science throughout the curriculum as a key foundation of their knowledge and skills development. This is why the learning objectives for the program are written as they are, with the consistent emphasis on integrating diverse forms of knowledge, making well-informed judgements, critically assessing evidence and sources and applying them appropriately, etc.

For myself, it would definitely be easier to just require a course in climate science—this deep integrative work is challenging. However, the consensus that this is the best direction is clear. We will deliver on this by ensuring that the teams who develop the curriculum include folks who can offer oversight on this. Trevor Murdock, for example, is interested in being involved, as well as a couple of my colleagues on the natural science side who work closely with modeling socio-ecological systems and designing governance processes under conditions of profound uncertainty. Should this approach not be satisfactory, of course we can revisit the program design and requirements going forward.

Hopefully this helps explain the approach we are taking? Thank you again for your engagement, and please don't hesitate to be in touch should you have any questions, concerns or suggestions.

All best wishes,
Kara

--
Dr. Karena Shaw | Associate Professor, School of Environmental Studies | University of Victoria
e: shawk@uvic.ca | tel: 250 721 7353 | http://karenashaw.com

I acknowledge and respect the lək̓ʷəŋən 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. As a visitor to these territories, I am deeply grateful to them for their generosity, and for all that they do to support the flourishing of these lands and communities.

From: SEOS Director <seosdirector@uvic.ca>
Date: Wednesday, October 26, 2022 at 11:20 AM
To: Kara Shaw <shawk@uvic.ca>
Subject: Re: Proposed Certificate in Transformative Climate Action

Hi Kara,

I have read the proposal and am very much in support of the idea of this certificate. I have asked for a little bit of feedback from some of my climate intensive faculty as well. One concern is that it would be possible for someone to complete the certificate without a course in, even a general overview, of the physical basis of climate change offered in EOS 130 or EOS 110. If one is to advocate for action, acting as a go between for scientists, stake holders, first nations communities, grass roots organizations and policy makers it seems important to understand the basics of why climate is changing.

Best,

Jay

Jay T. Cullen (he/him/his)
Professor and Director
School of Earth and Ocean Sciences
Provost's Engaged Scholar
University of Victoria
250-472-5133

I acknowledge and respect the Lekwungen-speaking 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: Kara Shaw <shawk@uvic.ca>
Date: Tuesday, October 18, 2022 at 9:44 PM
To: SEOS Director <seosdirector@uvic.ca>
Subject: Re: Proposed Certificate in Transformative Climate Action

Hello Jay,

Sorry to harass, but this is just a gentle nudge as we're hoping to submit our Senate proposal soon. Let me know if you have any questions or feedback? It would also be helpful to know whether you are content to have those crosslisted courses used as electives in the Certificate. No extensive response needed, though, and happy to chat by phone if that is easier.

Apologies as well—I know it's a busy time of the term!

All best wishes,
Kara

From: SEOS Director <seosdirector@uvic.ca>
Date: Tuesday, October 11, 2022 at 11:31 AM
To: Kara Shaw <shawk@uvic.ca>
Subject: Re: Proposed Certificate in Transformative Climate Action

Hi Kara,

I did not get back to this before the long weekend. Thank you for bringing this initiative to my attention. I will have a more careful look at the draft proposal and get back to you.

Best,

Jay

Jay T. Cullen (he/him/his)
Professor and Director
School of Earth and Ocean Sciences
Provost's Engaged Scholar
University of Victoria
250-472-5133

I acknowledge and respect the Lekwungen-speaking 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: Kara Shaw <shawk@uvic.ca>
Date: Thursday, October 6, 2022 at 3:51 PM
To: SEOS Director <seosdirector@uvic.ca>
Subject: Proposed Certificate in Transformative Climate Action

Hello Jay,

I'm reaching out to you on the recommendation of Adam Monahan. I'm leading the development of a new Certificate in Transformative Climate Action (draft proposal attached). This is partly intended as a replacement for the Human Dimensions of Climate Change programs (see appendix in the attached for more detail). Through this process I've been in conversation with a few of your faculty (Adam, Andrew, Colin) in part to ensure that this new Certificate does a much better job than HDCC did of effectively integrating climate science into the curriculum. To this end we have proposed two cross-listed EOS classes as electives (EOS/ES 365 and EDS/GEOG 130), but perhaps more importantly we are working to integrate the development of a working understanding of climate science throughout the curriculum.

I've also been working with David Atkinson a bit to explore how the courses for th is Certificate can be used by and supportive of students in the BSc Climate Science degree, where I th ink there is a great potential for complementarity.

I mostly wanted just to give you a heads-up about this, and to invite any feedback you might have. Happy to arrange a time to chat if that's easier than e-mail, too. I think I'll also need at least a short e-mail from you to confirm whether you are happy to have the EOS courses included as electives for the program. Just let me know if you'd like to chat about any of this.

Many thanks,
Kara

Dr. Karena Shaw | Associate Professor, School of Environmental Studies | University of Victoria
e: shawk@uvic.ca | tel: 250 721 7353 | htt ://karenashaw.com

I acknowledge and respect the lalilw,HJan Peoples on whose traditional territory the University of Victoria stands, and the Songhees, Esquimalt and WSJJ.NEC peoples whose historical relationships with the land continue to this day. As a visitor to these territories, I am deeply grateful to themfor their generosity, andfor all that they do to support the flourishing of these lands and communities.

Certificate in Transformative Climate Action

SD

SPA Director
To Kara Shaw
Cc Marlowe Morrison, Public Admin Program Manager

Reply | Reply All | Forward | ...

Tue 2022-10-18 10:17 AM

Dear Kara,

Thank you for sharing the proposal about the Certificate in Transformative Climate Action.

The School of Public Administration is happy to collaborate and to contribute to this program by expanding the possibilities of electives. We have worked together to identify ADM courses as potential electives for the students enrolled in this program. Interdisciplinary training on this topic is crucially important and this program offers a chance to students to develop their knowledge and skills in varied critical areas.

This Certificate is very needed and well aligned with the priorities the committees contributed to the UVic Climate and Sustainability Action Plan indicated and, on behalf of the School of Public Administration, I am happy to support it.

All the best,

Astrid Brousselle
Director
School of Public Administration
University of Victoria

Appendix D: External Letters of Support from Other BC Post-Secondary Institutions and/or Community Partners





September 29, 2022

Re: Certificate in Transformative Climate Action

To whom it may concern,

As co-chairs of the Vancouver Island and Coastal Communities Climate Leadership Plan (VICC-CLP), we are writing to state our strong support for the proposed Certificate in Transformative Climate Action.

The VICC-CLP is an ad-hoc group of representatives from regional districts across Vancouver Island and coastal communities working together, along with youth and First Nations, to catalyze climate action at the pace and scale necessary to address the climate crisis. We are in the process of developing a Climate Mitigation and Adaptation plan for the island and sunshine coast out to 2030. Our goal is to pool resources and knowledge, supported by a well-grounded understanding of the region's strengths, challenges and opportunities, to shape a vision of how aggressive and effective climate action can be implemented across the region.

The proposal to develop a Certificate in Transformative Climate Action is an exciting opportunity to equip students to engage effectively with the social, cultural, and political challenges of developing and implementing strategies for mitigating and adapting to climate change.

Ensuring that robust opportunities exist for climate education is critically important so students are equipped to deal with and work on one of the biggest challenges they will be facing in their lifetime. This Certificate program dovetails well with the work we are doing with the VICC-CLP and we know the program will be useful for students to get in involved in similar projects, allowing them to collaboratively develop, assess, and implement effective climate action across diverse sectors and scales. We need people in leadership positions who understand the complexities of multi-level governance and existing policy frameworks. In addition, we desperately need the next generation of decision makers to have a skillset which allows them to implement action by synthesizing research, writing persuasively, organizing communities, and promoting collective action.

As such, we view the vision for a Certificate in Transformative Climate Action to be of critical importance and significance. It is in-line with the stated goals of the VICC-CLP, and more importantly, it will help leave a lasting impact on the region.

…/2

The City of Victoria recognizes the Songhees and Esquimalt Nations in whose traditional territories we live and work "Hay swx qa"
The City of Duncan respectfully recognizes we are on the unceded traditional territory of Cowichan Tribes Nation. "Huy ch qa"

Please do not hesitate to contact us should you have any questions regarding our support for this proposed program.

Sincerely,

Original signed by Lisa Helps

Original signed by Michelle Staples

Lisa Helps
Victoria Mayor

Michelle Staples
Duncan Mayor

BRITISH COLUMBIA

October 2?lh, 2022

School of Environmental Studies
University of Victoria
PO Box 1700 STN CSC
Victoria, BC, V8W 2Y2

Dear Dr. Karena Shaw,

RE: Letter of Support - Certificate in Transformative Climate Action

On behalf of the Climate Action Secretariat, B.C. Ministry of Environment and Climate Change Strategy, I am pleased to write this letter in support of your proposal for a Certificate Program in Transformative Climate Action at the University of Victoria.

I am appreciative to see this program in development, as there is an ongoing need for professional training to support climate action. The Climate Action Secretariat and B.C. Public Sector will continue to require staff with appropriate qualifications and experience. Based on your proposal, your program has the potential to provide these skills. The planned course themes and the learning objectives are focused on relevant skills and knowledge, and the format of the program (available by asynchronous distance learning) will offer flexibility for professional learners. I would encourage you to connect and explore synergies with colleagues at other post secondary institutions in B.C., as I'm aware similar programs are in existence or in development at Royal Roads University and Simon Fraser University. I would also suggest you connect with the Pacific Institute for Climate Solutions based at the University of Victoria

It is good to see the University of Victoria stepping up to offer high-quality, flexible programming to support the development of professional skills relevant to addressing climate action. I wish you the best of luck.

Sincerely,

Original signed by Kenneth Porter

Kenneth Porter
Manager,
Communities,
Climate Action Secretariat
Ministry of Environment and Climate Action Strategy Government of British Columbia

NOV 1, 2022

Dear Kara:

Thank you for sharing your proposal for an undergraduate Certificate in Transformative Climate Action, and for our conversation about potential intersections between that program and the MA in Climate Action Leadership (MACAL) offered by Royal Roads University. As we noted then, although there will no doubt be some subject matter overlaps between the two programs, the difference in level suggests that they have the potential to be complementary. Given the urgency of the climate emergency, and the need for upskilling of Canadians in the face of that emergency, I am of the opinion that providing more options for students to learn about climate change and climate action is a good thing.

As we discussed, it is possible that students from the Undergraduate Certificate you are proposing, might continue their studies in the MA Climate Action Leadership. There is room, with some additional work during their studies (i.e., production of graduate level, competency-driven knowledge outputs reflecting their undergraduate learning), for such students to use their prior undergraduate learning for credit in their graduate portfolio in MACAL. It is also a possibility, depending on the nature and focus of the courses, that MACAL students may wish to take some of the higher-level undergraduate courses offered through the Certificate – again as part of their customized learning portfolio in year 2 of the degree. I am happy to support collaboration to explore these options when the time comes and ensure that both processes work well for students in both programs.

As society moves towards a deeper understanding both of the urgency of the climate crises, and the need to develop and nurture individuals and organizations willing to work to address the crises, there will be a growing need for educational opportunities. These will range from technical programs to undergraduate and graduate programs, and other learning opportunities (e.g., microcredentials, work-integrated learning opportunities). The reality is that we need many skilled, motivated people to step up to tackle the challenges we face. The program you are proposing provides an opportunity for existing undergraduate students and prospects, I am happy to share my support for the development of a Certificate in Transformative Climate Action at UVic.

I wish you all the best as you launch the Certificate and look forward to continuing the conversation about how we might work together to provide additional opportunities for students to engage in their learning across institutions and programs. Please keep in touch as your initiative builds momentum.

Sincerely,

Original signed by Robin Cox

Robin Cox, PhD
Program Head - Climate Action Leadership
Professor - School of Humanitarian Studies
Director - Resilience By Design Lab (RbD) & Adaptation Learning Network
Royal Roads University
2005 Sooke Road. Victoria, BC V9B5Y2
T: 250-391-2600, X4855
E: robin.cox@royalroads.ca

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a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Department of Geography
217-1984 West Mall
Vancouver, BC Canada V6T 1Z2

Phone 604 822 2663
Fax 604 822 6150
www.geog.ubc.ca

Dear Dr. Shaw,

I write in support of your Certificate in Transformative Climate Action. At UBC I was responsible for creating a similar Certificate in Climate Studies and Action, an interdisciplinary, cross-faculty credential. Information about it can be found on our website https://geog.ubc.ca/undergraduate/climate-certificate/ Since launching just last month (September 2022), our program is already full, with 60 students. We have stopped accepting students for the year.

My view is that we need to have these types of micro-programs throughout BC colleges and universities. Furthermore, the proposed program at UVIC is complementary and there are some distinctive elements, in that at the moment our program is targeted to current UBC undergraduate students, whereas the UVIC program will serve non-traditional students by distance. Our program is entirely on-campus, at the moment.

Good luck with the proposal and I look forward to seeing the results.

Original signed by Jessica Dempsey

Jessica Dempsey
Associate Professor
UBC Geography

From: Edquist, Kevin FOR:EX
To: Jo-Anne Clarke
Subject: Certificate in Transformative Climate Action
Date: November 4, 2022 10:20:25 AM

Hi, Jo-Anne.

I have reviewed the proposal for The Certificate in Transformative Climate Action" and would like to offer my wholehearted support for the certificate program. My current role within the government of British Columbia is Executive Director, Compliance, Enforcement and Archaeology; additionally, I have worked in the natural resource sector for 30+ years in a variety of roles.
In that time, and notably in the last few years, I have seen significant emergency issues related to weather events and climate change. These include:

- Wildfires, and their impacts on communities, such as the 2021 Lytton fire which destroyed much of the town and resulted in two fatalities.
- Flooding, such as the 2021 atmospheric river event which caused severe short term and long term disruption of transportation corridors, mass wasting events and fatalities;
- Droughts, such as the one we are just currently getting out of with the fall rains, that resulted in water restrictions in municipalities, large die-off of salmon, high levels of stress in ecosystems (tree die-off, pathogens and insects affecting hosts more aggressively, etc)

We need to figure out how to improve the resiliency of our ecosystems; how to better prepare our communities to prevent emergencies as well as respond when they occur; how to "build back better". That may be reflected in the engineering specifications for structures; restoration of essential ecosystem components such as floodplains; protecting sensitive areas, etc. This begs significant response(s), from all levels of governments, professional organizations, individuals – everybody. Your proposal speaks to the need to "mobilize climate action across diverse sectors" – I fully agree.

To get to this action, we need to continue shifting to a world where climate action in incorporated into all our actions/activities as a matter of course, not as an afterthought of add-on. A big part of getting there is "ensuring learners emerge with a rich understanding of the contemporary contexts that shape climate action" (Direct quote from your proposal).

I like your plan; the program looks exciting and relevant to industries you work in. I also see this could be a good opportunity for training those already working in government.

Thank you for the opportunity to review.

Kevin Edquist
Executive Director, Compliance, Enforcement and Archaeology
Ministry of Forests
250-208-3711

Document #BOG-Mar28/23-15

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

March 13, 2023

To: Operations and Facilities Committee

From: Elizabeth Croft
Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: March 28, 2023

Subject: Proposal to establish an option in Applied Mathematics to the existing Major and Honours programs in Mathematics

Basis for Jurisdiction: Senate Committee on Planning meeting January 4, 2023
Senate meeting on February 3, 2023

Strategic Relevance:

The proposal to establish an option in Applied Mathematics to the existing Major and Honours programs in Mathematics aligns with the following UVic 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 establish an option in Applied Mathematics to the existing Major and Honours programs in Mathematics, as described in the document "Applied Mathematics Option" effective September 2023, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

Background:

The Option in Applied Mathematics within the existing Major and Honours programs in Mathematics will provide students with focused training in the areas of mathematics most relevant for careers in industry or graduate study in applied mathematics. The Major and Honours programs have been designed to be very flexible at the third and fourth year levels to accommodate students with a very wide range of mathematical interests. The proposed Option will provide students with more specific guidance on the sequence of courses they should take in order to be trained in applied mathematics to a level that is competitive with students from universities that have majors (and sometimes entire departments) dedicated to applied mathematics. Existing Majors or Honours students with interests in applied mathematics may be meeting the requirements of the proposed Option already; the proposal will give them formal recognition to help set their credentials apart. First and second year students often are unaware that mathematics has many highly employable areas of application, and raising awareness of this is likely to draw more application-oriented students to the Major and Honours programs.

Attachment(s): February 2023 Senate docket for the proposal to establish an option in Applied Mathematics to the existing Major and Honours programs in Mathematics.

University of Victoria | Senate Committee on Planning

MEMO

Date: January 18, 2023

To: Senate

From: Senate Committee on Planning

Re: **Proposal to establish an option in Applied Mathematics to the existing Major and Honours programs in Mathematics**

At its meeting on January 4, 2023, the Senate Committee on Planning considered the proposal to establish an option in Applied Mathematics to the existing Major and Honours programs in Mathematics.

The Option in Applied Mathematics within the existing Major and Honours programs in Mathematics will provide students with focused training in the areas of mathematics most relevant for careers in industry or graduate study in applied mathematics. The Major and Honours programs have been designed to be very flexible at the third and fourth year levels to accommodate students with a very wide range of mathematical interests. The proposed Option will provide students with more specific guidance on the sequence of courses they should take in order to be trained in applied mathematics to a level that is competitive with students from universities that have majors (and sometimes entire departments) dedicated to applied mathematics. Existing Majors or Honours students with interests in applied mathematics may be meeting the requirements of the proposed Option already; the proposal will give them formal recognition to help set their credentials apart. First and second year students often are unaware that mathematics has many highly employable areas of application, and raising awareness of this is likely to draw more application-oriented students to the Major and Honours programs.

The following motion is recommended:

Motion: that Senate approve, and recommend to the Board of Governors that it also approve the proposal to establish an option in Applied Mathematics to the existing Major and Honours programs in Mathematics, as described in the document "Applied Mathematics Option" effective September 2023, 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
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 PROGRAM CHANGE – UNDERGRADUATE

Applied Mathematics Option

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

Submitted by:	**Name and title**	**Email**
Contact person	Rod Edwards, Undergraduate Curriculum Chair	edwards@uvic.ca
Dean or designate	Adam Monahan, Assoc. Dean Academic	scieada@uvic.ca

Please provide dates of all approvals

Required approvals	**Date**
Pre-consultation with AVPAP (by contact person and Dean/designate)	26 Sept. 2022
Departmental/School approval	13 Sep. 2022
Faculty Curriculum Committee approval	21 Oct. 2022
*Faculty Council approval (or indicate equivalent Faculty voting body)	14 Nov. 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 – Jonathan Bengtson, University Librarian bengtson@uvic.ca	N/A	
Executive Director, Co-operative Education and Career Services – Andrea Giles, agiles@uvic.ca	8 Dec. 2022	Y
Office of the Registrar – please submit consult request to OREGSCPConsultation@uvic.ca	26 Sept. 2022	Y
Indigenous Academic and Community Engagement Kundoqk Jacquie Green, Executive Director, iaceed@uvic.ca	9 Dec. 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

[Applied Mathematics Option]

Please complete all sections or indicate N/A

SUMMARY of PROPOSED CHANGE

Name, Location, Academic units (Faculties, departments, or schools)	Department of Mathematics and Statistics, Faculty of Science
Anticipated implementation date of change	May 2023 calendar
Name, title, phone number and e-mail address of contact person	Rod Edwards, 7453, edwards@uvic.ca

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)

The proposal is to include within the existing Major and Honours Programs in Mathematics an "Applied Mathematics Option." No change to the programs themselves or the associated courses is involved. This is an "Option", not a "Stream" – that is, it's not a separate and distinct pathway through the Math program but rather a grouping of related courses focusing on an identified set of skills.

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?

The Option in Applied Mathematics within the existing Major and Honours programs in Mathematics will provide students with focused training in the areas of mathematics most relevant for careers in industry or graduate study in applied mathematics. The Major and Honours programs have been designed to be very flexible at the third and fourth year levels to accommodate students with a very wide range of mathematical interests. The proposed Option will provide students with more specific guidance on the sequence of courses they should take in order to be trained in applied mathematics to a level that is competitive with students from universities that have majors (and sometimes entire departments) dedicated to applied mathematics. Existing Majors or Honours students with interests in applied mathematics may be meeting the requirements of the proposed Option already; the proposal will give them formal recognition to help set their credentials apart. First and second year students often are unaware that mathematics has many highly employable areas of application, and raising awareness of this is likely to draw more application-oriented students to the Major and Honours programs.

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?

The proposed Option in Applied Mathematics is expected to increase recruitment, retention, and success of mathematically inclined students who prioritize employability upon graduation, and who are interested in the areas of mathematics most useful for applications in industry or technology. Applied Mathematics training has always been marketable, but the demand for people with this training is increasing in particular areas. One example is mathematical epidemiology, where COVID-19 highlighted the need for applied mathematicians to provide the models and consequent predictions to government Health departments, and to advise on policy as the pandemic progressed. The BC Centre for Disease Control and the Canada Centre for Disease Control employ applied mathematicians to help with this work, and many academics, including some at UVic, were also involved. Another example is large-scale optimization, which underlies the newly prevalent tools of machine learning, the logistics of the supply chain, and more. There are many other such examples – too many to list – and the increasing quantitative nature of many fields ensures that the demand for applied mathematics training will only increase over time. The Option provides students with a clearly identified path to develop transferrable quantitative skills, with an explicit recognition of this fact in the degree they are awarded.

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. Will use already existing courses

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

No impact on current policies. Students can declare the Option at any time after completing the first two years of a Major or Honours program in Mathematics, as stated in the Option description attached below. Having declared the Option doesn't have any bearing on course availability, etc. Advising of students with Applied interests should be sharpened with this Option laid out in the calendar.

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.**

No. The Option requires only existing courses.

- **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.

A stronger focus on Applied Mathematics is more likely to attract students who can do Co-op and for whom such experiential opportunities will be valuable. See the consultation email attached below.

    - Opportunities for community engaged and research-enriched learning

See answer to previous question.

- **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.

In addition to the learning outcomes of the existing Major and Honours programs, which the Applied Mathematics Option sits within, the Option has the additional learning outcome of training in the areas of mathematics that are most applicable in other STEM fields and the social sciences, as well as experience carrying out such applications. Specific learning outcomes include the ability to develop, analyze and interpret mathematical models in order to understand systems in the real world, and to answer quantitative questions about them. Tools will include differential equations, numerical analysis, and at least some of: stochastic processes, scientific computing methods, and optimization.

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

No change. The Option would just guide students to take particular courses that would be optional (or elective) to a Major or Honours student who did not take this Option.

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

Yes, possibly. Mathematics has been of particular value to Indigenous peoples in applied contexts, such as resource management. There is room in modelling courses, for example, to include modelling problems of interest to Indigenous peoples.

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

Applied mathematics provides quantitative tools to better understand key global challenges, such as using mathematical modeling to predict effects of changes in the climate or infection rates in a pandemic, as well as tools to design optimal interventions. Applied mathematicians are currently in demand, for example, in Government agencies such as the Canada Centre for Disease Control and the BC Centre for Disease Control, who need to continually improve models of disease progression in order to better control current and future outbreaks. There is also a national focus on ecological issues, partly as a result of climate change, for which policy and management decisions depend on the understanding that comes from mathematical models. Two issues of current importance in Canada are the threat of spread of Spruce Budworm from B.C. into the rest of the country (which has huge economic as well as ecological consequences), and the spread of sea lice from salmon farms to wild salmon populations.

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

Applied mathematics provides the data analysis tools to uncover inequality and its causes in many different contexts.

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

We already provide such opportunities through undergraduate research projects, and honours projects. The creation of this Option does not directly provide additional opportunities, though it may attract more undergraduate students to applied research projects.

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

UBC has an Institute of Applied Mathematics. SFU has separate programs in Applied Mathematics (as distinct from Mathematics). UNBC and TRU are too small to have distinct programs. The proposed Option is a middle ground: not a separate program, but a recognized focus within Mathematics. Consultations with UBC and SFU are included below.

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

We hope that the proposed change will attract more students to take Applied Mathematics, and thus to increase overall numbers of program students in Mathematics.

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).

N/A

Applied Mathematics Option – draft calendar change proposals

Note: Although 10.5 additional units are specified in the Major program, and 9 additional units are specified in the Honours program, MATH335 is already a requirement of the Honours program, so the set of courses taken by the two students to satisfy the Option is actually identical.

Major program: BSC-MASM [10.5 additional units specified by the Option]

General Information
In addition to the Option requirements below, students should refer to the requirements of the BSc Mathematics Major program.

Admission Requirements
Completion of the first two years of the Major in Mathematics program.

Program Requirements
Program rules

- Complete all of the following
  - Complete all of:
    - MATH335 - Real Analysis (1.5)
    - MATH346 - Introduction to Partial Differential Equations (1.5)
    - MATH348 - Numerical Methods (1.5)
    - MATH379 - Nonlinear Dynamical Systems and Chaos (1.5)
  - Complete 3 of:
    - MATH377 - Mathematical Modelling (1.5)
    - MATH442 - Advanced Ordinary Differential Equations (1.5)
    - MATH446 - Advanced Partial Differential Equations (1.5)
    - MATH449 - Scientific Computing (1.5)
    - MATH452 - Stochastic Processes (1.5)
    - MATH475 - Topics in Mathematical Biology (1.5)
    - MATH492 - Topics in Applied Mathematics (1.5)
    - MATH347 - Introduction to Continuous Optimization (1.5)

Honours program: BSC-MASH [9 additional units specified by the Option]

General Information
In addition to the Option requirements below, students should refer to the requirements of the BSc Mathematics Honours program.

Admission Requirements
Completion of the first two years of the Honours Program in Mathematics.

Program Requirements
Program rules

- Complete all of the following
  - Complete all of:
    - MATH346 - Introduction to Partial Differential Equations (1.5)
    - MATH348 - Numerical Methods (1.5)
    - MATH379 - Nonlinear Dynamical Systems and Chaos (1.5)
  - Complete 3 of:
    - MATH377 - Mathematical Modelling (1.5)
    - MATH442 - Advanced Ordinary Differential Equations (1.5)
    - MATH446 - Advanced Partial Differential Equations (1.5)
    - MATH449 - Scientific Computing (1.5)
    - MATH452 - Stochastic Processes (1.5)
    - MATH475 - Topics in Mathematical Biology (1.5)
    - MATH492 - Topics in Applied Mathematics (1.5)
    - MATH347 - Introduction to Continuous Optimization (1.5)

Consultation with Faculty of Science Co-op

Hi Rod,

My name's Jeremy Pearce, Arkady's on a leave and I'm the interim Co-op Coordinator for Math & Stats (and Physics & Astronomy and Chemistry), I started in this role 7 weeks ago. Prior to that I worked as a Career Educator for 10 years for the Career Services side of UVic Co-op and Career Unit (with the portfolio of Science and Human and Social Development).

In regards to Math Co-op I see two sides to your consideration below:

- A. Would a significant amount of students in the proposed Applied Mathematics Option end up being attracted to Co-op?

- B. Would being in the Applied Mathematics Option be competitive when apply for co-op work terms? (would this specific degree focus be appealing to employers in hiring co-op students?)

While both considerations are challenging to project what the outcome would be, I would imagine that for consideration A. being in the proposed Applied Mathematics Option would likely enhance interest in Co-op (especially if Co-op is encouraged by faculty/the department). For consideration B. I imagine the answer would also be yes – particularly if when applying for co-op work terms, in addition to stating that they're in the Applied Mathematics Option, students also describe some of their relevant courses/learning/skills/knowledge (from courses you mention below that they've either taken or in the process of taking).

For context, I've had a look at past co-op employers of UVic Math students, and there's a wide range, including, BC Government (e.g. Ministry of Environment), Federal Government (e.g. Stats Canada), Private Sector (e.g. RBC, Husky Energy), and UVic (e.g. Systems, Physics and Astronomy Department, Math and Stats Department). Feel free to let me know if you would like further information re organizations/departments who have hired UVic Math co-op students, and/or if you would like me to reach out to some people who have hired Math co-op students to ask their thoughts on how they would view the Applied Mathematics Option.

A relevant logistic is that students often enter co-op at in Fall of 2nd year, start applying for co-op work terms in Spring of 2nd year, and go on their first work term in Summer of 2nd year. Though students typically engage in multiple co-op work terms in 3rd year (when they'd be starting the Applied Math Option) and 4th year. Further, quite a lot of co-op students don't start the co-op program until 3rd year.

Please let me know if you have questions/considerations.
Cheers,
Jeremy

Jeremy Pearce
Co-op Coordinator, Physics and Astronomy, Chemistry, Mathematics and Statistics
Co-operative Education Program and Career Services
University of Victoria
Bob Wright Center Room A239
Victoria, BC V8W 2Y2 Canada
scicoop@uvic.ca 250-721-7713
Web: www.uvic.ca/coopandcareer | Portal: http://learninginmotion.uvic.ca

Consultation with Co-op Director

Hi Rod,

Not to worry! I was brought up to speed on this proposed Option in Applied Mathematics by Jeremy's manager a few weeks ago, and my reply back to her was:

This looks like a valuable addition to the department of Mathematics – students and employers will appreciate this applied approach.

Please consider my email my confirmation of consultation with COOP. All good here!

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

Consultation with SFU: See attached letter, the text of which is extracted here:

November 28, 2022

Dear colleagues, I am writing today to support the University of Victoria's Department of Mathematics and Statistics pursuit of a concentration in Applied Mathematics. SFU has had an Applied Mathematics degree for at least 30 years, and it is a very popular option.

We have approximately 250 major students distributed across Math, Applied Math (APMA) and a Mathematics and Computer Science joint degree (MACM). Math is the most popular, with a little more than 50% of our students, with MACM and APMA more or less splitting the remainder. The APMA courses cover some aspects of theory, modelling and computation on a given topic. Our APMA students typically go on to graduate school or work in numerate or computational jobs requiring computational or modelling skills.

Having an applied math program allows us to regularly offer specialty classes which are upper division requirements for other programs. For instance, the mathematical physics program requires our 400-level Partial Differential Equations class, Computer Science requires Numerical Analysis and so on. We also find that many of our minor students focus on the applied math classes such as Continuous Optimization and Dynamical Systems as the applications are relevant to their primary degree.

We can offer upper division classes to the broader university community because we have an applied math program.

Historically, our program has focussed on methods for studying continuous problems related to physics and other areas of science. Lately, though, we have shifted to offering more classes related to data science, epidemiology and stochastic models. In addition, over time, we have moved the lower division requirements for APMA to be almost the same as for MATH to allow students to move from one to the other easily. Even still we often find students who do a MATH degree and almost all the APMA requirements but are just missing one or two classes. If were to start fresh, I would move to a concentration (as we call it) model as it is more flexible for the students. That would give enough guidance to students about what to take but allow them more choice.

Our applied math program has been very successful and has helped provide options for students in many other departments. UVic has many great applied mathematicians working in differential equations and beyond, and so I expect will be able to offer modern and exciting classes of interest to many students. I wish you all tremendous success.

JF Williams

Consultation with UBC:

Dear Rod,

Sorry for the delay in replying.

I think that the Applied Math Option that you propose is a very good idea. It will help students identify a pathway to learn about the applications of mathematics, while still picking up enough of the core material that they would be prepared for graduate studies. The range of possible graduate programs would be wide - depending on student interests and electives, it could include applied math, statistics, computational sciences, applied physics, bioinformatics, or many others. In your proposal you identify the BCCDC as a potential employer, which is certainly true (e.g. my former MSc student just got a job there as a data analyst) but there is an increasing general demand from industry (especially software and data analysis companies of many kinds) for people with these kinds of skills as well. Many of these industrial jobs need programming skills and that would be my only change to your proposal - to make the "Scientific Computing" course a mandatory course for this option. The students are competing with engineers and computer science graduates so this would be helpful.

At UBC Mathematics, we have been discussing how to better prepare our Math Majors students for their careers, and we are likely to come up with some tracks that are quite similar to your proposal. Currently the students just get advice from us and try to plot their degree as best they can. But I think that having something a little more formal will help the students find their way as well as attracting them into the area to begin with.

Overall I strongly support this proposed option. If you need any more specifics about what we are doing or what we are thinking about, please let me know and I will find out.

Best wishes

Dan Coombs

--
Professor and Head
Dept of Mathematics
UBC

Consultation with Indigenous Academic and Community Engagement

Yowtz Rod, I reviewed your mail and have no feedback or concerns. Good luck in your new program

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

Consultation with OREG

Dear OREG consultants,
Please let me know if you have any concerns about the attached proposal to introduce an Option in Applied Mathematics within our Major and Honours programs in Mathematics.
Many thanks,
Rod Edwards

--
Rod Edwards
Department of Mathematics and Statistics
University of Victoria

From: Rod Edwards <edwards@uvic.ca>
Date: Monday, September 26, 2022 at 2:50 PM
To: OREG SCP Consultation <oregscpconsultation@uvic.ca>
Cc: Sandra Duggan – Administrative Assistant to the Associate VP Academic Planning <apasst@uvic.ca>, Science - Associate Dean Academic <scieada@uvic.ca>
Subject: Re: Proposed Applied Mathematics Option

…Once again, with the attachment!
Rod

From: Rod Edwards <edwards@uvic.ca>
Date: Monday, September 26, 2022 at 2:49 PM
To: OREG SCP Consultation <oregscpconsultation@uvic.ca>
Cc: Sandra Duggan – Administrative Assistant to the Associate VP Academic Planning <apasst@uvic.ca>, Science - Associate Dean Academic <scieada@uvic.ca>
Subject: Proposed Applied Mathematics Option

Dear OREG consultants,
I am attaching here a draft proposal for an Applied Mathematics Option that I've sent to SCP for advice, first, and when ready to be considered at an SCP meeting.
They recommend consulting with you, so please give me your feedback, if any, from the OREG point of view.
No new courses are involved, and no new programs, only an Option to guide a subset of Math students into appropriate courses for their specialty.

Regards,
-Rod

--
Rod Edwards
Department of Mathematics and Statistics
University of Victoria

From:	OREG SCP Consultation
To:	Rod Edwards
Cc:	Sandra Duggan – Administrative Assistant to the Associate VP Academic Planning; Science - Associate Dean Academic; Elizabeth Adjin-Tettey - Acting Associate Vice-President Academic Planning; Sabrina Jackson, Associate Registrar
Subject:	RE: Proposed Applied Mathematics Option
Date:	January 4, 2023 8:48:48 AM

Hi Rod,

Apologies for the delay in replying. We've checked with the team and there are no concerns with the attached proposal to introduce an Option in Applied Mathematics.

Best,
Wendy Taylor
Acting Registrar

From: Rod Edwards <edwards@uvic.ca>
Sent: December 9, 2022 11:17 AM
To: OREG SCP Consultation <oregscpconsultation@uvic.ca>
Cc: Sandra Duggan – Administrative Assistant to the Associate VP Academic Planning <apasst@uvic.ca>; Science - Associate Dean Academic <scieada@uvic.ca>; Elizabeth Adjin-Tettey - Acting Associate Vice-President Academic Planning <avpap@uvic.ca>
Subject: FW: Proposed Applied Mathematics Option

Dear OREG consultants,
Please let me know if you have any concerns about the attached proposal to introduce an Option in Applied Mathematics within our Major and Honours programs in Mathematics.
Many thanks,
Rod Edwards

--
Rod Edwards
Department of Mathematics and Statistics
University of Victoria

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Subject: Proposed Applied Mathematics Option

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I am attaching here a draft proposal for an Applied Mathematics Option that I've sent to SCP for advice, first, and when ready to be considered at an SCP meeting.
They recommend consulting with you, so please give me your feedback, if any, from the OREG point of view.
No new courses are involved, and no new programs, only an Option to guide a subset of Math students into appropriate courses for their specialty.

Regards,
-Rod

--
Rod Edwards
Department of Mathematics and Statistics
University of Victoria

Document #BOG-Mar28/23-16

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

March 13, 2023

To: Operations and Facilities Committee

From: Elizabeth Croft
Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: March 28, 2023

Subject: Proposal to establish a French language taught cohort in the existing Elementary Post-degree Program Bachelor of Education Program

Basis for Jurisdiction: Senate Committee on Planning meeting January 4, 2023
Senate meeting on February 3, 2023

Strategic Relevance:

The proposal to establish a French language taught cohort in the existing Elementary Post-degree Program Bachelor of Education Program aligns with the following UVic 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 establish a French language taught cohort in the existing Elementary Post-degree Program Bachelor of Education Program, as described in the document "Francophone and French Immersion Cohort Post Degree Program Elementary B.Ed." effective September 2023, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.*

Background:

The proposal to establish a French language taught cohort in the existing Elementary Post-degree Program Bachelor of Education Program is a pilot project to plan, design, implement, and evaluate a French Cohort in the Teacher Education Program (TEP) at UVic. The project is a collaboration with faculty in the Faculty of Education, local School Districts (SD 61, 62, 63, and 64), and the Conseil Scolaire Francophone (CSF).

The Department of Curriculum and Instruction has successfully applied for and received block funding for 2021 – 2024 from the Ministry of Education and Child Care to establish a French Cohort in the TEP. The project includes working with and building collaborative educational relationships with the Francophone community in British Columbia (BC).

Attachment(s): February 2023 Senate docket for the proposal to establish a French language taught cohort in the existing Elementary Post-degree Program Bachelor of Education Program.

University of Victoria | Senate Committee on Planning

MEMO

Date: January 18, 2023

To: Senate

From: Senate Committee on Planning

Re: **Proposal to establish a French language taught cohort in the existing Elementary Post-degree Program Bachelor of Education Program**

At its meeting on January 4, 2023, the Senate Committee on Planning considered the proposal to establish a French language taught cohort in the existing Elementary Post-degree Program Bachelor of Education Program.

The proposal to establish a French language taught cohort in the existing Elementary Post-degree Program Bachelor of Education Program is a pilot project to plan, design, implement, and evaluate a French Cohort in the Teacher Education Program (TEP) at UVic. The project is a collaboration with faculty in the Faculty of Education, local School Districts (SD 61, 62, 63, and 64), and the Conseil Scolaire Francophone (CSF).

The Department of Curriculum and Instruction has successfully applied for and received block funding for 2021 – 2024 from the Ministry of Education and Child Care to establish a French Cohort in the TEP. The project includes working with and building collaborative educational relationships with the Francophone community in British Columbia (BC).

The following motion is recommended:

Motion: that Senate approve, and recommend to the Board of Governors that it also approve the proposal to establish a French language taught cohort in the existing Elementary Post-degree Program Bachelor of Education Program, as described in the document "Francophone and French Immersion Cohort Post Degree Program Elementary B.Ed." effective September 2023.

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 PROGRAM CHANGE – UNDERGRADUATE

Francophone and French Immersion Cohort Post Degree Program Elementary B.Ed.

(See Appendix A)

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

Submitted by:	**Name and title**	**Email**
Contact person	Dr Todd Milford	cichair@uvic.ca
Dean or designate	Dr Catherine McGregor - Dean of Education	educdean@uvic.ca

Please provide dates of all approvals

Required approvals	**Date**
Pre-consultation with AVPAP (by contact person and Dean/designate) Elizabeth Adjin-Tettey - Acting Associate Vice-President Academic Planning <avpap@uvic.ca>	Oct 17th , 2022
Departmental/School approval	Dec 7th, 2022
Faculty Curriculum Committee approval	Nov 28th, 2022
*Faculty Council approval (or indicate equivalent Faculty voting body)	Dec 9th, 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 – Jonathan Bengtson, University Librarian bengtson@uvic.ca	June 20, 2022 (Pia Russell Education Librarian)	N
Executive Director, Co-operative Education and Career Services – Andrea Giles, agiles@uvic.ca	N/A	
Office of the Registrar – please submit consult request to OREGSCPConsultation@uvic.ca	Nov 8, 2022	N
Indigenous Academic and Community Engagement – Rob Hancock, Associate Director Academic, iaceadac@uvic.ca	N/A	
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

Francophone and French Immersion Cohort Post Degree Program Elementary B.Ed.

Please complete all sections or indicate N/A

SUMMARY of PROPOSED CHANGE

Name, Location, Academic units (Faculties, departments, or schools)	Faculty of Education Depts. of Curriculum and Instruction; Educational Psychology and Leadership Studies, Exercise Science and Physical Health Education, and Indigenous Education
Anticipated implementation date of change	Sept 2023
Name, title, phone number and e-mail address of contact person	Todd Milford 250 721 7886 cichair@uvic.ca

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)

Based upon both Federal and Provincial government funding (2021 – 2024), we are proposing to offer a parallel stream in French for an already approved program (Elementary PDP B.Ed.). However, we will be doing so through a different language of instruction and with additional admission (i.e., language proficiency) and graduation requirements (i.e., minimum number of courses to be taken in French). Since students will be completing the same courses with the same learning outcomes, the proposal does not involve a different curriculum requiring approval. However, we are seeking approval to offer the program in French and for this to be recognized on the learners' transcripts.

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?

Pilot Project: French Cohort in the Teacher Education Program for Vancouver Island 2021 – 2024

The purpose of this change is to plan, design, implement, and evaluate a French Cohort in the Teacher Education Program (TEP) at the University of Victoria (UVIC). The project is a collaboration with faculty in the Faculty of Education, local School Districts (SD 61, 62, 63, and 64), and the Conseil Scolaire Francophone (CSF).

The University of Victoria Faculty of Education's Department of Curriculum and Instruction has successfully applied for and received block funding for 2021 – 2024 from the Ministry of Education and Child Care to establish a French Cohort in the TEP. The project includes working with and building collaborative educational relationships with the Francophone community in British Columbia (BC).

The proposed program is in response to increased demand for French Minority Language education, coupled with a shortage of trained French teachers has created a challenging teacher staffing situation in BC Francophone schools (as well as in French Immersion schools, where some Francophone families choose to enroll their children). Currently there is no French TEP on Vancouver Island, home to nearly 1 million people.

The Department of Curriculum and Instruction, in consultation with the provincial Ministry of Education and Child Care, local School Districts, and the Conseil Scolaire Francophone, sees this initiative as an important first step in identifying and addressing the instructional needs of this growing region's French Minority Language population.

This proposal seeks permission to run a French Cohort in the TEP at UVIC for intake September 2023. The cohort will conclude Dec 2024 upon graduation. Below are the details of the program:

a. 16-month program, 30 units of required coursework, required short-and-long -term practicum with a teacher mentor and field advisor.
b. Typical class sizes and cohort (33 students), financial aid; bursaries for students.
c. A personalized learning experience that covers identity(s), language(s) education and the challenges of teachers bi-/plurilingual in a minority setting.
d. Preparation for the always-changing challenges and responsibilities of teaching in today's French immersion minority language and French-immersion classrooms on Vancouver Island and beyond.
e. A practicum-based program that includes hands-on French-immersion minority language and French- immersion classroom experience.
f. A linguistic support component including mini-lessons targeting specific language needs will also be offered in-order-to maximize students learning

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?

The proposed French taught cohort program will attract students interested in training as French teachers to address the critical shortage of teachers in BC Francophone schools as well as French immersion schools. This program will therefore not compete with the existing PDP B.Ed that taught in English. In addition, some of the lessons learned from the proposed French taught cohort will inform the regular programs moving forward.

Under direction of the Project Manager and with the Digital Media consultant we have created a series of stills and videos to promote this program and will be using both Google and Meta to advertise the program.

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

Yes, we have hired a Project Manager and Program Coordinator - from the funds provided by the Ministry of Education and Child Care for this project - and will need to hire sessionals and field advisors (and potentially faculty based upon language skills and workload) in addition to regular faculty to provide the program.

We have already reached out to local school districts (SD 61, 62, 63, and 64) as well as the CSF for ideas and potential sessional instructors. Additionally, we are looking to universities in Quebec (i.e., Laval) for potential collaboration on instruction and course delivery.

Resources to support this program are currently under development through a joint effort with the CSF, local school districts, and the UVIC library.

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

All teacher candidates who enroll in the pilot initiative of the post-degree program, PDPP Français must meet the same requirements for program admission and program completion as expected within the English post-degree programs as already established between UVIC to meet the Teacher Education Program Approval Standards (TEPAS, March 2022). Students will complete the same PDP B.Ed program but with some important differences for the French credential. The changes will be in terms of:

- admission requirements (the level of proficiency that applicants should demonstrate to be admitted). Following the guidance of the CSF, local school districts, other universities (SFF, UBC), and in consultation with the Dept of French and Francophone studies we will require students to achieve the DELF (Diplôme d'Études en Langue Française) - an official diploma awarded by the French Ministry of Education to certify the French language competency of candidates outside of France – at an overall level of 50% with no score less than 20% on any of the 4 subscales (i.e., B2).
- At least half of the courses will be completed in French for the designation.

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.**

No. The French taught program will follow the same curriculum design as the regular English program.

- **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 approved program has two practicum placements in K-7 classrooms. We anticipate these placements to be in CSF or French Immersion classrooms and will hire the field advisors for these practicums from the project funds.

    - Opportunities for community engaged and research-enriched learning

N/A

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

We are planning delivery in a face-to-face format. However, we might explore the possibility of virtual course delivery in the summer term of 2024 based upon availability of sessionals and our conversations with institutions in eastern Canada (i.e., Laval).

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.

Yes, the program has learning outcomes that will also be applicable to the French taught program and in addition has regulatory standards within the British Columbia Teachers Council (BCTC). The program does not change any of the stated learning outcomes within the approved program and the BCTC has been made aware of this proposed pilot.

Learning Outcomes
Through their coursework and experiential learning opportunities, students will have opportunities to:

Personal and Professional Preparation

- develop an awareness of their worldview and how this relates to others' worldviews
- develop a growth mindset demonstrated in collaboration with others
- cultivate a culture of professionalism by demonstrating professional standards, including the *Professional Standards for BC Educators*
- demonstrate an understanding of the complexity of teaching and learning

Collaboration and Community Engagement

- practise effective **communication** appropriate to the context and audience, enabling responsiveness to diversities of learners

- practise **respect for all learners from all cultures, including, specifically, Indigenous learners**
- practise working **collaboratively and collegially** as well as independently
- develop positive and supportive connections with students and colleagues, building professional learning networks

Exploring and Enhancing Pedagogy

- demonstrate a deep understanding of overarching **disciplinary concepts**
- engage critically and creatively with ideas to be a **change agent** in society, especially with regards to equity and justice
- implement pedagogically context-appropriate sound practices linking **assessment for/as/of learning**, **planning for learning, instructional strategies and approaches** to engage all students in relevant and personalized learning
- develop an understanding of **how learners learn** in order to cultivate effective learning environments

The BCTC has responded to our Notice of Intent (NOI; see attached) favorably and in support of the initiative. (See Appendix B).

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

No. Students in the pilot French taught program will complete the program within the same 16 months timeframe as the regular program taught in English.

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

Yes. These perspectives are already a part of the program and will be a part of this pilot. It is a certification requirement.

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

The proposed program expands opportunities to incorporate French and Francophone perspectives into the PDP B.Ed program and celebrates French language and culture.

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

Yes. In 2020, the Supreme Court of Canada identified the importance of upholding the rights of the Francophone community under section 23 of the Canadian Charter of Rights and Freedoms to access instructional learning in the French language. Pursuant to these findings, funding for a pilot initiative has been provided to UVIC in partnership with the provincial and federal Government of Canada, Ministry of Education, Childcare of British Columbia to establish a program that supports French language speaking candidates enter a French post degree professional program. Thus, the proposed program protects minority French language rights and diversity within the BC educational system and society more generally.

UVIC's Faculty of Education, Teacher Education Program, is working with the Faculty of French and Francophone program and Library staff (both at UVIC), in creating course resources and content to provide instruction in French. Further, the Teacher Education Office is working with le Conseil Scolaire Francophone de la Colombie-Britannique, School Districts within Victoria, and throughout British Columbia to ensure practicum placements with field advisors and mentors for all student-teacher candidates.

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

Same as existing program.

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

Both UBC and SFU offer a program such as this one and this funding provides an opportunity for UVic to meet the larger societal needs while learning about how best to do this program. Additionally, lessons learned from this design and implementation will help strengthen our own programs.

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

We hope this will increase enrollment within teacher education programs.

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).

See Appendix C of attached documentation from (Division of Continuing Studies, IED, French Department, SD 63, CSF).

Order of Appendices

Appendix A: Francophone and French Immersion Post Degree Program Elementary B.Ed .....

Appendix B: Correspondence with BC Teachers' Council .....

Appendix C: Evidence of Consultation .....

Consultation with Continuing Studies .....

Consultation with IED (Indigenous Education) .....

Consultation with French Department .....

Consultation with SD63 (Saanich School District) .....

Consultation with CSF (Conseil scolaire francophone) .....

Appendix A: Francophone and French Immersion Post Degree Program Elementary B.Ed.

In recent years, school officials across British Columbia have reported a serious shortage of teachers in Francophone minority schools, as well as teachers of French immersion.

A new UVic B.Ed. French pilot program has been funded by the Federal and Provincial governments to graduate pre-service teachers qualified to work in French immersion, and French-language schools on Vancouver Island. We are working with Conseil Scolaire Francophone schools on Vancouver Island and School Districts 61, 62 and 63 in the design and delivery of the pilot program. Program applications will open in September 2022.

Beginning September 2023, we will offer a 16-month post degree professional program plus French Module that includes the following:

a. a personalized learning experience that covers identity (s), language (s) education and the challenges of teachers bi-/plurilingual in a minority setting.
b. preparation for the always-changing challenges and responsibilities of teaching in today's French immersion minority language and French-immersion classrooms on Vancouver Island and beyond.
c. a practicum-based program includes hands-on French-immersion minority language and French-immersion classroom experience.
d. a linguistic support component including mini-lessons targeting specific language needs will also be offered in-order-to maximize students learning

The program's professional preparation combines coursework and practicum that includes the following:

a. studies of human development and learning
b. foundational studies of the theories and practises of teaching and learning
c. effective teaching methods through the modelling of planning, appropriate instructional and assessment strategies, engaging relationships, and clear expectations for intellectual rigor, performance, and behavior
d. studies or dialogue addressing and reflecting the diverse cultural, spiritual, ethical, and philosophical nature of society
e. studies an anti-racist education and oppression education
f. studies related to Indigenous pedagogies and unappropriated Indigenous knowledge and perspectives in integration of these teachings throughout the program

Pre-service teachers will graduate at the leading edge of your field with a Bachelor of Education (BEd) French Module degree and be eligible to apply for a BC teaching certificate.

Appendix B: Correspondence with BC Teachers' Council



November 15, 2022

Dr. Todd Milford
Chair, Department of Curriculum and Instruction
Faculty of Education University of Victoria
Email: cichair@uvic.ca

Dear Dr. Milford,

I write further to your Notice of Information received November 2, 2022 regarding University of Victoria's new pilot initiative, the Elementary B.Ed. Post-Degree Professional Program Français.

Your correspondence was reviewed by the Teacher Education Program Approval and Review Committee on November 9, 2022, and they determined this matter to be an Internal Program Change.

The Committee appreciates your application of the TEP review process and your commitment to supporting French education. Should you have any immediate questions, please contact Shawn McMullin, Director of Professional Excellence at the Ministry of Education via email at shawn.mcmullin@gov.bc.ca or by phone at 604-655-5729.

Sincerely,

Jim Iker
Chair

cc: Andrew Crawford, Director of Certification
Teacher Regulation Branch, Ministry of Education and Childcare

British Columbia Teachers' Council
Mailing Address: 400-2025 West Broadway Vancouver BC V6J 1Z6 Email: BCTC@gov.bc.ca

Appendix C: Evidence of Consultation

Consultation with Division of Continuing Studies

From: Tania Muir, Director, Language Arts Culture <lacdirector@uvic.ca>
Sent: July 20, 2022 12:22 PM
To: Todd Milford – Chair EDCD <cichair@uvic.ca>
Cc: Philippe Provencher - Languages Program Coordinator <Languages.Coordinator@uvic.ca>
Subject: RE: Teacher French Immersion Programming at UVic

Sounds good – take care.

Please let us know the dates that will work for you when you have a chance.

Tania

Tania Muir
Director, Language, Arts and Culture
Division of Continuing Studies, University of Victoria
lacdirector@uvic.ca | 250.721.8462

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: Todd Milford – Chair EDCD <cichair@uvic.ca>
Sent: July 20, 2022 12:13 PM
To: Tania Muir, Director, Language Arts Culture <lacdirector@uvic.ca>
Cc: Philippe Provencher - Languages Program Coordinator <Languages.Coordinator@uvic.ca>
Subject: Re: Teacher French Immersion Programming at UVic

Of course and I am so sorry about the mix up.

Sent from my iPhone
On Jul 20, 2022, at 12:09 PM, Tania Muir, Director, Language Arts Culture <lacdirector@uvic.ca> wrote:

Thank-you for responding,

We had indeed heard you would just be a bit late so had been waiting in the meeting room to connect. Please do let us know what might work for you in the future.

Philippe Provencher is working an intensive program at the moment that finishes the end of this month, and will then be taking some much deserved time off. So perhaps based on the circumstances we could look at the week of Aug. 29th?
Best, Tania
Tania Muir
Director, Language, Arts and Culture
Division of Continuing Studies, University of Victoria
lacdirector@uvic.ca | 250.721.8462

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: Todd Milford – Chair EDCD <cichair@uvic.ca>
Sent: July 20, 2022 11:50 AM
To: Tania Muir, Director, Language Arts Culture <lacdirector@uvic.ca>
Subject: Re: Teacher French Immersion Programming at UVic

Tania

I am so sorry. I was unwell today and the messages must have gotten crossed as to my wish to reschedule. Please accept my apologies and I will reach to my admin to find us a time soon to meet.

Todd
Sent from my iPhone

On Jul 20, 2022, at 11:26 AM, Tania Muir, Director, Language Arts Culture <lacdirector@uvic.ca> wrote:
Just checking, hoping it will still work out to connect?

Tania Muir
Director, Language, Arts and Culture
Division of Continuing Studies, University of Victoria
lacdirector@uvic.ca | 250.721.8462

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.

-----Original Appointment-----
From: Todd Milford – Chair EDCD <cichair@uvic.ca>
Sent: July 19, 2022 2:29 PM
To: Tania Muir, Director, Language Arts Culture
Subject: Accepted: Teacher French Immersion Programming at UVic
When: July 20, 2022 11:00 AM-12:00 PM (UTC-08:00) Pacific Time (US & Canada).
Where: UVCS Oak Room 277 (18)

Todd will be in attendance, but he will be a few minutes late. He sends his apologies.

Consultation with IED (Indigenous Education)

From: Ted Riecken <triecken@uvic.ca>
Sent: November 17, 2022 4:39 PM
To: Todd Milford – Chair EDCD <cichair@uvic.ca>; Catherine McGregor - Dean of Education <educdean@uvic.ca>; Leslee Francis Pelton, Acting Associate Dean Undergraduate Programs, Faculty of Education <adup@uvic.ca>
Cc: Rose Vukovic - EPLS Chair <eplschr@uvic.ca>; Sandra Hundza – EPHE Director <ephe.director@uvic.ca>
Subject: RE: BEd French Elementary Cohort

Hi Todd,

Thanks for the heads up on this. I don't anticipate that IED will have any difficulty getting behind this when I bring it to them at the next department meeting or when it appears at the next step of the approval/review process.

IED is also working really hard to get a proposal for a new degree through the different steps of the approval process so I can appreciate the pressure and workload that your handling. The one pager doesn't indicate if the language of instruction is French, but I'm thinking it may be a challenge to find local instructors for the IED courses who can deliver them in French. But we can consult on that down the road, on an as needed basis.

Good luck in moving this forward.

Cheers,

Ted Riecken, Ed.D.
Acting Chair Department of Indigenous Education
Faculty of Education
University Of Victoria

Consultation with French Department

From: Todd Milford – Chair EDCD <cichair@uvic.ca>
Sent: September 12, 2022 6:25 PM
To: Catherine McGregor - Dean of Education <educdean@uvic.ca>
Cc: Todd Milford – Chair EDCD <cichair@uvic.ca>; Victor Glickman <victorglickman@uvic.ca>
Subject: French BED EPLS EPHE IED courses

Catherine

I could use a bit of guidance and/or top cover on how to proceed with sessional hiring for the 2023 intake of the BED elementary French Cohort. Typically, all units are responsible for both content and hiring for class that feed into TEO programs; however, with this pilot we will be hiring francophone or at least French speakers and be doing so in collaboration with local districts and the CSF (francophone school district).

I want to approach this as a collaborative exercise and to this point am reforming the Teacher Ed Advisory Council which will have representation on from all units; however, in this case I just was looking for a bit of suggestions and or guidance for how to approach this request in an appropriate manner. They will get the EETS of course but do not want to overstep or misstep.

Todd

From: Catherine Caws <ccaws@uvic.ca>
Sent: July 11, 2022 11:22 AM
To: Todd Milford – Chair EDCD <cichair@uvic.ca>
Cc: Victor Glickman <victorglickman@uvic.ca>; Catherine Caws, Acting Chair <chairfran@uvic.ca>; Marc Lapprand <lapprand@uvic.ca>
Subject: Re: BEd French Cohort intake 2023 fall

Hi Todd,

Thank you for the update. I have invited my colleague Marc Lapprand to attend because he and I are acting chairs for the year until a long term Chair is found. Since I will be on leave in January, it is important that he also gets updated on the progress of this opportunity.

You can contact us directly at the chairfran@uvic.ca address for the continuation of the conversation. We both can access the mailbox.

We are quite eager to learn more about this funding, also a little surprise that our Department was not a full collaborator on a proposal to offer a BEd in French, but happy to start collaborating now. We have a lot to offer in terms of language and culture preparation and as a reminder, we also manage the DELF-DALF centre for language accreditation and testing.

Let us know if you need any other specific information before the meeting,

Best

Catherine Caws (she/her)
Professor | Department of French
@katrinrulokoz

Avec respect, nous reconnaissons les peuples lək̓ʷəŋən et leur territoire traditionnel, où est établie l'Université de Victoria, ainsi que les peuples Songhees, Esquimalt et W̱ SÁNEĆ dont les relations de longue date avec ces terres non-cédées continuent jusqu'à ce jour.

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Consultation with SD63 (Saanich School District)

Bonsoir Jenny,

Merci de votre invitation à collaborer pour soutenir l'initiative du programme de PDPP en français qui sera offert à UVIC.

Je serai disponible et sur place, à UVIC, le 16 novembre.
Seriez-vous, par chance, disponible pour me rencontrer vers 11h30am le 16 novembre?

Au plaisir de faire votre connaissance,
Cindy

From: Jennifer Stanford - Placements3 <placements3@uvic.ca>
Sent: Friday, November 4, 2022 5:50:01 PM
To: Cindy Lister <clister@saanichschools.ca>
Subject: French Immersion / French Language Coordinator Meeting Request

Bonjour Cindy,
J'espère que tout va bien. 😊
J'aimerais commencer à établir des liens (partnership) avec vous et dans le district de 62. Pour moi, rapport et l'establishment de communauté pour ce programme est très important pour moi et pour les futurs candidats enseignants.

Particulièrement, j'espère développer une liste pour tout leur practicums, et peut-être si vous connaissez personnes ou les écoles particulaires que désiré être mentors pour les candidats enseignants pour le PDPP Français. Si vous avez le temps, Aimeriez-vous nous rencontrer pour une café la semaine prochaine ou peut-être faire une session via zoom?

Merci d'avance et patiemment j'attendrai votre réponse.

Jennie
Jennie Stanford
Program Coordinator, Teacher Education
Department of Curriculum and Instruction
Faculty of Education
University of Victoria

I 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.

Consultation with SD63 (Saanich School District) (English Translation)

Good evening, Jenny

Thank you for your invitation to collaborate in supporting the French PDPP program initiative that will be offered at UVIC.
I will be available and on site at UVIC on November 16.
Would you, by any chance, be available to meet me around 11:30 am on November 16?

Nice to meet you,
Cindy

From: Jennifer Stanford - Placements3 <placements3@uvic.ca>
Sent: Friday, November 4, 2022 5:50:01 PM
To: Cindy Lister <clister@saanichschools.ca>
Subject: French Immersion / French Language Coordinator Meeting Request

Hello Cindy,

I hope that you are well.

I would like to start building relationships with you and in District 62. For me, rapport and community building for this program is very important to me and future teacher candidates.

Specifically, I hope to develop a list for all their practicums, and perhaps if you know people or particular schools that would like to mentor teacher candidates for the French PDPP. If you have time, would you like to meet for a coffee next week or maybe do a zoom session?

Thank you in advance and patiently I will wait for your answer.

Jennie
Jennie Stanford
Program Coordinator, Teacher Education
Department of Curriculum and Instruction
Faculty of Education
University of Victoria

I 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.

University of Victoria
Faculty of Education | Curriculum and Instruction | Teacher Education
MacLaurin A548 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-7870 | teachered@uvic.ca

17 octobre 2022

À : Michel St-Amant (michel_stamant@csf.bc.ca)
Fariba Daragahi (fariba_daragahi@csf.bc.ca)
Kapka Djarova (kapka_djarova@csf.bc.ca)

Objet : Collaboration avec les districts scolaires pour la création du Programme professionnel de 2e cycle en enseignement à l'élémentaire en français à l'UVic

Bonjour,

Cette lettre a pour but de vous présenter le projet pilote d'une cohorte en français au sein du Programme de formation à l'enseignement, le *Teacher Education Program* (TEP), à l'Université de Victoria (UVic), ou de vous transmettre les derniers développements à ce sujet. Comme vous le savez peut-être déjà, le Département du curriculum et de l'enseignement de la Faculté d'éducation à l'UVic offrira un ajout au baccalauréat en éducation sous la forme d'un Programme professionnel de deuxième cycle pour l'enseignement à l'élémentaire en français (de la maternelle à la 8e année) dès septembre 2023.

L'équipe du TEP de l'UVic souhaiterait travailler de concert avec les districts régionaux pour s'assurer que le Programme professionnel de deuxième cycle pour une cohorte en français réponde à leurs besoins. À cet effet, nous avons embauché Madeleine Challies (coordonnatrice des programmes de français pour le district scolaire 61) afin qu'elle travaille à la conception et à la création de ce programme. Dans un premier temps, Madeleine constituera un groupe d'intervenant.e.s provenant des districts régionaux à qui elle demandera de s'exprimer sur leurs besoins en matière de ressources en français et sur les priorités dont devrait tenir compte le programme. Elle contactera le personnel enseignant de votre district qui a de l'expérience et qui fait preuve de leadership dans le domaine de l'enseignement en français. Des postes de chargé.e.s de cours dans le programme seront probablement plus tard ouverts pour les enseignant.e.s des districts régionaux intéressé.e.s à postuler.

Madeleine consultera également des professeur.e.s et d'autres intervenant.e.s œuvrant au sein d'universités de tout le Canada pour faire en sorte que le Programme professionnel de deuxième cycle pour l'enseignement à l'élémentaire en français de l'UVic reflète les recherches les plus récentes ainsi que les réalités de l'enseignement en immersion française au Canada.

Nous reconnaissons et respectons les peuples lək̓ʷəŋən, sur le territoire traditionnel desquels se trouve l'université, ainsi que les peuples Songhees, Esquimalt et W̱SÁNEĆ, qui continuent d'entretenir leurs relations historiques avec la terre.

Une démarche collaborative dans la création du programme sera hautement bénéfique tant pour l'Université de Victoria que pour les districts régionaux, qui verront leurs demandes prises en compte. Nous avons hâte de travailler main dans la main avec le personnel enseignant de votre district pour mettre sur pied ce nouveau programme à l'UVic.

Ce projet représente une occasion unique et emballante d'entamer une collaboration positive entre l'UVic, les districts scolaires régionaux et la communauté francophone. N'hésitez pas à nous contacter à votre convenance si vous avez quelques questions ou commentaires que ce soient.

Bien à vous,



Todd Milford, Ph. D.
Directeur du Département du curriculum et de l'enseignement
Université de Victoria

University of Victoria
Faculty of Education | Curriculum and Instruction | Teacher Education
MacLaurin A548 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-7870 | teachered@uvic.ca

17 octobre 2022

À : Michel St-Amant (michel_stamant@csf.bc.ca)
Fariba Daragahi (fariba_daragahi@csf.bc.ca)
Kapka Djarova (kapka_djarova@csf.bc.ca)

Object: Collaboration with school districts for the creation of the Professional diploma program in elementary education in French at UVic

Hello,

The purpose of this letter is to introduce you to the pilot project for a cohort in French within the Teacher Education Program (TEP) at the University of Victoria (UVic) and send you the latest developments of this initiative. As you may already know, the Department of Curriculum and Instruction in the Faculty of Education at UVic will be offering an addition to the Bachelor of Education in the form of a Professional Diploma Program for Teaching in elementary schools in French (from kindergarten to grade 8) as of September 2023.

The TEP team at UVic would like to work with the regional districts to ensure that the Professional Diploma Program for a French cohort meets their needs. To this end, we have hired Madeleine Challies (French Programs Coordinator for School District 61) to work on the design and creation of this program. In the first stage, Madeleine will put together a group of stakeholders from the regional districts whom she will ask them to express their needs in terms of resources in French and the priorities that the program should consider. She will contact teachers in your district who have experience and leadership in teaching in French. Lecturer positions in the program will likely later be opened for interested regional district teachers to apply.

Madeleine will also consult with professors and other stakeholders working in universities across Canada to ensure that UVic's Professional Diploma Program for Elementary French Education reflects the latest research for teachers and the realities of teaching in French immersion Canada.

A collaborative approach in the creation of the program will be highly beneficial to both the University of Victoria and the regional districts, who will see their requests are considered. We look forward to working hand-in-hand with the teaching staff in your district to bring this new program to life at UVic.

This project represents a unique and exciting opportunity to begin a positive collaboration between UVic, regional school districts and the Francophone community. Do not hesitate to contact us at your convenience if you have any questions or comments whatever they are.

With regards,



Todd Milford, Ph. D.
Directeur du Département du curriculum et de l'enseignement
Université de Victoria

Document #BOG-Mar28/23-17

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

March 13, 2023

To: Operations and Facilities Committee

From: Elizabeth Croft
Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: March 28, 2023

Subject: Proposal to establish a Bachelor of Arts in Indigenous Language Proficiency

Basis for Jurisdiction: Senate Committee on Planning meeting January 4, 2023
Senate meeting on February 3, 2023

Strategic Relevance:

The proposal to establish a Bachelor of Arts in Indigenous Language Proficiency aligns with the following UVic Strategic Framework Strategies:

Strategy 2.2 – Integrate and align research and education by fostering high-quality research and creative activity across all the disciplines, and by taking focused steps to ensure that learning in every program is enriched by the research culture and activities of the university.
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.
Strategy 4.5 – Foster respectful partnerships with Indigenous communities, governments and organizations – developing and supporting educational and research programs that align community needs and priorities with UVic strengths and capabilities.

Recommendation:

> *THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to establish a Bachelor of Arts in Indigenous Language Proficiency, as described in the document "Bachelor of Arts in Indigenous Language Proficiency" effective September 2023, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.*

Background:

The Department of Indigenous Education at UVic is home to leading Indigenous and settler scholars holding considerable expertise in Indigenous Language Revitalization. It is also home to the largest research grant in the Faculty of Education, the only national grant in Canada which focuses on Indigenous Language Revitalization, and also specifically focuses on the development of adult proficiency building.

Together with the Faculty of Education, the Department of Indigenous Education has been a leader in Indigenous Language Revitalization programming since 2006, and continues to develop and deliver programming to meet the language revitalization and proficiency-building needs of our Indigenous community partners.

The proposal to establish a Bachelor of Arts in Indigenous Language Proficiency has been developed in partnership with the local SENĆOŦEN community, represented by the W̱SANEĆ School Board. The inaugural offering of this degree will be with the SENĆOŦEN and Lekwungen speaking communities, as UVic is situated on their territories. The development of this degree comes as a direct result of the request and needs expressed through the ongoing and mutually respectful community partnership with the W̱SANEĆ School Board.

The degree design builds on the existing Certificates in Indigenous Language Proficiency or Language Revitalization (Year 1), and the existing Diploma in Indigenous Language Revitalization (Year 2). These programs currently ladder into the Bachelor of Education in

Indigenous Language Revitalization. This new BA degree offers an alternative pathway for students to continue onto their 3rd and 4th years who hope to continue their studies focused on their language (rather than on K-12 Teacher Education). The focus of this program is to create new adult speakers of Indigenous languages who then can go on and speak the language in the homes, restarting a natural transmission process for future generations.

Attachment(s): February 2023 Senate docket for the proposal to establish a Bachelor of Arts in Indigenous Language Proficiency.

University of Victoria | Senate Committee on Planning

MEMO

Date: January 18, 2023

To: Senate

From: Senate Committee on Planning

Re: **Proposal to establish a Bachelor of Arts in Indigenous Language Proficiency**

At its meeting on January 4, 2023, the Senate Committee on Planning considered the proposal to establish a Bachelor of Arts in Indigenous Language Proficiency.

The proposal to establish a Bachelor of Arts in Indigenous Language Proficiency has been developed in partnership with the local SENĆOŦEN community, represented by the W̱SANEĆ School Board. The inaugural offering of this degree will be with the SENĆOŦEN and Lekwungen speaking communities, as UVic is situated on their territories. The development of this degree comes as a direct result of the request and needs expressed through the ongoing and mutually respectful community partnership with the W̱SANEĆ School Board.

The degree design builds on the existing Certificates in Indigenous Language Proficiency or Language Revitalization (Year 1), and the existing Diploma in Indigenous Language Revitalization (Year 2). These programs currently ladder into the Bachelor of Education in Indigenous Language Revitalization. This new BA degree offers an alternative pathway for students to continue onto their 3rd and 4th years who hope to continue their studies focused on their language (rather than on K-12 Teacher Education). The focus of this program is to create new adult speakers of Indigenous languages who then can go on and speak the language in the homes, restarting a natural transmission process for future generations.

The following motion is recommended:

Motion: that Senate approve and recommend to the Board of Governors that it also approve the proposal to establish a Bachelor of Arts in Indigenous Language Proficiency as described in the document "Bachelor of Arts in Indigenous Language Proficiency" effective September 2023, 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 Post-secondary Education and Future Skills.

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. 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

Dr. Sandra Hundza
Ms. Alyssa Jackson

Ms. Sandra Duggan (Secretary)

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE
Bachelor of Arts, Indigenous Language Proficiency in (specific language name here)

Submitted by:	**Name and title**	**Email**
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Required approvals - *Please provide dates of all approvals*	**Date**
Pre-consultation with AVPAP (by contact person and Dean/designate)	October 25, 2022
Departmental/School approval	Nov 17, 2022
Faculty Curriculum Committee approval	Nov 28, 2022
*Faculty Council approval (or indicate equivalent Faculty voting body)	Dec. 9, 2022

Please complete all rows with date or N/A

Consultations (as applicable; see notes below) ***documentation required for all consultations***	**Date (or N/A)**	**Documentation Attached (Y/N)**
Libraries - ulo@uvic.ca	October 25, 2022	Y
Co-operative Education and Career Services – coopinfo@uvic.ca	October 25, 2022	Y
Office of the Registrar – please submit consult request to OREGSCPConsultation@uvic.ca	October 25, 2022	Y
Indigenous Academic and Community Engagement – Kundoqk Jacquie Green, Executive Director, iaceed@uvic.ca	October 25, 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 NEW PROGRAM PROPOSAL – UNDERGRADUATE

Bachelor of Arts, Indigenous Language Proficiency

SUMMARY of NEW PROGRAM

Name, Location, Academic units (Faculties, departments, or schools)	**Department of Indigenous Education** **Faculty of Education**
Anticipated start date of proposed program ***Note – the program must not be advertised/offered until all approvals are finalized.***	**September 2023**
Name, title, phone number and e-mail address of contact person	**Dr. Ted Riecken**, Acting Chair, Department of Indigenous Education 250-721-7826, iedchair@uvic.ca, ied@uvic.ca **Aliki Marinakis,** Indigenous Language Programs Manager 250-721-7855, iedlang@uvic.ca University of Victoria PO Box 1700 STN CSC, Victoria, BC V8W 2Y2

A. Provide a summary of the proposed program and clearly articulate how the program aligns with current institutional plans and priorities. (maximum 1 page)

This degree aligns very well with current institutional plans and priorities. It specializes broadly in Indigenous Language Revitalization (ILR), but more specifically Indigenous Language Proficiency-building for adult learners. This degree builds upon and complements the current ILR programs offered in our unit. The Department of Indigenous Education at UVIC is home to leading Indigenous and settler scholars holding considerable expertise in Indigenous Language Revitalization. It is also home to the largest research grant in the Faculty of Education, the only national grant in Canada which focuses on Indigenous Language Revitalization, and also specifically focuses on the development of adult proficiency building, led by President's Chair Dr. Onowa McIvor. Together with the Faculty of Education, our Department has been a leader in Indigenous Language Revitalization programming since 2006, and we continue to develop and deliver programming to meet the language revitalization and proficiency-building needs of our Indigenous community partners.

The degree has been developed in partnership with the local SENĆOŦEN community, represented by the W̱SÁNEĆ School Board. The inaugural offering of this degree will be with the SENĆOŦEN and Lekwungen speaking communities, as we are situated on their territories. The development of this degree comes as a direct result of the request and needs expressed through our ongoing and mutually respectful community partnership with the W̱SÁNEĆ School Board. Below are the words of some of the language champions working in the SENĆOŦEN SḴÁ,SEN Department at the W̱SÁNEĆ School Board:

"NI ȻSE ŚW̱ḴÁLEȻENs E ȻS SCUȻELs E ȻSU, NIŁ X̱EṈ OL I, TOTELNEW̱ EṮ SENĆOŦEN. SṮIs ȻEĆÁ OL I, ḴOḴEL I, U, EWES TW̱E W̱UĆISTENEḴ. SṮIs OL I, ȻENÁṈET TŦE SENĆOŦEN I, HELISET. NIŁ ŚW̱ḴÁLEȻENs E TŦÁ,ENEṈ I, SṮIs ȻEĆÁ OL I, ȻENÁṈET TŦE SḴÁL ŁTE E TŦE ȻENÁṈEŁ,EN SȻ̓s. SṮI ŁTE ȻEĆÁ I, ONEŁ TŦÁ,ENEṈ ŚW̱ḴÁLEȻEN ȻE PITNEW̱,EŁTE ŚW̱ÍYs ȻS SȻ̓s I, W̱IYELḴEN,NOṈET EṮ SENĆOŦEN.

There are (and have been) feelings among the SENĆOŦEN student body about how they want to be able to simply learn SENĆOŦEN without the strings of becoming a teacher. They want to be able to speak and not have to become teachers. However, they do want to help SENĆOŦEN language revitalization efforts. Some of the help that they hope to pursue is in the form of resource and curriculum development – things that could help the efforts of teachers in SENĆOŦEN education, as well as the W̱SÁNEĆ community. We hope to honour their expressed feelings and recognize the necessity of other forms of language revitalization outside of the school domain that can help bring SENĆOŦEN back."

Though the program has been developed with and for the local language communities initially, it has been called for and will be relevant to other Indigenous Language communities across BC and Canada as well. There are approximately 70 Indigenous languages in Canada[1], 34 in British Columbia alone[2]. This degree is necessarily designed to be generative and flexible in order to adapt to the differing needs of other language communities. The name of the degree should reflect which language students graduate with. For example, the first cohort will graduate with a Bachelor of Arts, Indigenous Language Proficiency in SENĆOŦEN. The program is designed to be delivered in community contexts whenever possible and includes knowledge sharing and inquiry elements that connect students directly with Indigenous community contexts. It will not be delivered without a respectful and reciprocal relationship with a language community partner. Each delivery will be built on the foundation of such a relationship.

The degree design builds on the existing Certificates in Indigenous Language Proficiency or Language Revitalization (Year 1), and the existing Diploma in Indigenous Language Revitalization (Year 2). These programs currently ladder into the Bachelor of Education in Indigenous Language Revitalization. This new BA degree offers an alternative pathway for students to continue onto their 3rd and 4th years who hope to continue their studies focused on their language (rather than on K-12 Teacher Education). The focus this program is to create new adult speakers of Indigenous languages who then can go on and speak the language in the homes, restarting a natural transmission process for future generations.

This degree, the Bachelor of Arts, Indigenous Language Proficiency directly meets the University of Victoria Strategic Framework (2018-2023) points 4.1, 4.2, 4.3, and 4.5 in the following ways: it implements Call to Action 16 of the TRC for *"post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages";* it creates a new pathway for Indigenous students to access higher education; it seeks to increase the number of Indigenous students by supporting them with relevant programming; and creates and respects current partnerships with Indigenous communities by developing programming that is responsive to and aligns with their educational priorities.

B. What are the current labour market indicators to support the proposed program?

IED staff and faculty members who developed this proposal were directed by community partners to push back against the need to justify the program for any reason outside of the inherent right as Indigenous people to use, promote and restore their own languages, thereby also meeting goals towards reconciliation. Because this degree works to address the past intentional and violent erasure of Indigenous languages in the lands referred to as a Canada, thereby contributing directly to reconciliation aims within the TRC Calls to Action, it is not appropriate nor relevant to focus on labour market justification for indigenous language restoration.

With that said, we can share that interest and demand for graduates with knowledge and proficiency in their Indigenous languages continues to grow regionally, provincially and across the country. For example, positions within our Department of Indigenous Education and others here at UVIC, such as the Office of the VP Indigenous, and the Office of Indigenous and Community Engagement, language knowledge is an asset. Within First Nations communities themselves, there is a constant and increasing demand for language, land based and culture teachers at all levels, including Instructors at college and university levels, as well as resource developers. Speakers are in constant demand in all disciplinary areas.

C. How is the proposed program aligned with, or is distinct from other related undergraduate programs in other BC post-secondary institutions?

This program is aligned well yet distinct form other related programs in BC. There are two provincial bodies in British Columbia that have been pushing for all BC post-secondary institutions to take up the Truth and Reconciliation Calls to Action in the form of Indigenous language proficiency programming. The First Nations Education Steering Committee, and the Indigenous Adult Institutes of Higher Learning have successfully lobbied the provincial government for funds and support for developing degrees such as the one proposed here.

Although there are no direct parallel degrees in the province of BC, there has recently been a degree developed through UBCO, the Bachelor of Nsyilxcn Language Fluency, which is similar but focuses on a specific, local language. They are also now proposing a Bachelor of Nłeʔkepmx Language Fluency (NLEK). Indigenous Education at UVIC has developed a framework in our proposed BA program that is driven and guided by and focuses on the needs of the SENĆOŦEN language, but can be adapted for other language communities with whom we might work.

As per our Memorandum of Agreement with Simon Fraser University (See Appendix D) as we continue to support each other's programs and have generally paralleled first- and second-year undergraduate programming. SFU has first and second year programming in "Linguistics of a FN language", which can be specified for specific language, e.g. hul'q'umi'num': https://www.sfu.ca/inlp/programs.html.

This undergraduate programming is transferable between UVIC and SFU. While SFU has not yet developed their Year 3 and 4, we expect they will soon, and they encourage any other supportive programming around the continuance and health of Indigenous languages in BC as indicated in their support letter attached (also in Appendix D).

UNBC, also has a certificate in Nisga'a Language, and a First Nations Language Diploma. Other post-secondaries also have certificates for language proficiency and programming in language revitalization, but there are no degree programs like this one, specifically. We look forward to offering transferability options for students coming from other institutions.

D. Please indicate areas of specialization and evidence of adequate faculty complement to support the proposed program.

There is strong interest from Faculty and Sessional instructors to teach in this proposed program.

The following Department of Indigenous Education (IED) faculty members will contribute to the teaching and research, necessarily for the success of the proposed program:

- Dr. Onowa McIvor, maskiko-nehinaw, Faculty member, and former Director of IED, is a President's Chair and recognized national expert on Indigenous language revitalization. She is also the Principal Investigator on the largest research project in Canada focusing on adult Indigenous language learning.
- Edōsdi - Dr. Judy Thompson, a Faculty member from the Tahltan Nation, focuses on science and math within teacher education, revitalizing and reclaiming traditional Indigenous practices and the relationship between Indigenous languages, lands, ecology, and health and wellbeing. Edōsdi is a 3M National Teaching Fellow. (Currently on long-term disability.)
- The Chair of IED, Dr. Jean-Paul Restoule, is an Anishinaabe scholar and educator whose research focuses on pre-service teacher training, Indigenous student success, and Indigenous Education pedagogies and practices.
- Dr. Carmen Rodriguez de France, a Faculty member with Kickapoo ancestry, specializes in teacher education, Indigenous knowledge and early childhood education. This expertise along with her focus on music and arts education will contribute to indigenous proficiency building in those areas.
- Dr. Belinda (kakiyosēw) Daniels, nēhiyaw, is a new IED Faculty member who brings expertise in language proficiency building from decades of experience and research within her own Cree community, and others across Saskatchewan and Alberta.
- Dr. Ewa Czaykowska-Higgins, IED Faculty member and linguist with specialization in Salish language revitalization, specifically with nxaʔamxčín and SENĆOŦEN, documentation, digital dictionary construction, resource development, contributing to community language reclamation projects, and to the development of ILR programs at UVic.

The teaching of this degree will also depend on the community representatives with the knowledge and proficiency in the local languages. This means that the language components of this degree (majority of courses) will be taught by community-based sessional instructors, until a time comes where we can hire more Faculty members proficient in their own Indigenous languages of BC and Canada. Sessional instructors with SENĆOŦEN proficiency and teaching experience with UVIC programming include:

- J,SIN̲TEN (Dr. John Elliot), speaker and long term sessional in UVIC IED Diploma in Indigenous Language Revitalization
- PENÁĆ (David Underwood), MA, speaker and long term sessional in UVIC IED Diploma in Indigenous Language Revitalization. Graduate of the UVIC Masters of Indigenous Languages (MILR) program.
- SX̲EDŦELISIYE (Renee Sampson), MA, speaker and sessional in UVIC IED Diploma in Indigenous Language Revitalization. Graduate of the UVIC Masters of Indigenous Languages (MILR) program.
- MENEŦIYE (Elisha Elliot) MA candidate, speaker and sessional in UVIC IED Diploma in Indigenous Language Revitalization
- Dr. Marion Caldecott, community linguist with SENĆOŦEN proficiency and long term sessional in UVIC IED Diploma in Indigenous Language Revitalization

Furthermore, the Department of Indigenous Education has a longstanding relationship with programs such as Indigenous Studies and Linguistics, and Faculty members in these departments could also support teaching in our proposed BA.

It is important to note that Indigenous Education has been extremely successful in building capacity within Indigenous communities and Indigenous language teaching and revitalization programming. Many graduates of our undergraduate program continue into graduate programming and, upon completion of our Master's program in Indigenous Language Revitalization (MILR), they return to community to teach language in the undergraduate programs. IED continues to further capacity around future Indigenous instructors and Faculty with the current PHD cohorts and MILR cohorts.

E. What are the admission requirements for the proposed program?

Students will be admissible to the program through regular admission requirements.

Students can enter the program at Year 1, Year 2, or Year 3 with appropriate laddered credits and credentials or transfer credits. Normally, students will come through the First- and second-year programming in Indigenous Language revitalization that exists at UVic already, and ladder into the proposed Bachelor of Arts in Indigenous Language Proficiency.

Laddered entrance:
For students coming through the UVic program path, Year 1 will consist of 15 units, usually obtained through the existing 15-unit Certificate in Indigenous Language Proficiency (CILP), or through the 12-unit Certificate in Indigenous Language Revitalization (CILR) with the addition of two language courses.

In Year 2 individual language cohorts will normally complete the existing UVic Diploma in Indigenous Language Revitalization, with a total of 16.5 more units, for a total of 31.5 units.

This laddered admissions pathway is similar to the Bachelor of Education in Indigenous Language Revitalization; however, it provides a different pathway for Indigenous Language Certificate and Diploma students who have proficiency building as their first priority and who see themselves contributing to ILR efforts in ways other than K-12 teaching.

Course Transfer:
Individual language cohorts come into the program with 31.5 units from Year 1 & 2, satisfied either through the laddered steps identified above, or through admission as transfer credit students from other institutions, with 31.5 units of appropriate transfer credit (such as the completion of the SFU Diploma in Indigenous Language Proficiency along with the AWR). Up to 31.5 units of relevant coursework may be applied to the program. At least 15.0 units must be focused on proficiency in an Indigenous language. Exceptions will be considered on a case-by-case basis by the Chair of Indigenous Education.

The Diploma in Indigenous Language Revitalization ladders into the new Bachelor of Arts in Indigenous Language Proficiency. Normally, students will enter the program after completing the Diploma, provided they meet the following admission requirements:

1. Admissibility to the university;
2. At least 30 units of coursework that includes:
    - Indigenous language studies (22.5 units, including 15.0 units focused specifically on Indigenous language proficiency);
3. A sessional grade point average of at least 3.0 (C+) on the most recent session; if that session is less than 12 units, a grade point average of at least 3.0 on the most recent 12.0 units.

Students who have completed the Diploma in Indigenous Language Revitalization and want to ladder into the BA in Indigenous Language Proficiency will complete a re-registration form. Currently registered UVic students applying to the BA in Indigenous Language Proficiency program will not be required to pay an application fee when applying to transfer into the BA in Indigenous Language Proficiency.

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

The program is proposing two new years of programming, where the majority of the core courses are pre-existing and offered regularly within the Department of Indigenous Education. The focus of the required course work is building adult language proficiency in the target language.

The program in Indigenous Language Proficiency will include 61.5 units, total. Years 1 and 2 consist of existing programs that ladder into Year 3 of the degree.

- **Year 1**: Certificate in Indigenous Language Proficiency: 9 core courses (13.5) and one elective (1.5) = **15 units**

  OR the 12-unit Certificate in Indigenous Language Revitalization (CILR), offered by Continuing Studies, + 3.0 units of additional Indigenous language course work.

- **Year 2:** Diploma in Indigenous Language Revitalization = **16.5 units**

Bachelor of Arts in Indigenous Language Proficiency:

- **Year 3:** 7 core courses (10.5) and 3 electives (4.5) = **15 units**
- **Year 4:** 7 core courses (10.5) and 3 electives (4.5) = **15 units**
- **Total program units: 61.5**

Course lists for Years 3 & 4, see **Appendix A**. For course descriptions of new courses, see **Appendix B**.
The curriculum is designed to be generative and to be taken up and delivered according to individual language community needs as is as appropriate for their language context. Also, the program seeks to provide different pathways, within the variety of electives, for students who see themselves contributing to ILR efforts in ways other than K-12 teachers, once they complete their degree. The core courses are language learning focused, utilizing different language learning methods, while the new electives proposed explore different contexts and elements of language revitalization relevant to language learning and language reclamation within language community settings.

There are also enough electives for students to choose to take their pre-requisites for a post-degree teacher education program within their degree path, if they so choose. In this way this program also supports and is relevant to much of the other programming within the Department of Indigenous Education. It builds on the existing Certificate and Diploma which focus on language proficiency building and provides a pathway into post-degree or graduate programming.

The program includes numerous opportunities for experiential learning or other forms of community engagement and research-enriched learning. The required practica and internships are attached to course credit. In Year 2, IED 250 is a required Indigenous Language teaching practicum which focuses on learning how to share knowledge in teaching environments and observe mentors in their places of work. In Year 3, IED 300 is a required experiential internship course, building proficiency creating reciprocal learning in community settings, where students will be mentored in language, culture and other relevant community contexts, and where they will share their language, and enrich those spaces as well.

In Year 4, IED 450 is a required capstone course, where students will explore in depth, with research-enriched focus, a language topic and direction for their future language learning and development as their final course before graduation. Years 3 &4 both also include elective courses where students can engage in curriculum building for different community settings: IED 326, IED 426.

Anticipated outcomes include reciprocal learning opportunities and knowledge sharing throughout the language communities in which the degree will be delivered, and in some cases across language communities. The Department of Indigenous Education has an Indigenous Education Placement Coordinator to arrange practicum and internships, in consultation with the Indigenous Language Programs.

The program design includes plans for community delivery options, as well as plans for certain courses to be deliverable over Zoom, but most courses will be face-to-face. The language revitalization programs at UVIC are usually delivered in a community-based context. This is neither on-campus, nor distance delivery. However, through the pandemic we have discovered that some of this programming can be done online. This is not ideal, but it is possible, so we are able to build in that delivery possibility, depending on the community context, the student cohort, and the needs and requests of the individual language communities to deliver this degree program.

G. Describe the learning outcomes of the proposed program.

Learning outcomes for the program focus on increased language proficiency in target language.

Upon successful completion of the BA in Indigenous Language Proficiency students will demonstrate:

- An overall proficiency outcome of Intermediate to Advanced language ability (according to ACTFL Proficiency Guidelines);
- Ability to contribute to the stability and elaboration of existing language domains;
- Abilities and skills to contribute to the recovery and development of new or sleeping domains of language use in the community/nation;
- Capacity to contribute to the ongoing learning opportunities for the community as a whole;
- Capacity to work with and support, seek, and apply knowledge from knowledge keepers;
- Ability to continue building proficiency as a life-long endeavor;
- Extensive experience in the application of language learning techniques for the revitalization of Indigenous languages;
- Key skills and practices contributing to the building of the ongoing sustainability of the target language;
- Expanded mastery into additional complex domains of language use.

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

The very nature of this program in a 'mainstream' University is an act of decolonization. The actions with the entirety of this program seeks to decolonize the lives of all Indigenous peoples through language learning and reclamation. This degree seeks to support Indigenous communities and students to celebrate, reclaim and re-learn Indigenous languages in face of the colonial history that has attempted to eradicate them across this country. The impacts and wounds of language loss and colonization continue to be felt throughout Indigenous communities, the province, and the whole country. This degree does not presume to be able to heal those hurts, but it directly addresses both the Truth and Reconciliation Calls to Action, as well as direct requests from UVic's Indigenous community partners, specifically the W̱SÁNEĆ School Board (at this time). (WSB-UVIC agreement attached.)

UVic was built upon a site that was once the gathering and livings areas of the Lekwungen people, as the village sat just down the hill in what is now called Cadboro Bay. The W̱SÁNEĆ people considered this area a shared gathering area, and the Lekwungen speaking people considered this area part of their village, and never ceded it to the colonizers. It was land where people lived, loved, and thrived in their languages and cultures before contact. Yet for fifty-eight years, UVic has occupied these beautiful lands, granting degrees predominately in English. It is time to grant a degree in SENĆOŦEN and Lekwungen, and later in other Indigenous languages.

The goal of this degree is to increase the number of adult speakers of Indigenous languages, who in turn will teach the children in their homes and that they bring into the world. The first cohort of this degree will be learning SENĆOŦEN.

I. Does the proposed program design provide opportunities for global engagement or perspectives? If yes, please provide details.

We have been advised by our community partners, that given the importance of this degree in the relationship with local Indigenous partners, and the crucial step it takes towards reconciliation, that we should not need to justify it in terms of global engagement and perspectives.

UVic is recognized as a global leader in Indigenous language revitalization, and though the content of the degree is by nature locally focused, yet language revitalization is a global issue, where 90% of the world's estimated 7000 languages are critically endangered, including almost all of the 34 Indigenous languages in BC. Starting locally, and through the proposed degree we are leading by example and are making a global contribution in several ways, such as by contributing to the continuance of language diversity and Indigenous knowledge (which has been likened to biodiversity.) Globally, Indigenous languages hold a wealth of information about the biology, ecosystems, and knowledge of how to care for the earth. By learning and revitalizing indigenous languages, we are contributing to the maintenance of that wealth, which is becoming increasingly important in a world where non-Indigenous knowledge systems have created climate crisis.

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

Yes, this degree promotes equity, justice and the increased inclusion of Indigenous students and Indigenous perspectives in academic programming. It also builds towards an understanding of linguistic equity in an English dominated society. This degree also seeks to elevate local voices and languages which have been silenced for decades.

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

The goal is for this degree to be informed by ongoing research within the Department of Indigenous Education. There are faculty experts and researchers within the department who will teach within and advise on the degree. Some of the foremost research around Indigenous adult language learning and acquisition in Canada is taking place within a national SSHRC Partnership Grant held in our Department.

- Anticipated outcomes include: reciprocal learning opportunities and knowledge sharing throughout the language communities in which the degree will be delivered and in some cases across language communities. These opportunities could involve placements of students within faculty research projects.
- We expect to have Faculty members design and teach core courses in the program that are relate to their research and areas of expertise. Specifically, from within the SENĆOŦEN community, there are several community-led research projects that could be incorporated into coursework.

L. Describe the enrolment plan for the length of the degree and student financial support plan.

There is a direct request from the SENĆOŦEN community for an ongoing delivery of this degree every two years for the foreseeable future.

The larger enrolment plan will depend on the partnership deliveries of individual language partnerships. This degree was developed in partnership with the local SENĆOŦEN community, represented by the W̱SÁNEĆ School Board. The first offerings of this proposed degree will be with the SENĆOŦEN and Lekwungen speaking communities, as we are situated on their territories. However, there are other Indigenous language groups who are interested in this degree path with UVIC as well. In addition, there is a province-wide consortium and initiative to support proficiency-building degree programs in Indigenous languages across BC.

Future deliveries will prioritize local nations first, and then expand out to former community partners and across BC and eventually the country. We expect a new intake every two years for one language group at a time. In some cases, community cohorts and partnerships with the Certificate or Diploma in Indigenous Language Proficiency will lead to the delivery of the proposed Indigenous Language Proficiency Degree. The length of the degree is four years, and we expect to admit 20 students every two years.

In occasional deliveries, we may welcome more than one language cohort of closely related groups or bring different groups together for the final two years, if enrollment numbers are low.

Student financial support comes through a variety of means: sponsorship through their First Nations, external funding supports such as Aboriginal Service Plan, donors interested in supporting indigenous student success, and scholarships and bursaries. IED staff work with students and community partnerships to seek support for students in need.

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

This proposal is moving ahead during a hiring pause, when only exceptional and critical positions are being considered. As demand for this program increases, we will need to request certain resources to ensure the programs are well supported. Indigenous languages in BC are critically endangered. The issue of supporting Indigenous languages is critical to the reconciliation work and relationships UVic has committed to. Please see **Appendix E** (p. 50) for a more thorough context explaining the Indigenous Education Department current Faculty complement, need, and critical request.

Currently in INED, we have capacity to host this program for SENĆOŦEN in the next 3 years. However, one of our ILR faculty is on leave indefinitely, and another ILR expert in our department is near retirement and will not be replaced. If this degree is to be sustainable, new faculty members will be needed within the next 3-5 years.

Currently UVic is a leader in this field, and we accomplish an enormous amount with very few faculty and staff. A true commitment to reconciliation requires budget support in alignment with the UVic Strategic plan. One new Indigenous Faculty Member with an expertise in Indigenous language Revitalization and assessment is critical to the expansion and sustained delivery for this new program. We will also need office space for the requested faculty member.

The Department of Indigenous Education has a Programs Manager focused on community-based Indigenous language programming, (Certificate in Indigenous Language Proficiency, Diploma in Indigenous Language Revitalization, and the Bachelor of Education in Indigenous Language Revitalization, as well as supporting other initiatives and programs in the department). Each delivery is done differently in every new community context. Currently we also have base funding for a 0.5 FTE position for Indigenous Language Revitalization programs support. This 0.5 FTE Program Assistant position supports 2 graduate programs and 3 undergraduate programs in the Department of Indigenous Education with multiple cohorts running simultaneously. This BA will add another program to an already overburdened load for this position. Currently the Faculty or the Department augments this position by 0.5 FTE each year (up to 1.0 FTE) with soft funding. The existing 0.5 FTE ILPA position has assigned office space. With base funding for the additional 0.5 FTE, this position can serve all 6 of the ILR programs (including the new BA) in the department. We request that the university increase the funding for this position to 1.0 FTE from base to ensure the sustainability of this degree.

Current Library offerings are well positioned to support deliveries of this program in local Salish languages. However, as demand and linguistic diversity expand for this program, there may be need for additional funds for compiling resources in Wakashan languages as well as the other three language families in the province (Dene, Tsimshian, Algonquian).

This program offers little-to-no financial risk to the university due to the ongoing ILR funding model of external funding.

We will fundraise externally for each offering of this new program, as we do for all our community-based Indigenous Language Revitalization programming, due to the extra costs of offering ILR programs in Indigenous community settings. Because we fundraise with community partners and expect them to find funds to pay for instruction, language mentorship, travel and community and student support, we negotiate external funding and funding arrangements outside the normal funding structure of the University. We hope to continue our current arrangement with the UVIC Budget Office, where we receive 49% of the tuition at the 2016 rates, to offset the community burden of having to pay for delivery, while students also pay for tuition. This arrangement exists for all of the community-based Indigenous Language Revitalization programming offered by the Department of Indigenous Education (Certificate in Indigenous Language Proficiency, our Diploma in Indigenous Language Revitalization and Bachelor of Education in Indigenous Language Revitalization). Since the proposed program will also be community-based we hope to continue this arrangement. Community-based programming with external funding offers Indigenous communities the opportunity to run programs with UVic that may not meet the 18-student minimum enrollment threshold and allows the languages to be taught in the lands upon which they are situated. This is a vital element of language proficiency building and ILR programming through community Partnerships at UVIC.

REVENUE		
Tuition:	10-20 students x 10 courses/ year	$90,000. (15 students average)
EXPENDITURES		
Instruction costs	9,000 x 10 courses/year	$90,000.00
Practicum costs	$3600/ year	$3600.00
Library costs	One time resource acquisition cost	$5000.00
Travel costs	These costs vary depending on the location of the community partner delivery. The first deliveries will be local, so N/A	
Net costs		$8,600

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)

See **Appendix C** (pp 15-36).

O. Provide external letters of support from other BC post-secondary institutions and/or community partners.

Letters of support from W̱SÁNEĆ School Board (plus WSB-UVIC Agreement), Simon Fraser University (plus SFU-UVIC MOU), and UBC-O are attached. See **Appendix D** (pp 37-49).

APPENDIX A

Course list for proposed Bachelor of Arts in Indigenous Language Proficiency.

Year 1 15 units

- Complete 1 of the following
  - Certificate in Indigenous Language Proficiency (15 units/ 30 credits)
  - Certificate in Indigenous Language Revitalization, plus an additional 3 units of language coursework (15 units/ 30 credits)
  - Or equivalent course work, transfer credit, or course challenge (or combination of all three)

Year 2 16.5 units

- Complete 1 of the following:
- Diploma in Indigenous Language Revitalization (an additional 16.5 units/33 credits)
- Or equivalent course work, transfer credit or combination of course work, course challenge or transfer credit

Year three: Indigenous Language Proficiency Degree completion		NEW CREDENTIAL	
CORE COURSES	units	credits	
IED 356- Self-Directed Immersive Language Learning III	3.0	6.0	Existing
IED 358- Indigenous Language Mentorship III	3.0	6.0	Existing
IED 359 Indigenous Language III	3.0	6.0	Existing
IED 300 Knowledge sharing in Community	1.5	3.0	NEW
Elective courses Three of: • ATWP 101 Fundamentals of Adult Literacy • ATWP 135 Introduction to academic Reading and Writing • ENSH 101 Contemporary literature • IED 320 Indigenous Language Learning Methodology • IED 326 resource development (SŦÁSEN internship) • IED 328 Creative & Constructive Language sharing (topics for Indigenous Arts, music, dance, drama) • IED 337 Indigenous Language Administration & programming • IED 338 Language Curriculum development • LING 301 Topics in the Structure of an Indigenous Language Family • IED 356 Self-Directed Immersive Language Learning III • IED 359 Indigenous Language III • IED 358- Indigenous Language Mentorship III • IED 387 - Special Topics in Indigenous Education • IED 399 - Special Studies in Indigenous Education	4.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5	9.0	 Existing Existing Existing NEW NEW NEW NEW NEW Existing Existing Existing Existing Existing Existing

Year Four: Indigenous Language Proficiency Degree completion			
CORE COURSES			
IED 459 Indigenous Language IV	3.0	6.0	Existing
IED 456 Self-Directed Immersive Indigenous Language IV	3.0	6.0	Existing
IED 458 Indigenous Language Mentorship IV	3.0	6.0	Existing
IED 450 Individual capstone project: Language inquiry & production	1.5	3.0	NEW
ELECTIVE COURSES Three of: • Math 161, or approved Math course (BED pre-req) • ES 381 Environmental Topics in Ethnoecology (or another approved Lab science) • ENSH 101 Contemporary literature • ENSH 102 Literary traditions • IED 371 History of Indigenous Education in Canada, or approved Canadian studies course, (BED pre-req) • IED 426 resource development (SȾÁSEN internship) • IED 428 Creative & Constructive Language sharing (topics for Indigenous Arts, music, dance, drama) • IED 438 Radical proficiency building strategies • IED 475 Immersion Language Teaching Methodologies • IED 486 Developing and Teaching Indigenous Arts in Elementary and Middle Schools • IED 458 Indigenous Language Mentorship IV • IED 456 Self-Directed Immersive Indigenous Language • IED 459 Indigenous Language IV • IED 487 - Special Topics in Indigenous Education • IED 499 - Special Studies in Indigenous Education	3.0 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5	6.0	 Existing Existing Existing Existing Existing NEW NEW NEW Existing Existing Existing Existing Existing Existing Existing
Total years 3 &4 credits	30	60	
	61.5	123	

APPENDIX B: Course outlines (draft)

New proposed courses for BA ILP degree, years 3 & 4

IED 300 Knowledge Sharing in Community Practical application of building language proficiency in reciprocal settings within the community over 75 hours. COM/INCOM	1.5	3.0	NEW Pre-requisite: IED 259	CORE COURSE
IED 320 Indigenous Language Learning Methodology *An in-depth exploration and utilization of one or more common methodologies in Indigenous language learning, such as "FNL Ask Me" language course, or "Where are Your Keys", and Total Physical Response, and implementation of these methods in the target languages. Identified methods may vary.* *This course can be taken more than once for credit in different topics.* Graded	1.5	3.0	NEW Pre or co-requisite: IED 359	Elective
IED 326 Resource Development (SṮÁSEN internship) *Indigenous language curriculum and resource building internship within local language community settings.* *COM/INCOM*	1.5	3.0	NEW Pre-requisite: IED 250	Elective
IED 328 Creative & Constructive Language Sharing (topics for Indigenous Arts, music, dance, drama) *An examination and production within the target language, of traditional and contemporary literature, art, music or other creative expression in a particular Indigenous Language.* *This course may be repeated for credit with different topic offerings.* Graded	1.5	3.0	NEW Pre or co-requisite: IED 359	Elective
IED 337 Indigenous Language Administration & Programming *An in-depth look at how successful language programs have been built and administrated, as well as different approaches and paths to language administration and planning.* Graded	1.5	3.0	NEW	ELECTIVE

IED 338 Language Curriculum Development *A step-by step introduction to how to build effective indigenous language curriculum, looking at successful models locally and around the world, and applying these to different language learning and teaching contexts.* Graded	1.5	3.0	NEW Pre or co-requisite: IED 359	ELECTIVE
IED 426 Resource Development (SḰÁSEN internship) *Indigenous language curriculum and resource building internship within local language community settings.* *COM/INCOM*	1.5	3.0	NEW Pre-requisite: IED 326 Pre or co-requisite: IED 459	ELECTIVE
IED 428 Creative & Constructive Language Sharing *Further examination, creation, practice and execution within the target language, of traditional and contemporary arts, creative expression.* Graded	1.5	3.0	NEW Pre-requisite: IED 328 Pre or co-requisite: IED 459	ELECTIVE
IED 438 Radical Proficiency Building Strategies *An examination, implementation plan and practice of radical methods of proficiency building within Indigenous Language Communities.* Graded	1.5	3.0	NEW Pre or co-requisite: IED 459	ELECTIVE
IED 450 ILP Individual Capstone Project *Comparative discussion and sharing, and individual Language inquiry & production. Each student in the BA ILP will produce a capstone project that demonstrates their learning journey and their proficiency in a particular area of their choice.* Graded	1.5	3.0	NEW Pre or co-requisite: IED 459, IED 456 or IED 458	CORE COURSE

APPENDIX C: Evidence of consultation within UVic

Letter of support from Dr. Robina Thomas, Vice President, Indigenous

University of Victoria
Vice-President Indigenous
Michael Williams Building Room A220, PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-472-5510 | F 250-721-8654 | vpind@uvic.ca

Oct. 28, 2022

To Whom It May Concern:

It is an honour to write this letter of support for the Indigenous Language Proficiency degree that is being proposed by the Department of Indigenous Education. President Kevin Hall and I both recognize the value of developing and delivering a degree path around Indigenous language as an important step in our journey of reconciliation and our commitment to UNDRIP/DRIPA.

I highly support the responsiveness of this proposal, as it seeks to address the needs and takes direction from one of our closest Indigenous community partners, the W̱SÁNEĆ School Board, representing the SENĆOŦEN speaking community. The request for this pathway comes directly from the W̱SÁNEĆ communities through the W̱SÁNEĆ School Board, and they have worked with the staff and faculty in the department of Indigenous Education to design the degree and bring it to fruition. This degree will also serve the lək̓ʷəŋən speaking and learning community, and other Indigenous communities across BC and Canada in the coming years.

The curriculum is generative enough to be adapted to each community, cohort, or language group's needs and goals in their pathways to language learning and reclamation. The design of the degree builds on current programming and offers alternatives to students wanting to learn and use their languages across varying contexts.

We are grateful and respectful of the work and time that the W̱SÁNEĆ School Board representatives and the SENĆOŦEN speaking community have contributed to developing this proposed degree with the University of Victoria.

Sincerely,

R Thomas

Dr. Robina Thomas
Vice-President Indigenous

Evidence of consultation through email

Faculty of Humanities Support

English Department and ATWP support

Dear Aliki, We do not yet have an Indigenous section of ATWP 101.

However, I am very supportive of this idea in cohorts or situations where there would be demand.

Sara, the acting director, is very interested in developing pathways for success and I know that a pre-AWR course has been successful at First Nations U at Regina for example.

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 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: iedlang – Aliki Marinakis <iedlang@uvic.ca>
Date: Thursday, October 20, 2022 at 1:47 PM
To: Luke Carson - Chair of English <englchr@uvic.ca>, "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>
Cc: IED Chair <iedchair@uvic.ca>
Subject: Re: Consultation re: proposed BA in Indig Lang Proficiency

Wonderful, thank you for that suggestion, Luke.
That is a great idea. It sounds like it makes most sense to include all three AWTP 135, ENSH 101 and ENSH 102 in our options, to ensure good paths to satisfy the AWTP. We will also include AWTP 101 as an elective. Thank you for the course outlines!

I am so appreciative and impressed by the responsiveness of all of you.
With great appreciation,
Aliki

From: Luke Carson - Chair of English <englchr@uvic.ca>
Date: Thursday, October 20, 2022 at 1:27 PM
To: Aliki Marinakis <iedlang@uvic.ca>, "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>
Cc: IED Chair <iedchair@uvic.ca>
Subject: Re: Consultation re: proposed BA in Indig Lang Proficiency

Hi Aliki (and Ted),

I just wanted to say that you might consider adding ENSH 102 (formerly ENGL 147) to your English Department options, since it is now a course that is similar to ENSH 101 (formerly ENGL 146) in that it is capped at 30 students, instead of being a lecture class with tutorial sections, as it used to be. Your instructors might find either course more suitable to their interests, and each satisfies the AWR.

I'm reattaching the course descriptions so you don't have to dig them up.

Thanks, and I wish you very well with your program!

Luke

Luke Carson he / him
Associate Professor and Chair
Department of English
University of Victoria
250-721-7235

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: iedlang – Aliki Marinakis <iedlang@uvic.ca>
Date: Thursday, October 20, 2022 at 1:11 PM
To: "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>
Cc: Luke Carson - Chair of English <englchr@uvic.ca>, Lisa Chalykoff <chaly@uvic.ca>, IED Chair <iedchair@uvic.ca>, Patricia Ormond - English Administrative Officer <englishao@uvic.ca>, Sara Humphreys - ATWP Director <atwpdir@uvic.ca>
Subject: Re: Consultation re: proposed BA in Indig Lang Proficiency

Hello Lisa, thank you for this!
I am looping in Ted as our acting chair for his record (he is away now until the end of the month.)

Yes, we would assume the same administrative model as in the past, where we would approach the ATWP and ENG departments leading up to the delivery of any of the courses, usually the course would be offered off-campus, we would work together to determine an appropriate instructor, and the cost of the course delivery would be covered through our department. (If I understand correctly, now that would be the ATWP unit for delivery of ATWP 135, or 101, and ENG for ENSH 101.) And if we for some reason have students on campus ,and no external funding, we will try to work with Sara and enroll them in the on campus indigenous offering for AWTP 135.

I think it is a great idea to include ATWP 101 in the course electives, thank you for that suggestion.
DO you also have an indigenous offering of ATWP 101? I understand it is a great course. Thank you for developing it.

Thank you again to all of you for your immediate and enthusiastic support of our proposed degree!
Aliki

From: "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>
Date: Tuesday, October 18, 2022 at 4:42 PM
To: Aliki Marinakis <iedlang@uvic.ca>
Cc: Luke Carson - Chair of English <englchr@uvic.ca>, Lisa Chalykoff <chaly@uvic.ca>, Patricia Ormond - English Administrative Officer <englishao@uvic.ca>, Sara Humphreys - ATWP Director <atwpdir@uvic.ca>
Subject: Re: Consultation re: proposed BA in Indig Lang Proficiency

Sara, Thanks for this generous response. Luke, thanks for your point about the new curriculum.

Aliki, please note that you will need support from both ATWP (already represented here by Sara's email) and English (represented by Luke) because they are now separate academic units. For completeness, please append both to your Kuali submission and to your memo to SCP.

The point that Luke raised in his former email to you is important: ENGL 146 and 147 courses are changing to ENSH 101 and 102 in Cycle 1. When you enter the courses in Kuali, the new ones do appear in the rule gadget, so please add those now rather than changing after the fact. Sara Henderson will be able to help you if you have problems with this.

I believe in the past that most of the sections of 135 and 146 were held off-campus and funded by your program. Will that still be the case? If not, then we will need to know how many sections would be required, and how they will be funded. In principle, however, support of the BA falls squarely within our faculty's Indigenous Implementation Plan.

In addition, something you did not raise is the question of AWR readiness. The ATWP offers a course to prepare students for the AWR: ATWP 101. It might be possible to work with you to provide that training to increase access to the BA. That would be something to discuss with Sara.

Thanks, everyone! 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 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: Sara Humphreys - ATWP Director <atwpdir@uvic.ca>
Date: Tuesday, October 18, 2022 at 3:19 PM
To: iedlang – Aliki Marinakis <iedlang@uvic.ca>, Lisa Chalykoff <chaly@uvic.ca>, Luke Carson - Chair of English <englchr@uvic.ca>
Cc: Patricia Ormond - English Administrative Officer <englishao@uvic.ca>, "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>
Subject: Re: Consultation re: proposed BA in Indig Lang Proficiency

Dear Aliki,
Thank you for reaching out! I included our Associate Dean – Academic in the conversation, because Lisa is an expert in these processes. I am happy to say that the ATWP has an Indigenous specific section of ATWP135. If your program has an interest in reserving seats in this section or even running your own specific section of 135, we are happy to work with you to meet your needs.

The ATWP is thrilled to support this new degree program!

Cheers,
Sara

Sara Humphreys, PhD
Acting Director, ATWP
Editor *Why Write?: A Guide for Students in Canada*
Assistant Teaching Professor
Academic and Technical Writing Program
University of Victoria
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.
We acknowledge the devastation that government-created residential schools and Indian hospitals has inflicted on the health and wellbeing of Indigenous peoples and the ongoing effects of concentric trauma that continue to this day.
I choose to work flexibly & send emails outside conventional office hours. No need to respond to my emails outside your work boundaries.

From: iedlang – Aliki Marinakis <iedlang@uvic.ca>
Date: Tuesday, October 18, 2022 at 3:05 PM
To: Lisa Chalykoff <chaly@uvic.ca>, Luke Carson - Chair of English <englchr@uvic.ca>, Sara Humphreys - ATWP Director <atwpdir@uvic.ca>
Cc: Patricia Ormond - English Administrative Officer <englishao@uvic.ca>
Subject: Consultation re: proposed BA in Indig Lang Proficiency

Dear English Department and ATWP Colleagues,

I hope this finds you all well. I was not entirely sure who to direct this email to, so I hope I chose the appropriate people. I am writing today in hopes of a positive and timely consultation process regarding a proposed degree through Faculty of Education.

We are proposing a new degree in Indigenous Language Proficiency through the Department of Indigenous Education. We are hoping to have it submitted for Cycle 2 this Fall.

Indigenous Education has worked with the English Department for years (albeit sporadically) in delivering Indigenous focused English 135 and 146 courses for our other programming, and are hoping we can continue that positive relationship and collaboration around future deliveries.

The question I have today, however, is do we need specific permission from the English department to include the English course that would be required in this new degree in order to satisfy the AWR? We hope to include ATWR 135 as a required course, and ENGL 146 as an elective course in the new degree, similar to how they are included in our Diploma in Indigenous Language Revitalization already.

If we do need permission, what might you need from us in order to grant it, and if we do not need "permission" as such, then will this exchange suffice as consultation with your department, or do you have a specific process we need to follow?

We look forward to hearing back about this!
Many thanks
Aliki

Aliki Marinakis, MA
Indigenous language Programs Coordinator
Department of Indigenous Education, UVic
250-721-7855 office
250-888-8809 cell phone
Recognizing that I am a settler on unceded Lekwungen and W̱SÁNEĆ territories, and working towards reconciliation through language revitalization.

LING Department support:

From: Martha McGinnis - Chair of Linguistics <lingchair@uvic.ca>
Date: Tuesday, October 25, 2022 at 2:47 PM
To: IED Chair <iedchair@uvic.ca>
Cc: Aliki Marinakis <iedlang@uvic.ca>, John Archibald <johnarch@uvic.ca>, Suzanne Urbanczyk <urbansu@uvic.ca>
Subject: Re: LING Consultation regarding BA ILP

Dear Belinda,

Great news! Yes, we'd be delighted to have LING 301 listed as an elective in the new BA program in Indigenous Language Proficiency. I'm cc'ing John Archibald as Curriculum Chair, and Su Urbanczyk as our usual instructor for the course.

One thing I should note is that if this (or any other) LING course needs to be taught in the summer session, we will need to submit our request for this to the Dean's office by the beginning of November. After that, it's usually impossible to obtain sessional funding from them to buy out a faculty member for teaching the course. So if you can let us know soon what will be needed from LING for next summer, that would be very helpful indeed! That includes Ewa's teaching, which is 0.25 in LING/Humanities.

By the way – congrats on your stint as Acting Chair! Nice news, though a lot of work for you, of course. Glad to be working with you!

Best,
Martha

On Oct 25, 2022, at 11:11 AM, IED Chair <iedchair@uvic.ca> wrote:
Dear Martha,

I am excited to report that at the request of the W'SÁNEĆ School Board Representing the SENĆOŦEN community with whom, as you know, Indigenous Education (IED) has been working with for many years, we are trying to quickly complete and submit a proposal for a Bachelor of Arts in Indigenous Language Proficiency.

We are proposing a new year 3 and 4 that ladders the same way our BEDILR does. The first 2 years will remain unchanged with CILR and CILP being year 1, and DILR being year 2. Years 3 and 4 will focus on language proficiency, and so 8 out of 10 courses each year will be core courses focused on language learning (you can see from the attached DRAFT course list that they are mostly 359, 356, 358, repeated, and then the same in year 4 with 459, 456, 458) and 2 courses each year will be electives. There is a request for a number of new electives, and also for there to be electives that provide some preparation to fulfill the requirements for entrance into a teacher education post-degree program.

There is a SENĆOŦEN cohort of students completing their DILR this year who are waiting for a degree pathway, and are hoping to begin their Year 3 towards a degree in their language in the Fall or January of 2023. If successful with our Cycle 2 submission, this degree path should be available to them by January 2023.

We understand this is a tight timeline, and thank you for your understanding and accommodation about this.

As you know we have been working towards this for many years and had planned to have this into Senate this past year. However, we had staff leaves and administrative gaps. Aliki has now returned from maternity leave, and given the tight timeline that the community is working with, we are now trying to prepare the documents for Cycle 2.

Specifically, we are hoping to include LING 301 as an elective course in year 4. As we have always worked with LING in this way, and this course is already included in our BEDILR, we hope that you will continue to be supportive of us making use of this course in this proposed programming. Of course, the language courses all continue to be cross-listed, and those will be core courses. Again, due to our history of working to support language resurgence, we look forward to your continued support.

Please let us know if you need any other information, and many thanks in advance for your support,

Dr. Belinda (kakiyosew) Daniels, Ph.D
Acting Chair, Indigenous Education
Faculty of Education

Libraries Support

From: Pia Russell <prussell@uvic.ca>
Date: Thursday, October 27, 2022 at 2:01 PM
To: Aliki Marinakis <iedlang@uvic.ca>
Subject: RE: Library consultation - New degree development in IL proficiency

Hi Aliki,

Wonderful to chat this afternoon. Thanks for the update on this exciting program.

At this point, I can confirm that the library's resources for SENCOTEN are sufficient to support the course offerings outlined in the degree proposal. The last time I ordered new material from the WSANCE school board was pre-COVID, so I should give Ty a call and see what new materials I could acquire.

If the course offerings expand to additional language groups, we will need to explore options for strengthening our collections in these areas. At the moment, my focus has been the local languages to the south island. I will inquire about additional funds to support future growth and let you know.

In the meantime, good luck with this program development! Happy to orient new students to the library, when they arrive.

Here's a library guide: Salishan languages - Education - Indigenous Education, including Language Revitalization - LibGuides at University of Victoria Libraries (uvic.ca)

Best,
Pia

From: iedlang – Aliki Marinakis <iedlang@uvic.ca>
Sent: Thursday, October 20, 2022 1:51 PM
To: Pia Russell <prussell@uvic.ca>; UVic University Librarians Office <ulo@uvic.ca>
Cc: IED Chair <iedchair@uvic.ca>
Subject: Re: Library consultation - New degree development in IL proficiency

Dear Pia,
I hope this finds you well (and whomever is at the end of the ulo email as well of course),

I am following up a year and half later to ask if this consultation would still be valid as we attempt to complete our proposal for Cycle 2 changes this year. I have just returned from another Mat leave, and am trying to pick up where I left off! The SENĆOŦEN community is excited to have this pathway available for their students as soon as possible.

On our part, I think this consultation process is fine, but I wanted to make sure it satisfied Libraries as well.

Thank you again for your support and thoroughness!
HÍ,SW̱K̲E SIÁM
Aliki

From: Pia Russell <prussell@uvic.ca>
Date: Monday, June 14, 2021 at 10:06 AM
To: Aliki Marinakis <iedlang@uvic.ca>
Cc: IED Chair <iedchair@uvic.ca>
Subject: RE: Library consultation - New degree development in IL proficiency

ÍY SḴÁĆEL Aliki,

Yes, I can now confirm that the library's collection would be able to support this type of degree program. Our SENĆOŦEN collection is largely based on titles we order through the WSANEC school board and most of these are aimed towards children and youth readers—hopefully the adult learners don't mind! Several years ago we ordered about $2,000 of titles from this school board and in the current fiscal year we can spend about the same to acquire new titles published since our last order and any duplicate titles for high use items. The school board seems to be wrapping up the school year now,

but I've put a note in my calendar to reach out to them again in the fall. We should be able to easily spend $2,000 of additional SENĆOŦEN resources this fiscal year and if we need even more funds, those would be easy to allocate within the library.

Is this email sufficient confirmation of library consultation? Or, do you require a formal memo. Happy to write one, if that's helpful.

HÍ,SW̱ḴE SIÁM
Pia
Librarian, UVic
prussell@uvic.ca

From: Pia Russell
Sent: Friday, May 14, 2021 12:12 PM
To: iedlang – Aliki Marinakis <iedlang@uvic.ca>
Cc: IED Chair <iedchair@uvic.ca>
Subject: RE: Library consultation - New degree development in IL proficiency

Thanks Aliki,

How exciting that your department is working towards a SENĆOŦEN-specific degree in Indigenous Language Proficiency. Perhaps I should register to refresh my skills, it was a few years ago now that I took Ewa's course.

Let me look into this a bit more and then I can provide you with a proper memo of library consultation. In the meantime, I can say that we have a good collection specific to SENĆOŦEN language materials that includes resources like dictionaries and levelled-texts, for example. Much of this material is self-published through the WSANEC school board and if they don't mind selling us their self-published items, I buy them. In the past, they have been happy to sell us materials. If there are a larger number of students studying this in the future, we may want to consider duplicate copies. I will follow up with our Acquisitions team to see what additional options may be available and get back to you.

More soon!
Pia

From: iedlang – Aliki Marinakis <iedlang@uvic.ca>
Sent: Tuesday, May 11, 2021 2:47 PM
To: Pia Russell <prussell@uvic.ca>
Cc: IED Chair <iedchair@uvic.ca>
Subject: Library consultation - New degree development in IL proficiency

Dear Pia,

I hope this finds you well.
I am writing with a preliminary consultation around the development of a new degree in Indigenous Language Proficiency within the Department of Indigenous Education.
We are working with the W'SÁNEĆ communities to develop a degree path for SENĆOŦEN, which we hope will server other language communities in the future as well.

We are developing the program to build on the first two years of the Certificate and Diploma in Indigenous Language that we already have running. This path will be an alternative to the BEDILR , and will result in more proficient speakers.

We are wondering what library resources exists, such as language dictionaries for FN languages, archival materials, linguistic materials, and other language materials, (especially anything regarding SENĆOŦEN language and culture) that could support students in this degree, and also what resources you would recommend we add?

We certainly don't need to see a comprehensive list, but just an assurance or recommendation about how or if the UVIC library could accommodate this kind of degree?

Many thanks for any thoughts or recommendations,
Aliki

Environmental Studies Support

From: James Rowe <jkrowe@uvic.ca>
Date: Wednesday, October 26, 2022 at 3:31 PM
To: Aliki Marinakis <iedlang@uvic.ca>
Subject: Re: Consultation regarding elective in proposed Indigenous Language proficiency degree

Hi Aliki,

Sounds great.

Thanks for the clarification. This makes sense. With this in mind ES 381 is likely the better option compared to the other two I shared. All the best,

James

James K. Rowe
Associate Professor
School of Environmental Studies
University of Victoria
Office - Turpin A143
Phone - 250.853-3574
Pronouns: he/him/they

"Justice is what love looks like in public"
Cornel West

I acknowledge and respect the lək̓ʷəŋən peoples on whose territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day. The process of colonization is ongoing as are resistances to it. My intention is that the research and teaching I do be in the service of decolonization.

On Oct 26, 2022, at 3:12 PM, iedlang – Aliki Marinakis <iedlang@uvic.ca> wrote:

Hello James,
Thank you so much!
Usually, we seek external funding for our community program deliveries. If successful, and when appropriate, we seek permission from your school to offer and pay for a particular section of ES 381 course for our particular cohort of students, usually off campus. We sometimes work with ES to offer it as part of our Bachelor of Indigenous Language Revitalization, as we have permission from the ministry of ed to use it as a “lab science” that meets the teacher education approval as a pre-requisite for that certification path. I assume this delivery model would be similar. It is great to know that ES 421 or ES 432 might also be viable options for this as well. I will check to see if we can include those.

Thank you again!
Aliki

From: James Rowe <jkrowe@uvic.ca>
Date: Wednesday, October 26, 2022 at 1:54 PM
To: Aliki Marinakis <iedlang@uvic.ca>
Subject: Fwd: Consultation regarding elective in proposed Indigenous Language proficiency degree

Hi Aliki,

I hope all is well. This all sounds good. But we do not regularly offer ES 381 (Topics in Ethnoecology). I wonder if ES 421 Ethnobotany: Plants and Human Cultures, or ES 423 (Traditional Systems of Land and Resource Management) but be better fits since these are related classes that we more regularly offer.

All the best,

James

James K. Rowe
Associate Professor
School of Environmental Studies
University of Victoria
Office - Turpin A143
Phone - 250.853-3574
Pronouns: he/him/they

"Justice is what love looks like in public"
Cornel West

I acknowledge and respect the lək̓ʷəŋən peoples on whose territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day. The process of colonization is ongoing as are resistances to it. My intention is that the research and teaching I do be in the service of decolonization.

From: iedlang – Aliki Marinakis <iedlang@uvic.ca>
Sent: October 25, 2022 2:57 PM
To: Brian Starzomski - ENVI Director <ses@uvic.ca>
Cc: esoffice <esoffice@uvic.ca>
Subject: Consultation regarding elective in proposed Indigenous Language proficiency degree

Dear Brian,

I am reaching out today in consultation as our department prepares to submit a proposal for a degree in Indigenous Language Proficiency. Although this degree seems far from the subject matter of Statistics and Math, there is one overlap that we wanted to ensure you are happy about. We hope to include ES 381 as an elective course option (one of many).

We anticipate students will take this degree to build fluency in their Indigenous language, and then some of them will want to enter Teacher Education Programs (like our Post-Degree Professional Teacher Education program). Therefore we tried to build in the opportunity for students on this path to obtain a few pre-requisites within their degree. We are therefore planning to include ES 381 as an elective in the final two years of the program.

Please let us know if you have any questions or concerns with this inclusion.

All our best, and thank you, always and again for working so cooperatively and supportively with us when we offer ES courses for our Indigenous Language revitalization students! This degree will offer another degree pathway for students engaged in language resurgence in their communities.

Sincerely,
Aliki

Continuing Studies, Cultural Management, Certificate in Indigenous Language Revitalization Support

From: CILR Faculty Advisor <cilradvisor@uvic.ca>
Date: Monday, October 17, 2022 at 4:10 PM
To: "Tania Muir, Director, Language Arts Culture" <lacdirector@uvic.ca>, "Janna Wilson, Program Coordinator" <CILR@uvic.ca>, Aliki Marinakis <iedlang@uvic.ca>
Cc: Ted Riecken <triecken@uvic.ca>
Subject: RE: Consultation regarding Proficiency Degree development

Welcome back Aliki! I will just echo Tania and Janna's emails for now - I'm happy to support the development of the degree in any way that I can. This is super exciting!

sb

From: Tania Muir, Director, Language Arts Culture <lacdirector@uvic.ca>
Sent: October 17, 2022 4:05 PM
To: Janna Wilson, Program Coordinator <CILR@uvic.ca>; iedlang – Aliki Marinakis <iedlang@uvic.ca>; CILR Faculty Advisor <cilradvisor@uvic.ca>
Cc: Ted Riecken <triecken@uvic.ca>
Subject: RE: Consultation regarding Proficiency Degree development

Welcome back! So happy to reconnect with you and I am thrilled that you are looking to move forward with the SENĆOŦEN proficiency degree.

Please do not hesitate to reach out if we can be of any support. Looking forward to consulting on the draft proposal when you have it ready.

Best, Tania

Tania Muir
Director, Language, Arts and Culture
Division of Continuing Studies, University of Victoria
lacdirector@uvic.ca | 250.721.8462
I acknowledge and respect the lək^{w}əŋən 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: Janna Wilson, Program Coordinator <CILR@uvic.ca>
Sent: October 17, 2022 3:57 PM
To: iedlang – Aliki Marinakis <iedlang@uvic.ca>; CILR Faculty Advisor <cilradvisor@uvic.ca>; Tania Muir, Director, Language Arts Culture <lacdirector@uvic.ca>
Cc: Ted Riecken <triecken@uvic.ca>
Subject: RE: Consultation regarding Proficiency Degree development

Hi Aliki
GREAT to have you back! Definitely looking forward to chatting- don't know if you use Teams but I sent you a message to give you the 5 second version update on Pirurvik.
Happy to help support you as you work towards the Proficiency degree for the W̱SÁNEĆ School Board- let me know what you need from us in this respect.
All the best. I won't overburden you with lengthy emails at this time ☺
Janna

From: iedlang – Aliki Marinakis <iedlang@uvic.ca>
Sent: October 17, 2022 3:51 PM
To: Janna Wilson, Program Coordinator <CILR@uvic.ca>; CILR Faculty Advisor <cilradvisor@uvic.ca>; Tania Muir, Director, Language Arts Culture <lacdirector@uvic.ca>
Cc: Ted Riecken <triecken@uvic.ca>
Subject: Consultation regarding Proficiency Degree development

Dear Sonya, Tania and Janna,
Hello, and I hope this finds you all well! Janna, I know we have LOTS to catch up on with partnerships moving back and forth between our two programs this year, and I look forward to chatting soon!

But right now, I am following up from where this was left over a year ago with consultation processes regarding the LONG discussed and planned BA in language proficiency. Our SENĆOŦEN partners are hoping that their current cohort of Diploma students will have a path by next year to travel through towards a degree in their own language. We have therefore jumped back in both feet and we are hitting the ground running to try to get the draft proposal to the calendar committee for Cycle 2 changes. We may not make it, but we are trying.

Given your Certificate will ladder into the degree as it does into the Diploma, we wanted to ensure you are on board!

I don't have an updated draft of the proposal to circulate yet, as I am trying to update it according to all the changes of the last year, as well as all the updates that the core developers (the SENĆOŦEN community) have directed us with. We will circulate it shortly.

The W̱SÁNEĆ School board received funding for the development and delivery of the next year of the degree (as I understand it) and so we are trying to be good partners, and build something on the books that reflects what they want their degree to look like.

We need to ensure it will be a framework other languages can use as well, but that when the students graduate, they will have their language on their Diploma.

All for now, more updates soon,
Aliki

From: CILR Faculty Advisor <cilradvisor@uvic.ca>
Date: Monday, October 17, 2022 at 4:10 PM
To: "Tania Muir, Director, Language Arts Culture" <lacdirector@uvic.ca>, "Janna Wilson, Program Coordinator" <CILR@uvic.ca>, Aliki Marinakis <iedlang@uvic.ca>
Cc: Ted Riecken <triecken@uvic.ca>
Subject: RE: Consultation regarding Proficiency Degree development

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From: Tania Muir, Director, Language Arts Culture <lacdirector@uvic.ca>
Sent: October 17, 2022 4:05 PM
To: Janna Wilson, Program Coordinator <CILR@uvic.ca>; iedlang – Aliki Marinakis <iedlang@uvic.ca>; CILR Faculty Advisor <cilradvisor@uvic.ca>
Cc: Ted Riecken <triecken@uvic.ca>
Subject: RE: Consultation regarding Proficiency Degree development

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Please do not hesitate to reach out if we can be of any support. Looking forward to consulting on the draft proposal when you have it ready.

Best, Tania

Tania Muir
Director, Language, Arts and Culture
Division of Continuing Studies, University of Victoria
lacdirector@uvic.ca | 250.721.8462
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From: Janna Wilson, Program Coordinator <CILR@uvic.ca>
Sent: October 17, 2022 3:57 PM
To: iedlang – Aliki Marinakis <iedlang@uvic.ca>; CILR Faculty Advisor <cilradvisor@uvic.ca>; Tania Muir, Director, Language Arts Culture <lacdirector@uvic.ca>
Cc: Ted Riecken <triecken@uvic.ca>
Subject: RE: Consultation regarding Proficiency Degree development

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Janna

From: iedlang – Aliki Marinakis <iedlang@uvic.ca>
Sent: October 17, 2022 3:51 PM
To: Janna Wilson, Program Coordinator <CILR@uvic.ca>; CILR Faculty Advisor <cilradvisor@uvic.ca>; Tania Muir, Director, Language Arts Culture <lacdirector@uvic.ca>
Cc: Ted Riecken <triecken@uvic.ca>
Subject: Consultation regarding Proficiency Degree development

Dear Sonya, Tania and Janna,

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The W̱SÁNEĆ School board received funding for the development and delivery of the next year of the degree (as I understand it) and so we are trying to be good partners, and build something on the books that reflects what they want their degree to look like.

We need to ensure it will be a framework other languages can use as well, but that when the students graduate, they will have their language on their Diploma.

All for now, more updates soon,
Aliki

Math and Statistics Support

From: mschair <mschair@uvic.ca>
Date: Wednesday, October 26, 2022 at 8:37 AM
To: Amy Almeida <mathstat@uvic.ca>, Aliki Marinakis <iedlang@uvic.ca>
Subject: RE: Consultation regarding elective in proposed Indigenous Language proficiency degree

Dear Aliki,

Yes, of course. The inclusion of MATH 161 as an elective is a great idea. I very much support this and your proposed degree program.

Peter

From: Aliki Marinakis <iedlang@uvic.ca>
Date: Tuesday, October 25, 2022 at 2:48 PM
To: "msachair@uvic.ca" <msachair@uvic.ca>
Subject: Consultation regarding elective in proposed Indigenous Language proficiency degree

Dear D. Dukes,

I am reaching out today in consultation as our department prepares to submit a proposal for a degree in Indigenous Language Proficiency. Although this degree seems far from the subject matter of Statistics and

Math, there is one overlap that we wanted to ensure you are happy about. We hope to include Math 161 as an elective course option (one of many).

We anticipate students will take this degree to build fluency in their Indigenous language, and then some of them will want to enter Teacher Education Programs (like our Post-Degree Professional Teacher Education program). Therefore we tried to build in the opportunity for students on this path to obtain a few pre-requisites within their degree. We are therefore planning to include Math 161 as an elective in the final two years of the program.

Please let us know if you have any questions or concerns with this inclusion!

All our best, and thank you, always and again for working so cooperatively and supportively with us when we offer Math courses for our Bachelor of Education Indigenous Language revitalization students. This degree will offer another degree pathway for students engaged in language resurgence in their communities.

Sincerely,
Aliki

Aliki Marinakis, MA. (she/her)
Indigenous language Programs Manager
Department of Indigenous Education, UVic
250-721-7855 office
250-888-8809 cell phone
Recognizing that I am a settler on unceded Lekwungen and W̱SÁNEĆ territories, and am working towards reconciliation through language revitalization.

OREG consultation

From: OREG SCP Consultation <oregscpconsultation@uvic.ca>
Date: Tuesday, November 8, 2022 at 3:34 PM
To: Aliki Marinakis <iedlang@uvic.ca>
Subject: RE: OREG consultation BA ILP

Hello Aliki,

I have spoken with a couple of people about this but I'm afraid we will need more time to think about how it might work. As of this moment, I do not have a solution for you – creating a number of different 'concentrations' let us call them does not seem feasible so we will need to explore if another option is available. I'm wondering if it might be helpful to get together and discuss. I know you are on a tight timeline so I am hoping for the purposes of your submission you might be able to say that this particular item is under review? Does this sound possible?

Best,
Sabrina

From: iedlang – Aliki Marinakis <iedlang@uvic.ca>
Sent: November 3, 2022 11:12 AM
To: OREG SCP Consultation <oregscpconsultation@uvic.ca>
Subject: Re: OREG consultation BA ILP

Hello Sabrina,

Thank you so much for the response. I do apologize for the rush. I am desperately trying to get all the pieces together for the very tight timeline. We are hoping to have the proposal finalized and starting the approval cycle through departments, faculties, etc, by Wednesday.

I have taken most of the potentially controversial elements out of the program, as the community partners are most concerned about having it pass in time. I have attached a draft proposal (please only for review) and not at all finalized.

Our main question at this point is regarding the name. We hope to call the proposed degree the Bachelor of Arts in

Indigenous Language Proficiency in (Specific Language Name here, ex. SENĆOŦEN), but we are not sure how this would be taken up in Kuali and how it could be written on Diploma documents at graduation.

There are 35 potential languages this degree could be offered for, within BC alone, each with a different name, and spelling. How can we ensure we are respectful to each language community we work with in representing their language name on their parchment?

I very much appreciate your input on this. Should I also ask Sara Henderson, perhaps?

I hope this finds you well, and congratulations on your new position. (Or maybe it isn't new, and my memory is starting to fail me.)

Thanks again Sabrina!
Aliki

From: OREG SCP Consultation <oregscpconsultation@uvic.ca>
Date: Thursday, November 3, 2022 at 10:43 AM
To: Aliki Marinakis <iedlang@uvic.ca>
Subject: RE: OREG consultation BA ILP

Hello Aliki,

Thank you for your message; I apologize for the delay. Your proposed initiative is very interesting, I will need to take a look into what might be available technically so I hope to get back to you next week with some thoughts and additional information. Does this time frame work for you?

Sincerely,
Sabrina

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

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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: Aliki Marinakis <iedlang@uvic.ca>
Date: Wednesday, November 2, 2022 at 9:56 AM
To: OREG SCP Consultation <oregscpconsultation@uvic.ca>
Cc: IED Chair <iedchair@uvic.ca>
Subject: FW: OREG consultation BA ILP

Dear OREG,

I am following up to with another consultation request (see request below from our Acting Chair). We are finalizing our proposal documents and would like to be able to include consultation process with OREG, as is required. Can you please let us know what is needed, whether you have questions, or what your questions might be? If nothing is needed, are you able to please send a response we can attach to our Proposal?

In the email below, we ask about course challenge, and whether 22.5 units would be possible. Given the timeline we are trying to meet to get this degree proposal and calendar changes through Cycle 2, we have decided to leave that request for

another cycle of change, and just keep the program admission as simple as possible for this proposal. Admission will be through either transfer credit into year 3, or more frequently, through re-registration from the existing year 1 and year 2 laddering UVic program. Students are expected to come into the program on completion of the Diploma in Indigenous Language Revitalization.

We still hope to call the proposed degree the Bachelor of Arts in Indigenous Language Proficiency in (Specific Language Name here, ex. SENĆOŦEN)

We look forward to hearing back from you!

Thank you
Aliki

Aliki Marinakis, MA (she/her)
Indigenous language Programs Manager
Department of Indigenous Education, UVic
250-721-7855 office
250-888-8809 cell phone
Recognizing that I am a settler on unceded Lekwungen and W̱SÁNEĆ territories, and am working towards reconciliation through language revitalization.

From: IED Chair <iedchair@uvic.ca>
Date: Tuesday, October 25, 2022 at 9:51 AM
To: OREG SCP Consultation <oregscpconsultation@uvic.ca>
Cc: Aliki Marinakis <aliki@uvic.ca>
Subject: OREG consultation BA ILP

Dear Office of the Registrar,

I am writing today in a process of consultation to seek advice and support for the development and submission of a new degree program in Indigenous Language Proficiency building.

We are excited to report that at the request of the W'SÁNEĆ School Board representing the SENĆOŦEN community, with whom Indigenous Education (IED) has been working for many years, we are trying to quickly complete and submit a proposal for this new degree for Cycle 2 for this year. We would love to have this program in the UVIC calendar by January 2023.

We have been working on this path for a long time but had a gap last year due to leaves and administrative changes. IED's Program Manager Aliki Marinakis is now back from maternity leave and we are therefore picking up the development and working to get all the parts together as quickly as we can.

We are building an alternate degree path where students coming through the Certificate program in Indigenous Language Proficiency or the Certificate in Indigenous Language revitalization, who ladder through and complete the Diploma in Indigenous Language Revitalization, can complete year 3 and 4 focused on growing their proficiency and understanding of their language. Currently the only degree pathway in this area at UVIC is our Bachelor of Education in Indigenous Language Revitalization. This degree follows that model of laddering.

We are also hoping to include two other entrance pathways besides the laddering of the UVIC programs:

4. Transferability, where students will be able to transfer in the first two years of their degrees from other institutions (up to 31.5 units)
5. And also, we would like to include a way to have students challenge course work for the first year, or even up to 22.5 units of course work.

If we cannot achieve this for the proposal due to the timeline, we hope to achieve it soon. Any advice around this would be most helpful.

We have another question, we hope someone would be able to help us answer, around the name. We hope that students will be able to graduate with the title of their degree on their diploma, but also the name of their language. As there approximately 70 Indigenous languages across Canada that we could potentially work with cohorts of, we cannot list all the names in the Senate document. How could we ensure their language name could be on their degree? (BA in Indigenous Language Proficiency in _____)

If these are questions, we should ask elsewhere, please do let us know.
If there is other information that you would need from us at this time, please do let us know what, and we will provide it as soon as possible.

We look forward to your support and any advice you may have regarding our proposed Bachelor of Arts in Indigenous Language Proficiency.

Dr. Belinda (kakiyosew) Daniels, Ph.D
Acting Chair, Indigenous Education
Faculty of Education

Co-operative Education and Career Services Support

From: "Allison Benner - Associate Director, Career Services" <adirectorcareer@uvic.ca>
Date: Wednesday, October 26, 2022 at 1:53 PM
To: Aliki Marinakis <iedlang@uvic.ca>
Subject: RE: IED BA proposed degree with experiential "internship courses"

You're welcome! Looking forward to seeing you in November! 😊

From: iedlang – Aliki Marinakis <iedlang@uvic.ca>
Sent: October 26, 2022 1:28 PM
To: Allison Benner - Associate Director, Career Services <adirectorcareer@uvic.ca>
Subject: Re: IED BA proposed degree with experiential "internship courses"

Wow!! Amazing!!

No, if useful to share, please do. It is just that the course list is still in flux a bit, as we go back and forth with community, and I was just concerned that if shared it might be considered final.

Have a wonderful trip!!
When you get back, let me know, and we should go for a walk/catch up.
Thank you for your support and suggestions!
Aliki

From: "Allison Benner - Associate Director, Career Services" <adirectorcareer@uvic.ca>
Date: Wednesday, October 26, 2022 at 1:16 PM
To: Aliki Marinakis <iedlang@uvic.ca>
Subject: RE: IED BA proposed degree with experiential "internship courses"

Hi Aliki,

So nice to hear from you! I hope that the adjustment of returning to work after mat leave is going well …

Thanks for sharing the exciting news about the new proposed B.ED. in Indigenous Language Proficiency – I'm glad to hear that the program will likely incorporate courses with hands-on learning opportunities, even if not co-op. When you get further down the road, feel free to ask me about funding supports that might help with that. Depending on the timing, there could still be some federal funding available that supports work-integrated learning beyond co-op. Just a thought.

When you mention not sharing, do you mean I shouldn't share with other members of the Co-op & Career management team? If so, that's fine – I could simply mention the new program at an upcoming meeting and say that more information will be forthcoming as the details of the program are finalized. Just wanting to make sure I understand the intent.

…
Allison

From: iedlang – Aliki Marinakis <iedlang@uvic.ca>
Sent: October 24, 2022 3:25 PM
To: Allison Benner - Associate Director, Career Services <adirectorcareer@uvic.ca>
Cc: coopinfo <coopinfo@uvic.ca>
Subject: IED BA proposed degree with experiential "internship courses"

Dear Alison,

I am delighted to see that you are now the Associate Director at Career Services!
I hope this finds you well. I'm quite delighted to have an excuse to be in touch.

I am just back from another maternity leave (I know, at my age, really), and am trying to complete the process that we started before I left, developing and submitting our proposed Bachelor of Education in Indigenous Language Proficiency. I am excited to report that at the request of the W'SÁNEĆ School Board Representing the SENĆOŦEN community with whom, as you know, IED has been working for many, many years, we are trying to quickly complete and submit a proposal for this new degree for Cycle 2 for this year. We would love to have this program in the UVIC calendar by January 2023 if not sooner.

Therefore, on behalf of the department of Indigenous Education in the Faculty of Education, we would like to consult and inform the Co-op office around our plans for a new degree (years 3 &4) In Indigenous Language Proficiency. We are not including Co-op within the proposed new degree, however our Indigenous Community Partners are requesting "internship" like courses, which would be organized in partnership with our department and the individual communities. We do have a practicum coordinator, and program manager who will take on the coordination of these placements and experiential learning opportunities.

Please find attached our draft course list. Please do not share, as we are still in the process of consultations and things may change.

Thank you for any advice or support, and sending my very best wishes,
Aliki

Aliki Marinakis, MA
Indigenous language Programs Coordinator
Department of Indigenous Education, UVic
250-721-7855 office
250-888-8809 cell phone
Recognizing that I am a settler on unceded Lekwungen and W̱SÁNEĆ territories, and am working towards reconciliation through language revitalization.

Indigenous Academic and Community Engagement Support

From: Jacquie Green <iaceed@uvic.ca>
Date: Thursday, November 17, 2022 at 5:56 PM
To: Aliki Marinakis <iedlang@uvic.ca>
Cc: "Lalita Kines, IACE Associate Director" <iaceassocdir@uvic.ca>, "Rob Hancock, IACE Associate Director Academic" <iaceadac@uvic.ca>, "Dorothea Harris - Project Manager, VPI" <vpiprojects@uvic.ca>, IED Chair <iedchair@uvic.ca>
Subject: Re: Consultation regarding proposed degree in Indigenous Language Proficiency

Yowtz Aliki, thank your for consulting with IACE regarding your proposal as presented. Your proposal is very through and I must say very exciting! Your work illustrates strengthening and maintain relationships with local communities and in my view, this proposal also illustrates strengthen student learning. I can see in the reference letters by Dr. Robina Thomas, there is enthusiasm for this proposal! We wish you all the best in the delivery of this important work !

Please note, I adjusted the date on the form and checked 'approved' by IACE.

Apologies in the delay in getting this to you, we do receive a high volume of requests such as this that are 'time sensitive'. Again, best wishes in this important work!

Kundoqk, Jacquie Green, PhD
IACE, Executive Director

First Peoples House
University of Victoria

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: Aliki Marinakis <iedlang@uvic.ca>
Date: Thursday, November 3, 2022 at 10:25 AM
To: Jacquie Green <iaceed@uvic.ca>
Cc: "Lalita Kines, IACE Associate Director" <iaceassocdir@uvic.ca>, "Rob Hancock, IACE Associate Director Academic" <iaceadac@uvic.ca>, "Dorothea Harris - Project Manager, VPI" <vpiprojects@uvic.ca>, IED Chair <iedchair@uvic.ca>
Subject: Re: Consultation regarding proposed degree in Indigenous Language Proficiency

Hello Jacquie !

I hope you are feeling much better, and I am full of gratitude that you are able to look at this so quickly. I have attached the proposal. I wasn't sure how much you wanted to see.
Pease note this is still in draft form. We will have it finalized next week. Any feedback is welcome.

I have attached the proposal draft, with Appendices and the letter of support from WSB.

Many thanks again,
Aliki

From: Jacquie Green <iaceed@uvic.ca>
Date: Thursday, November 3, 2022 at 4:35 AM
To: Aliki Marinakis <iedlang@uvic.ca>
Cc: "Lalita Kines, IACE Associate Director" <iaceassocdir@uvic.ca>, "Rob Hancock, IACE Associate Director Academic" <iaceadac@uvic.ca>, "Dorothea Harris - Project Manager, VPI" <vpiprojects@uvic.ca>
Subject: Re: Consultation regarding proposed degree in Indigenous Language Proficiency

Hi again, is there more information regarding the proposal, or is all the information I need in this email?

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

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: Aliki Marinakis <iedlang@uvic.ca>
Date: Tuesday, October 25, 2022 at 2:30 PM
To: Jacquie Green <iaceed@uvic.ca>
Subject: Consultation regarding proposed degree in Indigenous Language Proficiency

Dear Dr. Green (Kundoqk),

I hope this finds you well, and congratulations on your new role. I just returned from Maternity leave this month, and am delighted at some of the changes I see have happened while I was gone.

I am getting in touch today, however, to update our consultation with IACE regarding the development of a new degree in Indigenous Language Proficiency within the Indigenous Education Department in the Faculty of Education. Our department excited to report that at the request of the W'SÁNEĆ School Board Representing the SENĆOŦEN community with whom, as you know, IED has been working for many years, we are trying to quickly complete and submit a proposal for a Bachelor of Arts in Indigenous language Proficiency.

We are proposing a new year 3 and new year 4 that ladders the same way our Bachelor of Ed in Indigenous Language Revitalization does. The first two years will remain unchanged with Certificates in Indigenous Language Revitalization and Proficiency being year 1, and our Diploma being year 2. Years 3 and 4 will focus on language proficiency, and so 8 out of 10 courses each year will be core courses focused on language learning and two courses each year will be electives. There is a request for a number of new electives, and also for there to be electives that provide some preparation to fulfill the requirements for entrance into a teacher education post-degree program.

There is a SENĆOŦEN cohort of students completing their DILR this year who are waiting for a degree pathway, and are hoping to begin their Year 3 towards a degree in their language in Fall or January of 2023. If successful with our Cycle 2 submission, this degree path should be available to them by January 2023.

We understand this is a tight timeline, and thank you for your understanding and accommodation about this.

As you may know we have been working towards this for many years, but had planned to have this into Senate this past year. However, we had leaves and administrative gaps this past year. Now that I have returned from leave, and given the tight timeline that the community is working with, we are now trying to prepare the documents for Cycle 2.

If you have any questions or concerns, please do let us know. Thank you for the ongoing support IACE provides to IED and our programs and students.

With gratitude and respect,
Aliki

Aliki Marinakis, MA (she/her)
Indigenous language Programs Manager
Department of Indigenous Education, UVic
250-721-7855 office
250-888-8809 cell phone
Recognizing that I am a settler on unceded Lekwungen and W̱SÁNEĆ territories, and am working towards reconciliation through language revitalization.

Indigenous Studies Consultation:

From: Aliki Marinakis <iedlang@uvic.ca>
Date: Thursday, November 10, 2022 at 1:37 PM
To: Lisa Kahaleole Hall <lisakhall@uvic.ca>
Cc: Megan Lukaniec <mlukaniec@uvic.ca>
Subject: Re: Consultation regarding proposed Indigenous Language Proficiency Degree

ÍY SȻÁĆEL SIÁM, hello again Lisa,

I am following up from my email below, and have attached a draft of the proposal for your perusal (it will be finalized by Nov18, and then will go through cycle 2 approval processes.). Please be aware it is still in draft stage and subject to significant revisions through our department and faculty processes.

We just wanted to check in with you about the proposed creation of a few new courses. They may look as though they overlap with some of the IS courses. We are proposing the following courses (below). We recognize there is some similarity to our proposed internship courses, however the proposed courses below are specifically focused on Indigenous Language.

If you have any concerns or questions or input, please let us know.
Aliki

For new proposed courses for proposed ILP degree, years 3 & 4.

IED 300 Knowledge Sharing in Community Practical application of building language proficiency in reciprocal settings within the community over 75 hours. COM/INCOM	1.5	3.0	NEW	CORE COURSE
IED 320 Indigenous Language Learning Methodology *An in-depth exploration and utilization of one or more common methodologies in Indigenous language learning, such as "FNL Ask Me" language course, or "Where are Your Keys", and Total Physical Response, and implementation of these methods in the target languages. Identified methods may vary.* *This course can be taken more than once for credit in different topics.*	1.5	3.0	NEW	Elective
IED 326 Resource Development (SṮÁSEN internship) *Indigenous language curriculum and resource building internship within local language community settings.* *COM/INCOM*	1.5	3.0	NEW	Elective
IED 328 Creative, Constructive & Creative & Constructive Language sharing (topics for Indigenous Arts, music, dance, drama *An examination and production within the target language, of traditional and contemporary literature, art , music or other creative expression in a particular Indigenous Language.* *This course may be repeated for credit with different topic offerings.*	1.5	3.0	NEW	Elective
IED 337 Indigenous Language Administration & programming *An in-depth look at how successful language programs have been built and administrated, and different approaches and paths to language administration and planning.*	1.5	3.0	NEW	ELECTIVE
IED 338 Language Curriculum development *A step-by step introduction to how to build effective indigenous language curriculum, looking at successful models locally and around the world, and applying these to different language learning and teaching contexts.*			NEW	ELECTIVE
IED 426 Resource Development (SṮÁSEN internship) *Indigenous language curriculum and resource building internship within local language community settings.* *COM/INCOM*	1.5	3.0	NEW	ELECTIVE
IED 428 Creative & Constructive Language knowledge sharing *Further examination, creation, practice and execution within the target language, of traditional and contemporary arts, creative expression.*	1.5	3.0	NEW	ELECTIVE
IED 438 Radical proficiency building strategies *An examination, implementation plan and practice of radical methods of proficiency building within Indigenous Language Communities.*	1.5	3.0	NEW	ELECTIVE
IED 450 ILP Individual capstone project: *Comparative discussion and sharing, and individual Language inquiry & production. Each student in the ILP BA will produce a capstone project that demonstrates their learning journey and their proficiency in a particular area of their choice.*	1.5	3.0	NEW	CORE COURSE

From: Aliki Marinakis <iedlang@uvic.ca>
Date: Tuesday, October 25, 2022 at 3:14 PM
To: Lisa Kahaleole Hall <lisakhall@uvic.ca>
Cc: Megan Lukaniec <mlukaniec@uvic.ca>
Subject: Consultation regarding proposed Indigenous Language Proficiency Degree

Dear Lisa,
And I am copying Megan, due to her expertise in language revitalization as well. I hope this finds you both well!

Mostly this email is an update from one Indigenous focused unit to another. I am excited to report that at the request of the W'SÁNEĆ School Board Representing the SENĆOŦEN community with whom, as you may know, Indigenous Education (IED) has been working with for many years, we are trying to quickly complete and submit a proposal for a Bachelor of Arts in Indigenous Language Proficiency.

We are proposing a new year 3 and 4 that ladders the same way our BEDILR does. The first 2 years will remain unchanged with CILR and CILP being year 1, and DILR being year 2. Years 3 and 4 will focus on language proficiency, and so 8 out of 10 courses each year will be core courses focused on language learning (you can see from the attached DRAFT course list that they are mostly 359, 356, 358, repeated, and then the same in year 4 with 459, 456, 458) and 2 courses each year will be electives. There is a request for a number of new electives, and also for there to be electives that provide some preparation to fulfill the requirements for entrance into a teacher education post-degree program.

There is a SENĆOŦEN cohort of students completing their DILR this year who are waiting for a degree pathway, and are hoping to begin their Year 3 towards a degree in their language in the Fall or January of 2023. If successful with our Cycle 2 submission, this degree path should be available to them by January 2023. We understand this is a tight timeline, and thank you for your understanding and accommodation about this.

As you may know we have been working towards this for many years and had planned to have this into Senate this past year. However, we had staff leaves and administrative gaps. I have now returned from maternity leave, and given the tight timeline that the community is working with, we are now trying to prepare the documents for Cycle 2.

We don't have any specific cross-over with IS courses or programs within the proposed program, but certainly are open to developing those. It is always great to have alternative pathways for Indigenous students to follow. We would love to one day see our Certificate and/or Diploma be able to ladder into an IS degree as well.

Please let us know if you have any suggestions or questions, or concerns. (And please wish us luck with this quick timeline!)

With gratitude and respect,
Aliki

Aliki Marinakis, MA
Indigenous language Programs Manager
Department of Indigenous Education, UVic
250-721-7855 office
250-888-8809 cell phone
Recognizing that I am a settler on unceded Lekwungen and W̱SÁNEĆ territories, and am working towards reconciliation through language revitalization.
Gilakas'la, Tl'ekoo, HÍSW̱ḴE

APPENDIX D: ***External letters of support from other BC post-secondary institutions and community partners.***

WSÁNEĆ SCHOOL BOARD

7449 West Saanich Road (P.O. Box 368)
BRENTWOOD BAY, BC V8M 1R3

250.652.2313 or 250.652.4212 (Admin. Office)
FAX 250.652.6929

ŁÁU,WELNEW
TRIBAL SCHOOL
250.652.1811

SAANICH ADULT
EDUC. CENTRE
250.652.2214

October 28, 2022

Re: Development of Indigenous language proficiency degree programming with the Faculty of Education at the University of Victoria

ÍY SȻÁĆEL SIIÁM,

On behalf of the WSÁNEĆ School Board (WSB), please accept this letter of support to demonstrate our commitment to working very closely with the University of Victoria to develop much-needed undergraduate programming that that focuses entirely on building SENĆOŦEN language proficiency at the Bachelor of Arts level. The WSÁNEĆ School Board has a longstanding and respectful working relationship with the University of Victoria and has delivered community-based programming in partnership for nearly two decades. Our request for the University to work with us to develop this new Bachelor of Arts program is being made in direct response to a clear mandate and request from our WSÁNEĆ community to deliver SENĆOŦEN language proficiency programming in the third and fourth-year levels during the next two academic years (2023-2025).

The WSÁNEĆ School Board was formed in 1972 and is situated on the traditional territories of the WSÁNEĆ people who include members of the Tsartlip, Tsawout, Tseycum, and Pauquachin First Nations. The WSB provides educational services to the WSÁNEĆ people, including the SŁEŁEMW Child Development Centre, the ŁÁU, WELNEW Tribal School (ŁTS), the WSÁNEĆ Leadership Secondary School (WLSS), and the Saanich Adult Education Centre (SAEC), which provides both educational programming and services to adult students. The WSB is governed by a Board of Directors that is comprised of four communities: the elected WSÁNEĆ Chief and Councils of Tsartlip, Tsawout, Tseycum and Pauquachin. The part of the WSB that works most closely with public post-secondary institutions is the Saanich Adult Education Centre (SAEC), a member institute of the Indigenous Adult and Higher Learning Association (IAHLA).

Holistic lifelong learning is a fundamental focus of the WSB, and we recognize the importance of continued capacity development in our communities. Our request for community-based proficiency-building programming serves two purposes. Most importantly, the WSÁNEĆ communities strongly believe that our SENĆOŦEN language must be maintained, perpetuated, and protected. This assertion is the foundation of our School Board's mission statement. We believe that WSÁNEĆ culture must be honoured and woven as appropriate into all learning experiences. Language proficiency and fluency development among community members are at the *core* of our values in WSÁNEĆ. Secondly, the delivery of proficiency-building undergraduate programming at the Saanich Adult Education Centre allows us to offer our community relevant and meaningful post-secondary programming.

Community-based programs enable our students to remain in W̱SÁNEĆ while acquiring their post-secondary credentials, thus overcoming potential barriers that often occur for our members when they enrol directly in programming on campus.

For nearly two decades, the University of Victoria has worked with W̱SB to provide affiliated and accredited programming in community at the Saanich Adult Education Centre. We are proud to have supported nearly four program cohorts (by June of 2023) through convocation in diploma programming in Indigenous language revitalization. An opportunity to pilot the proposed BA framework focussed solely on SENĆOŦEN proficiency-building in September 2023 would be a significant step toward our goal of keeping SENĆOŦEN language and culture alive and strong.

Please accept the below statement from our SȾÁ,SEN ŦTE SENĆOŦEN (the W̱SÁNEĆ School Board's SENĆOŦEN Language Department) as context for our request to develop accredited SENĆOŦEN proficiency-building programming at the undergraduate level with the University of Victoria.

> "NI ȻSE ŚW̱ḰÁLEȻENs E ȻS SCUȻELs E ȻSU, NIŁ X̱EṈ OL I, TOTELNEW̱ ET̓ SENĆOŦEN. ST̓Is ȻEĆÁ OL I, ḰOḰEL I, U, EWES TW̱E W̱UĆISTENEḴ. ST̓Is OL I, ȻENÁṈET TŦE SENĆOŦEN I, HELISET. NIŁ ŚW̱ḰÁLEȻENs E TŦÁ,ENEṈ I, ST̓Is ȻEĆÁ OL I, ȻENÁṈET TŦE SḰÁL ŁTE E TŦE ȻENÁṈEŁ,EN SĆ̓s. ST̓I ŁTE ȻEĆÁ I, ONEŁ TŦÁ,ENEṈ ŚW̱ḰÁLEȻEN ȻE PITNEW̱,EŁTE ŚW̱ÍYs ȻS SĆ̓s I, W̱IYELḴEN,NOṈET ET̓ SENĆOŦEN.
>
> There are (and have been) feelings among the SENĆOŦEN student body about how they want to be able to simply learn SENĆOŦEN without the strings of becoming a teacher. They want to be able to *speak* and not have to become teachers. However, they do want to help SENĆOŦEN language revitalization efforts. Some of the help that they hope to pursue is in the form of resource and curriculum development – things that could help the efforts of teachers in SENĆOŦEN education, as well as the W̱SÁNEĆ community. We hope to honour their expressed feelings and recognize the necessity of other forms of language revitalization outside of the school domain that can help bring SENĆOŦEN back."

Over the past five years, it has come to our attention that we need to shift our focus from SENĆOŦEN teacher education programming to SENĆOŦEN *proficiency-building* undergraduate programming. Our W̱,SENĆOŦEN,IST program (Diploma in Indigenous Language Revitalization) is experiencing great success. We want to continue building on the language foundation achieved during years one and two of that program by creating years 3 and 4 that will focus solely on continued SENĆOŦEN proficiency-building. During each W̱,SENĆOŦEN,IST cohort, we are seeing a rising trend of nearly 50% of enrolled learners joining to learn SENĆOŦEN for the pure intention of knowing, understanding and revitalizing our sacred language rather than for a desire to teach SENĆOŦEN within our schools.

SENĆOŦEN is our birthright, and we have heard our learners ask for a proficiency-building degree program that centres on four intentional years of language learning. Additionally,

W̱SÁNEĆ faculty with the W̱,SENĆOŦEN,IST program, have requested undergraduate degree programming to better support our SENĆOŦEN language revitalization movement. Accrediting a Bachelor of Arts degree framework will create a much-needed pathway for adult learners to build a solid SENĆOŦEN speaking foundation. From there, prospective SENĆOŦEN teachers can transition into the Post-Degree Professional Program (PDPP) or graduate coursework in programs such as the Master in Indigenous Language Revitalization (MILR) program at UVic. Additionally, learners that complete the proposed proficiency-building degree will have the opportunity to contribute to a plethora of community-based work opportunities that support W̱SÁNEĆ initiatives to further the reach of SENĆOŦEN in our band offices, community agencies, and partner offices.

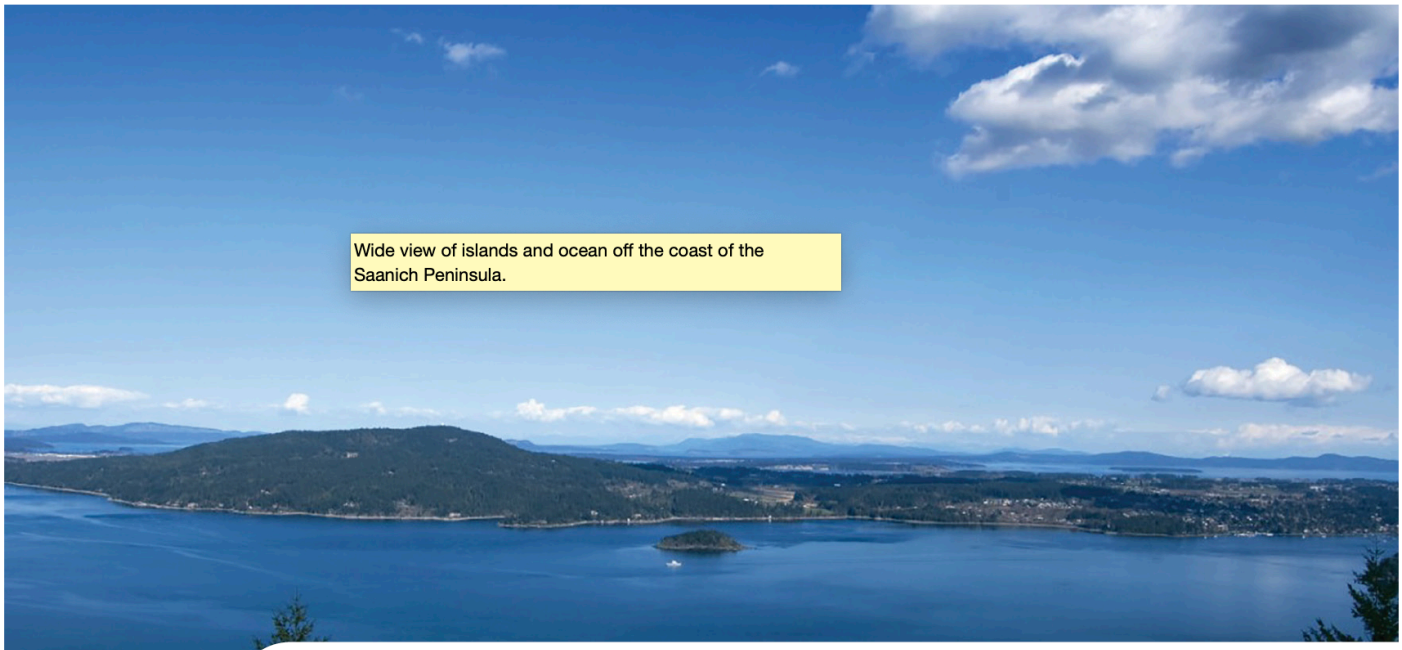
For over fifteen years, our W̱SÁNEĆ community members have strongly stated their desire to engage in proficiency-building programming; therefore, we have a keen interest in focusing our efforts in this area moving forward. For the past decade, we prioritized SENĆOŦEN teacher education to support the growth of our on-site immersion programs at the elementary and secondary levels; now, it is time to appropriately shift our focus to undergraduate programming that focuses solely on four years of intensive SENĆOŦEN proficiency-building.

The ability of our W̱SÁNEĆ community to enhance our collective capacity to deliver SENĆOŦEN language proficiency programming is only possible because of our partnership with the University of Victoria. We thank you in advance for considering the attached degree proposal. Please do not hesitate to contact us if you wish to further discuss the W̱SB's support of this proposal.

HÍ,SW̱ḴE SIÁM,

Curtis Olsen, Tsartlip Councillor
Administrator, W̱SÁNEĆ School Board
(250) 662-2214 ext. 223

Kendra Underwood, Director
Saanich Adult Education Centre
W̱SÁNEĆ School Board
(250)652-2214 ext. 238



Wide view of islands and ocean off the coast of the Saanich Peninsula.

W̱SÁNEĆ School Board | University of Victoria

COLLABORATION AGREEMENT | 2022-2030

The University of Victoria acknowledges and respects 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.



University of Victoria

W̱SÁNEĆ SCHOOL BOARD



ÁMEḴT TɬEN ÍY, ŚḰÁLEȻEN | Bring in your good feelings

COLLABORATION STATEMENT

With W̱SÁNEĆ culture, land, and SENĆOŦEN language at the heart, the W̱SÁNEĆ School Board (W̱SB) and the University of Victoria (UVic) are committed to working together for the benefit of our students, prioritizing community-based education to enhance community capacity.

GUIDING PRINCIPLES

The partners will maintain a respectful and reciprocal relationship that is learner and community focused, culturally rooted, goal oriented and transparent in practice. The collaboration will build on the strengths of the W̱SB and UVic to encourage and enhance the programs and services of both partners.

The partners will carry out their respective and mutual goals and objectives with a view to the following principles:

COLLABORATIVE decision-making

RESPECT for all partners involved in the programming

TRANSPARENCY in all dealings with respect to the programming

EXCELLENCE in teaching and a high-quality learning environment

HONOURING cultural customs and practices with respect to traditional and sacred knowledge

ĆȺNEUEL OL | Work together

COMMITMENTS

The W̱SB and UVic will work together to support the educational success of Indigenous learners in the communities we serve. This work will be grounded in SENĆOŦEN language, and will follow clear and mutually respectful research, communication, and cultural protocols. Both parties are committed to maintaining open discussion and a collective approach to all matters relating to the fulfillment of this Collaboration Agreement and related Service Agreements.

The partners will work together to develop and prioritize educational programming and services that promote the growth and development of Indigenous students, and that strengthen the foundation for capacity building amongst W̱SÁNEĆ communities.

VALUES THAT INFORM OUR WORK

HIWEST EN SṈÁTW | Honouring one another's gifts

ḰELNEUEL OL | Collaboration, not competition

HIWESTEW̱ | Ceremony and celebration

ĆELIMET | Balance



W̱SÁNEĆ SCHOOL BOARD

The mission of the W̱SÁNEĆ School Board, working with the W̱SÁNEĆ Nation in service to children, families and communities, is to ensure the continued immersion of our learners in W̱SÁNEĆ culture and SENĆOŦEN language within a strong and leading education system. We are committed to giving learners the knowledge, skills and emotional capacity to progress through their learning goals and aspirations with dignity, purpose and options in order to embrace the socio-economic and political opportunities of life.
wsanecschoolboard.ca

W̱SÁNEĆ ADULT EDUCATION CENTRE

Our mission is to enhance educational opportunities for W̱SÁNEĆ Nation adults living on and off reserve and in neighbouring communities by offering courses and programs that are community based and driven and which link to the W̱SÁNEĆ Nation's longer range community development plans, to advance development, self-sufficiency and self-reliance. **wsanecschoolboard.ca/saec**

TU LÁTES MEQ EN SĆA SE
Be prepared for all work to come

The partners will continue to enter into collaborative, community-based programming to work towards mutually determined goals and objectives, while respecting the mandate of each institution. The partners will explore the future development of programs and initiatives in areas of mutual interest with a view to the following goals:

FACILITATING cooperation and establishing collaborations that will enhance our mutual educational goals

DEVELOPING and promoting positive benefits for the communities we serve

The partners are committed to working together on the following initiatives to enhance educational programming and services for Indigenous learners:

HONOURING cultural values and protocols

RESPECTING language beliefs, local territories, and traditional knowledge

STRENGTHENING our presence in the communities we serve

ENHANCING transition opportunities in and out of post-secondary

PROMOTING recruitment through local role models at the K-12 and post-secondary levels

CREATING relevant communication, ethics and research protocols

COLLABORATING in program development, delivery and evaluation

PROTECTING intellectual property rights and copyrights

HÁEQ ŁTE OL TŦE ĆELÁN̓EN ŁTE
Remember our ancestors/birthright

PROTOCOL

All partners agree that in engagement with W̱SÁNEĆ people, appropriate respect will be given to W̱SÁNEĆ culture, language, knowledge and values, and to the standards used by W̱SÁNEĆ people to legitimate knowledge. In areas of collaboration, both partners agree to use their best efforts to:

- Uphold W̱SÁNEĆ cultural values
- Understand and acknowledge appropriate aspects of W̱SÁNEĆ culture
- Ensure that W̱SÁNEĆ cultural protocols are respected
- Ensure that W̱SÁNEĆ people are consulted and have given clear direction on all relevant cultural activity before, during and after educational programming and initiatives



W̱SENĆOŦEN IST Instructors: JSIN̓TEN Dr. John Elliott and ŦK̓OŁEĆTEN Joe Seward (December 2021). ŦK̓OŁEĆTEN is an alumnus of the W̱SENĆOŦEN IST program and is honoured to now be co-teaching IED 159 A: Indigenous Language I (SENĆOŦEN) alongside his W̱UĆISTENEK̓ (language mentor) JSIN̓TEN.

PROTECTION OF CUSTOMARY INTANGIBLE PROPERTY

The partners will respect customary SENĆOŦEN family property laws and family protocols in accordance with the terms and protocols set out in program-specific Service Agreements.
UVic will use its best efforts to keep the W̱SB informed of the development and implementation of research projects involving W̱SÁNEĆ nations and territories, ensuring that the W̱SB has the opportunity to review research outcomes and to consult with W̱SÁNEĆ nations to ensure the protection of customary or intellectual property that might be disclosed within the research.

UNIVERSITY OF VICTORIA

The University of Victoria is a comprehensive research university that sees community engagement as a key part of our success. We work closely with our community partners to foster respect and reconciliation, promote sustainable futures, and uphold our values of equity, diversity and inclusion. Our commitment to Indigenous education and community engagement is reflected across the full range of our institutional strategic documents (including the Strategic Framework, the Indigenous Plan and the Strategic Enrolment Management Plan), highlighting the responsibilities that all members of the university have to contribute to this work. **uvic.ca**

VICE-PRESIDENT INDIGENOUS

The Vice-President Indigenous (VPI) provides leadership and direction that furthers UVic's commitment to truth, respect and reconciliation as identified in our Strategic Framework (priority 4: Foster respect and reconciliation) and the Indigenous Plan. The VPI will seek guidance and direction from Elders, Knowledge Keepers, colleagues and community leaders to achieve this visionary direction. **uvic.ca/indigenous**

ITOTELNEW̱TEL ŁTE: | Learning from one another

The UVic Elders Engagement Fund carries the name, ITOTELNEW̱TEL ŁTE: LEARNING FROM ONE ANOTHER, in honour of Dr. Marie Cooper (SWETALIYE). The name was given to UVic by the Austin/Cooper family. Dr. Cooper had a 20-year career as an educational administrator, leading the transformation of Indigenous education at the K-12 and post-secondary levels. She was also a founding member of Elders' Voices at UVic and member of the Indigenous education advisory board in the Faculty of Education. Dr. Cooper received an Honorary Doctor of Education degree from the University of Victoria in 2010, in recognition of her many years of contributions in the field of education.

In the words of her Great-niece, Melissa Austin (Tsartlip First Nation):

"The fund carries on the work [Marie] was doing at UVic, by bringing knowledge keepers and Elders into classrooms not only so that courses can be more culturally relevant for Indigenous students but so that all students have the opportunity to learn about Indigenous history and culture. She was passionate about supporting all students in post-secondary. This will go a long way to carrying on her legacy so that we can build capacity and understanding, and really engage in reconciliation and move forward."



Dr. Marie Cooper, knowledge keeper

Collaboration Agreement

This agreement commences on the date of signing in May 4, 2022 and will remain in place until either the W̱SB or UVic wish to amend it. However, it will be reviewed and renewed at a minimum of five-year intervals and may be amended at any time. Amendments to this agreement must be agreed upon in writing and signed by an authorized representative of each institute. The partners shall have 30 days to respond to an amendment proposed by the other partner. Each partner may terminate this agreement for any reason at any time by providing written notice to the other partner. The termination of this agreement will not affect the terms of any Service Agreements entered between the partners.

Nothing in this agreement shall be construed as creating any legal relationship between the partners and the partners agree that this agreement is not enforceable in law or equity. This agreement does not limit or infringe upon the autonomy of the four W̱SÁNEĆ nations.

ROLES AND CONTACTS

In regards to this Relationship Agreement, the central contact person for UVic is the Vice-President Indigenous and the central contact person for W̱SB is the Director of the Saanich Adult Education Centre.

Any notice of written communication required under this agreement may be directed to:

Kendra Underwood, Director, Saanich Adult Education Centre,
7449 West Saanich Road,
Brentwood Bay, BC V8M 1R3

Robina Thomas, Vice-President
Indigenous, University of Victoria,"
3800 Finnerty Road, Victoria, BC V8W 2Y2

SIGNATORIES

Abraham Pelkey
Chairman, W̱SÁNEĆ School Board

Curtis Olsen
Administrator, W̱SÁNEĆ School Board

R. Thomas

Robina Thomas
Vice-President Indigenous,
University of Victoria

Kevin Hall
President, University of Victoria

Cover image top: Saanich Peninsula, looking from Malahat Scenic Route by Jeannette Hall is licensed under CC BY-NC-ND 2.0.

SFU LETTER OF SUPPORT

FACULTY OF ARTS AND SOCIAL SCIENCES
INDIGENOUS LANGUAGES PROGRAM
Community Academic Outreach

8888 University Drive
Burnaby, BC
Canada V5A 1S6

TEL 778.782.9763
FNEP Student Inquiry
1.800.399.5565

inlp@sfu.ca
www.sfu.ca/inlp
Office RCB 8110-8113

October 31, 2022

To whom it May Concern

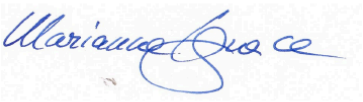
Re: University of Victoria - W̱SÁNEĆ community partner Bachelor's degree in SENĆOTEN proficiency

Dear all,

As director of the Simon Fraser University Indigenous Languages Program, I am writing this letter in full support of the above-mentioned UVic- W̱SÁNEĆ Bachelor's degree in SENĆOTEN language proficiency.

As an institution which has been involved in Indigenous Language Revitalization and community-based programming for decades, we are very pleased to see UVic continuing the work it has also been doing for years in expanding the domains of language revitalization with Indigenous partner communities and organizations. Recognizing the need and opportunities for collaboration and communication across universities, SFU and UVic have a Memorandum of Understanding between the two institutions because we support and appreciate the work each other does. We expect to work together to support communities in their goals of creating new Indigenous language speakers. We endorse the development of the proposal Bachelor of Arts Degree in Indigenous Language Proficiency in SENĆOTEN, and whichever languages the degree is delivered for that are supported by UVic's excellent team of language educators and linguists.

Sincerely,



Marianne Ignace PhD
Professor, Departments of Linguistics and Indigenous Studies
Director, SFU Indigenous Languages Program and First Nations Research Centre

SFU - UVIC IED MOU





University of Victoria

Memorandum of Understanding on Indigenous Languages Revitalization

Introduction:

Simon Fraser University (SFU) and the University of Victoria (UVic) each have over 25 years of experience in the revitalization of Indigenous languages in B.C. As two publicly funded institutions that:

- aim to optimize resources to meet the challenge of Indigenous language revitalization,
- appreciate the value of the highest academic standards in the ethical design and delivery of Indigenous language revitalization programs,
- respect and support Indigenous approaches to knowledge articulation, knowledge mobilization and language education, and
- value both collegial academic governance and Aboriginal governance.

SFU and UVic agree to enter into a Memorandum of Understanding (MOU) that provides for the mutually beneficial exchange of information and collaborative activities that support First Nations' language teaching to advance Indigenous language revitalization pedagogy and programming.

Parties to this Memorandum of Agreement include:

- Faculty of Humanities, University of Victoria,
- Faculty of Education, University of Victoria,
- Faculty of Education, Simon Fraser University,
- Office of the Dean, Faculty of Arts and Social Sciences, Simon Fraser University, and
- Departments of Linguistics, First Nation Studies and First Nations Language Centre, Faculty of Arts and Social Sciences, Simon Fraser University.

Guiding Principles:

- To avoid competition in the development and delivery of Indigenous language revitalization programs and credentials,
- To work in partnership with Indigenous communities to determine their need for the development and delivery of language revitalization programs and credentials,
- To share best practices in the effective administration and delivery of language revitalization programs both on campus and community-based,
- To share, in confidence, data on Indigenous student enrolment, retention and completion rates for Indigenous language revitalization programs, and
- To respect Indigenous knowledge and sacred languages for the benefit of present and future generations.

Goals:

- To expedite the development and delivery of instruction for community-based language revitalization in partnership with Indigenous communities and organizations,
- To share development of curriculum, theory and pedagogy for effective language learning and learning styles for Indigenous language revitalization, including immersion approaches for First Nations as additional language learners,
- To collaborate in defining accreditation standards for various levels of language proficiency and fluency,
- To collaborate on research about language archiving and revitalization methods,
- To maximize the articulation and laddering of the SFU and UVic language credentials to Bachelor and postgraduate degrees,
- To collaborate to professionalize and diversify credentials for elders and Indigenous community-based language instructors, and
- To advocate for provincial and federal funding to improve the access of Indigenous people to language revitalization programs.

Scope of activities encompassed by this Memorandum include mapping across SFU and UVic:

- Community-based field schools and related community partnerships for language revitalization/ learning,
- Quality assurance processes to identify best practices for an inter-institutional quality assurance system for language revitalization programs,
- Articulation of language revitalization programs to enhance student mobility across SFU and UVic,
- Knowledge mobilization practices to identify best practices across institutions and to communities,
- Opportunities for applied research projects to foster research exchange opportunities.

Governance:

- A Steering Group comprised of 6 representatives, 3 from SFU and 3 from UVic, will meet at least twice annually with meetings alternating between institutions,
- The Steering Group will be co-chaired by a faculty member from each institution and will report through the Co-Chairs to the Deans at each institution,
- Deans and Provosts must be advised of, and approve, proposals to include additional partner institutions, and
- Either institution may withdraw from the agreement with written notice to the partner institution.

The parties agree that this Memorandum of Understanding is not a legally binding agreement but rather a statement of common intent to engage in mutually acceptable cooperation to identify best practices to support, develop and sustain programs in Indigenous language revitalization, and further agree that neither party shall have any binding, legal obligation hereunder.

The term of the MOU will be three years from September 2017 to August 2020.

Signed:

Dr. Nancy Wright,

Associate Vice President Academic Planning

University of Victoria

Dr. Ralf St. Clair,

Dean, Faculty of Education

University of Victoria

Dr. Chris Goto-Jones,

Dean, Faculty of Humanities

University of Victoria

UBC-O LETTER OF SUPPORT

THE UNIVERSITY OF BRITISH COLUMBIA

1138 Alumni Avenue
Kelowna, BC Canada V1V 1V7

November 21, 2022

To: Dr. Ted Reicken, Acting Chair
Department of Indigenous Education, UVIC

CC: Dr. Onowa McIvor

Re: BA in Indigenous Proficiency (in SENĆOŦEN)

It is with great pleasure that we write this letter in support of the language proficiency B.A. being proposed by your faculty. As higher education institutions, we must support Indigenous communities to revitalize and recover First Nations' languages and cultures in alignment with the TRC Calls to Action, UNDRIP, and the Universal Declaration of Linguistic Rights.

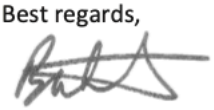
Guided by the BC Provincial Indigenous Language Fluency Degree Framework, our own institution has successfully worked with the En'owkin Centre and the Nicola Valley Institute of Technology to offer two distinct degrees, the Bachelor of Nsyilxcn Language Fluency and a second one recently approved by the Minister, the Bachelor of Nłeʔkepmx Language Fluency. Driven by a continued sense of urgency from our partner communities due to the very few fluent language speakers remaining, we are presently working towards a third degree, a Bachelor of St'át'imc Language Fluency. Thus, we understand firsthand the complexities of offering such program but are equally aware of the great need and short window of opportunity communities face.

The notion of community fluency – of offering as much programming as possible in community, and through community institutions - is central to the provincial framework. It is vital that the capacity for language revitalization be located in community, and this degree builds on this notion, supporting a strong and sustained future for SENĆOŦEN and other languages.

The pedagogical turn towards language immersion learning is also important. A consequence of such a strategy is to both require and support existing language speakers to engage in the collective effort to maintain language. The sort of institutional support that UVIC and their partners can offer as the foundation to enact the strategy, and help create new speakers who can then support other adjacent initiatives, is fundamental to creating the positive medium and long-term outcomes so urgently needed.

We commend you on your proposal and hope that other post-secondary institutions follow suit. We are also available to discuss further should that be helpful.

Best regards,



Brad Wuetherick
Associate Provost, Academic Programs, Teaching and Learning

THE UNIVERSITY OF BRITISH COLUMBIA

1138 Alumni Avenue
Kelowna, BC Canada V1V 1V7

Jeannette Armstrong Digitally signed by Jeannette Armstrong
Date: 2022.11.25 16:57:49 -08'00'

Jeannette Armstrong
Associate Professor, Indigenous Studies & Canada Research Chair in Okanagan Indigenous Knowledge and Philosophy

Tess Lea
Department Head, Department of Community, Culture and Global Studies

Mike Evans
Professor, Department of Community, Culture and Global Studies; Facilitator, BC Indigenous Language Proficiency/Fluency Degree Consortium.

APPENDIX E

Indigenous Education – 2022 Faculty Complement Update

November 15, 2022

Timeline	*Faculty Build in IED (Unit to Department)*
1999	First Nations Education Advisory established under Dean Bruce Howe https://www.uvic.ca/education/indigenous/about/history/index.php
2000-2003	First Aboriginal Director position (Limited Faculty Hire – Longman, then Cole)
2004	First permanent Aboriginal Director (Tenure-track Faculty position – Williams)
2008	CRC position acquired. Williams shifted to this position. New Aboriginal Director hired (2nd Tenure-track Faculty position – McIvor)
2010	3rd Tenure-track Faculty position focused on Aboriginal Ed approved – Rodriguez de France hired
2012-2013	Williams retired, Rosborough hired in this position. No net increase in TT Faculty positions. IED Faculty = 3
2017	McIvor leaves Director position, new TT position added to replace. Restoule hired (Full Prof). Net up 1, TT Faculty positions to = 4
2018	New position advocated to support ILR programs. Edosdi hired in 2019. Tragically and sudden loss of Dr. Rosborough (August 2019). Therefore, no increase to faculty complement as anticipated and advocated the years' previous. Remaining members dealt with double weight of immense grief and immediate increased teaching and supervision loads that year.
2021	New faculty member hired in vacant ILR position, Daniels. Edosdi went on medical leave. No net increase in TT Faculty positions. Czaykowska-Higgins transferred from LING. No new positions from Education. Net increase in TT Faculty positions +1 due to transfer. This position will not remain in IED following retirement, anticipated in next 2-3yrs. In addition, the Indigenous Resurgence Coordinator position became vacant in Jan. 2021 due to a leave of absence which later turned into a resignation (mid-2022). While this is not a faculty position, it was held by a staff member with Phd (position requirement, Master's level) and the IRC alleviated some of the invitable pressures on the existing Indigenous faculty who are asked for guest lectures, for advice and resources form other Faculty of Education members who are working towards Indigenization.
2022	In the last IED Strategic Planning, it was identified that the Indigenous Education side of our Department is in desperate need of permanent faculty members to support the TE programs (IED 373 contribution to all TE prgms) plus new IED PDPP, annual TQS and Summer Inst, desire to build MEd in IED etc. This is supported now by one TT Faculty member (Rodriguez) who often teaches extra-to-load. While this is Restoule area of practice he is now returning to another 5-year term as Chair in 2023. In addition, the ILR programs (CILP, DILP, BEDILR, MILR multiple cohorts

	simultaneously, Phd SPAR, and new BAILP) continue to be upheld by 2.0 FTE Faculty members (Daniels 1.0, McIvor .25IED/.75 Research, Czaykowska-Higgins .75IED/.25 HUM).
HIRING AT UVIC	Elizabeth Croft (VPAC) indicated in her communique of Oct 25th, 2022 UVic will review position asks on an exception's basis and "approve critical postings on a weekly basis." I believe IED meets this criterion. IGOV was very successful with a cluster hire of 4 faculty in 2021. This model has been proven to most successful when hiring Black, Indigenous and other People of Colour into mainly 'white/mainstream' faculties or institutions. We recommend a cluster hire request of 3 new TT Faculty members goes forward to VPAC for their consideration. The Department to determine best disciplinary focus but minimum of 1 focused on IED and 1 on ILR, at least one Assistant/Associate Professor and consideration for 1 Assistant/Associate Teaching Professor.
ILR and IED focus at UVIC	Current and Upcoming Strategic Plans at UVIC focus on and prioritize Indigenous Language Revitalization and Indigenous Education (students, staff and faculty increase/support/retention/knowledge infusion) more generally. Examples include: 1. Current UVic Strategic Framework (2018-2023): • Strategy 4.2 Develop new pathways for access to higher education for Ind. students. • Strategy 4.3 Increase the number and success of Indigenous students, faculty, staff and leaders at UVic by developing priority recruitment strategies across the university, along with programs to support success. • Strategy 4.4 Implement transformative [Indigenous] programs to provide a welcoming, inclusive campus environment for all, & include the entire university community in Ind-engaged learning to promote mutual understanding and respect. 2. Upcoming UVic Strategic Plan "Emerging Themes" 2022 Consultation: *ʔetal nəwəl – ÁTOL,NEUEL (means 'working with respect for the rights of each other and showing respect for one another'.)*

	Respecting the local Nations and honouring the teachings we each carry with us, we will center Indigenous ways of knowing and being in teaching, learning, researching, service and wellness. 3) Aspiration 2030: UVIC RESEARCH AND CREATIVE WORKS STRATEGY **One of 5 Aspirations: Indigenous-led scholarship** - At the University of Victoria, we are learning, listening and nourishing a community in which Indigenous knowledge systems and worldviews are valued and centred throughout our scholarly and artistic practice. We are home to eminent Indigenous scholars who lead us and the world in Indigenous law, governance, health, **language revitalization**, community resurgence, art and reconciliation to address matters **of crucial importance to communities. Indigenous Nations, communities, collectives and organizations** also have established research relationships with non-Indigenous researchers on significant issues. 4) UVic Indigenous Plan (2017-2022) **Strand 2:** *Increase the recruitment, retention and success of Indigenous faculty across the university.* *Support and recognize the research and scholarship of Indigenous faculty.* *New UVIC Indigenous Plan currently at consultation phase, will be finalized in Spring 2023

Summary

Since the inception Indigenous Education (originally Aboriginal Education) it has grown into an independent Department (the only of its kind in Canada) and currently has a faculty complement of 6 Tenure track faculty members. However, one is the Department Chair (currently on 1-year admin leave with 4.5unit course buyout in regular years), another has long-term AWL (70R/20T/10S), a third member is .75FTE IED, one junior colleague (1yr away from reappt), and another on LTD (since April 2021), leaving the Department with the equivalent of 3.5 FTE tenured or tenure-track faculty contributing to academic programming at this time.

This Department has not had a 'new' Faculty hire approved since 2018 and has not had a net increase of Faculty complement since 2017 (Dr. Restoule's arrival), other than a (non-permanent) Department transfer in 2021 (Czaykowska-Higgins). Given the priority expressed across all Strategic Plans at all levels (and specific mentions of LR in the case of Aspirations 2030) this Department is overdue for an influx of new faculty members to circumvent additional potential health leaves as well as upcoming potential retirement of transfer faculty member.

Indigenous faculty are in high demand at all universities in Canada and recruitment can take time. We request that the FoE and VPAC approves IED for a cluster hire of 3 faculty members, recognizing both IED and ILR as a "critical" need and "exceptions" area for replenishment and enhancement at UVIC.

Institute for Critical Indigenous Studies
E266 – 1866 Main Mall
Vancouver, BC Canada V6T 1Z4
604-822-2905
cis.arts.ubc.ca

December 12, 2022

Dr. Ted Reicken, Acting Chair
Department of Indigenous Education, UVIC
CC: Dr. Onowa McIvor

Re: BA in Indigenous Language Proficiency Degree

Dear Dr. Reicken,

As Director of the Institute for Critical Indigenous Studies I write this letter of support for the proposed degree in Indigenous Language Proficiency through the University of Victoria. We wish the SENĆOŦEN community every success in their language learning journey for generations to come.

In these opening years of the UN International Decade celebrating Indigenous Languages, the Language Proficiency Degree Program is a timely and necessary initiative that supports the goals of reconciliation and Indigenous self-determination. The UVIC program is an exciting development in the growing institutional support of Indigenous languages in these ancestral lands. UBC has established a close partnership with communities in providing support for language revitalization programs and creating mutually supportive research in the service of Indigenous language futures. We look forward to supporting the language proficiency degree program at UVIC and to learning from the successes of the program.

Sincere regards and best wishes for the success of the program.
On behalf of the Institute for Critical Indigenous Studies,

Original signed by Bernard Perley

Dr. Bernard Perley
Director
Institute for Critical Indigenous Studies
Faculty of Arts | The University of British Columbia
BUCH E264| 1866 Main Mall | V6T 1Z1
Located on the traditional, ancestral, and unceded territory of the hən̓q̓əmin̓əm̓ speaking *Musqueam* (xʷməθkʷəy̓əm) people.
cis.director@ubc.ca

Stage 1 Review for New Degree Proposals

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

Submission format:

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

INSTITUTION: University of Victoria	PSIPS PROPOSAL #:
PROPOSED DEGREE: Bachelor of Arts, Indigenous Language Proficiency in (specific name here)	

Stage 1 Review for New Degree Proposals

Summary Description of Degree Program: (1 page maximum)

This degree specializes broadly in Indigenous Language Revitalization (ILR), but more specifically Indigenous Language Proficiency-building for adult learners. This degree builds upon and complements the current ILR programs offered in our unit. The Department of Indigenous Education at UVic is home to leading Indigenous and settler scholars holding considerable expertise in Indigenous Language Revitalization. It is also home to the largest research grant in the Faculty of Education, the only national grant in Canada which focuses on Indigenous Language Revitalization, and also specifically focuses on the development of adult proficiency building, led by President's Chair Dr. Onowa McIvor. Together with the Faculty of Education, our Department has been a leader in Indigenous Language Revitalization programming since 2006, and we continue to develop and deliver programming to meet the language revitalization and proficiency-building needs of our Indigenous community partners.

The degree has been developed in partnership with the local SENĆOŦEN community, represented by the W̱SÁNEĆ School Board. The inaugural offering of this degree will be with the SENĆOŦEN and Lekwungen speaking communities, as we are situated on their territories.

The program in Indigenous Language Proficiency will include 61.5 units. Years 1 and 2 consist of existing programs that will ladder into Year 3 of the degree. The program proposes two new years of programming, in years 3 & 4.

- Year 1: Certificate in Indigenous Language Proficiency: 15 units OR the 12-unit Certificate in Indigenous Language Revitalization (CILR) with the addition of 3.0 units of additional Indigenous language course work.
- Year 2: Diploma in Indigenous Language Revitalization = 16.5 units
- Year 3: 7 core courses (10.5) and 3 electives (4.5) = 15 units
- Year 4: 7 core courses (10.5) and 3 electives (4.5) = 15 units

12 of the required courses within the final two years focus solely on proficiency building in different contexts and through different pedagogical strategies. The curriculum is designed to be generative so that the courses can be taken up and delivered according to each language community's needs and as appropriate for their language context.

This program provides different pathways within the variety of electives, for students once they have completed their degree.

- The core courses are language-learning focused, utilizing different language learning methods, while the new electives proposed explore different contexts and elements of language revitalization relevant to language learning and language reclamation within language community settings.
- There are also enough electives for students to choose to take their pre-requisites for a post-degree teacher education program within their degree path, if they so choose.
- The program includes opportunities for experiential learning or other forms of community engagement through required practicum, electives, internship and inquiry coursework where students can engage in curriculum building for different community settings, or learn about administration of language programming.
- Anticipated outcomes include proficiency at the Intermediate (High) to Advanced (Mid) level (according to American Council on the Teaching of Foreign Languages (ACTFL)), as well as reciprocal learning opportunities and knowledge sharing throughout the language communities in which the degree will be delivered, and in some cases across language communities.

The program design includes plans for community delivery options, as well as plans for certain courses to be available via video-conferencing, but most courses will be face-to-face. The language revitalization programs at UVic are usually delivered in a community-based context, face-to-face. This is neither on-campus, nor distance delivery. However, through the pandemic we have discovered that some of this programming can be done online. We therefore built in a video-conferencing delivery possibility, depending on the community context, the student cohort, the needs and requests of each language communities to deliver this degree program.
The proposed degree will focus on SENĆOŦEN in the first iteration.

Stage 1 Review for New Degree Proposals

INSTITUTIONAL MANDATE / CAPACITY

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

CRITERIA:	COMMENTS:
A. Mandate	
How does the proposed program fit within the mandate of the institution?	• The degree supports the UVic goal of becoming a global leader in creating better opportunities for Indigenous students, entering respectful educational and research partnerships with Indigenous communities, and advancing respect, reconciliation and mutual understanding. The degree is creating a new pathway for accessing higher education for Indigenous students. It seeks to increase the number of Indigenous students and supports them with relevant programming. This degree also supports UVic's commitment to achieving the UN Sustainable Development Goals, specifically 4) Quality Education; 10) Reduced Inequalities; 16) Peace, Justice & Sustainability; and 17) Partnerships.
How does the proposed program support the current academic and strategic plan of the institution?	• This new Bachelor of Arts, Indigenous Language Proficiency in SENĆOŦEN (and potentially later Kwak'wala, Nuu-chah-nulth, Hul'q'umín'um, etc.) directly meets the University of Victoria Strategic Framework (2018-2023) points 4.1, 4.2, 4.3, and 4.5 specifically, as well as the Truth and Reconciliation Calls to Action around increasing post-secondary programming in Indigenous Languages.
For applied degrees offered under the *College and Institute Act*: • Does the proposal lead to a specific occupation? • Does the proposal provide a diploma exit, if appropriate?	
B. Capacity	
To what extent does the program build on the institution's existing infrastructure, resources and experience from offering programs in related fields?	• The program builds on the experience, infrastructure and resources of the current Indigenous language programming at UVic, from over the past 20 years. • For students coming through the UVic program path, Year 1 will consist of the 15-unit Certificate in Indigenous Language Proficiency (CILP) or the 12-unit Certificate in Indigenous Language Revitalization (CILR) with the addition of two language courses.

	• Year 2 will usually include language cohorts completing the existing UVic Diploma in Indigenous Language Revitalization, with a total of 16.5 more units, for a total of 31.5 units. • This laddered admissions pathway is similar to existing the Bachelor of Education in Indigenous Language Revitalization; however, it provides a different pathway for Indigenous Language Certificate and Diploma students who have proficiency in their language as their first priority.
To what extent has the institution assessed the resources required and identified funding sources needed to implement the program?	• With the current hiring pause at UVic, the Department proposing the degree has expressed the need for a new faculty member when demand for the program grows, as we expect it will in the next few years. • All of the Indigenous language Revitalization programming at UVic has required external funding, as it is delivered in community-based settings. We received a percentage of the tuition we generate back from UVic, and we work with individual communities for each offering to secure external funding, often through PSPP/FNESC. This program will be the same, therefore we already have identified funding we will be seeking for each offering.

SOCIAL AND ECONOMIC BENEFIT

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

CRITERIA:	COMMENTS:
A. Priority of Program Focus	
Is the program focus primarily on meeting social benefit(s) or economic benefit(s)?	This program focuses on both social and economic benefits for the graduates as there are ever expanding employment opportunities within, and outside of, Indigenous communities for people with Indigenous language proficiency. As for social benefits, growing research expresses the many health and wellness benefits of language learning for Indigenous people and communities.
Social Benefit	
What social, cultural, regional, community, environmental, institutional and/or intellectual benefits would the proposed program provide?	UVic is recognized as an international leader in Indigenous language revitalization. Though the content of the degree is by nature locally focused, language revitalization is a global issue, where 90% of the world's estimated 7000 languages are critically endangered, including nearly all of the 34 Indigenous languages that exist in BC. Starting locally, we are leading by example and are making a global contribution with this degree in several ways. Indigenous languages hold a wealth of information about the biology, ecosystem, and knowledge of the earth. By learning and revitalization Indigenous

	languages, we are contributing to the maintenance of that wealth, which is becoming increasingly important in a world where non-Indigenous knowledge systems and practices have created climate crises. Additionally, as the UN Declaration on the Rights of Indigenous Peoples confirms Indigenous Peoples' inherent right to revive and use their language which therefore requires no further justification as to benefits. These Rights include but are not limited to: *Article 13.1* ***Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their*** *histories,* ***languages****, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons.* *Article 14.1* ***Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages,*** *in a manner appropriate to their cultural methods of teaching and learning.*
How would the proposed program advance social goods or government priorities?	As the BC Government has adopted the UN Declaration on the Rights of Indigenous Peoples, the Act is now a legislated mandate of the Government of BC. The Act requires bringing BC laws into alignment with the Act and to create action plans to meet the objectives within. Therefore, this degree directly contributes to the government's priorities in this regard. An Annex to the Act within the legislation states: "*the recognition, promotion and protection of the rights and freedoms of indigenous peoples…"* which includes language rights. Further, BC declares the Act "*as a standard of achievement to be pursued in a spirit of partnership and mutual respect."* https://www2.gov.bc.ca/gov/content/governments/indigenous-people/new-relationship/united-nations-declaration-on-the-rights-of-indigenous-peoples

C. Economic Benefit	
What direct and/or indirect economic, industrial or labour market benefits would the program offer the student, community, region or province?	• University staff and faculty developing this proposal were directed by community partners to push back against the request to justify the program for any reason outside of affirming Indigenous rights to revise and use their own languages. Because this degree contributes directly to the BC Government DRIPA mandate, and the TRC Calls to Action, further justification is unnecessary, and in some ways, inappropriate.
How would the proposed program support economic growth and/or government economic priorities?	• Interest and demand for graduates with knowledge and proficiency in their Indigenous languages is growing daily in this province and across the country. From jobs even within UVIC, such as with the Department of Indigenous Education; the Office of Indigenous and Community Engagement, and the Vice-President Indigenous, language knowledge is an asset. Within First Nations communities themselves, there is a constant demand for language and culture teachers at all levels, including instructors at college and university levels, and as well as resource developers. Proficient speakers are in high demand.
What labour market needs would the proposed program meet for the province? (Please include no more than 5 applicable National Occupational Classification (NOC) codes.)	• Band office language coordination • Language leadership in community • Bilingual opportunities in BC Government positions, civil servants • Parks Canada (in territory) • Digital software employment i.e., gaming, new algorithms, environmental services, etc. • Language instructors in adult and non-traditional settings • Museum and art gallery positions • Cultural liaison positions
Do potential employers require a degree for graduates to gain employment in the field?	• Non-applicable
If the main employer will be government or another public agency, what support does the program have from relevant ministry/public employers?	• Non-applicable
D. Consultation	
What feedback from relevant community groups, employer groups, and professional organizations was incorporated into the proposed program?	• The degree is being developed in partnership with the local SENĆOŦEN community, represented by the W̱SÁNEĆ School Board. The first offerings of this proposed degree, and our ongoing partnership will be with the SENĆOŦEN and Lekwungen speaking communities, as the university was built on their

	territories. The development of this degree is a direct result of a request and needs expressed through our ongoing and mutually respectful community partnership. Below are the words language champions working in the SENĆOŦEN SṮÁSEN department at the W̱SÁNEĆ School Board: *"NI ȻSE ŚW̱ḰÁLEȻENs E ȻS SCUȻELs E ȻSU, NIŁ X̱EN̲ OL I, TOTELNEW̱ EṮ SENĆOŦEN. SṮIs ȻEĆÁ OL I, ḰOḰEL I, U, EWES TW̱E W̱UĆISTENEK̲. SṮIs OL I, ȻENÁN̲ET TŦE SENĆOŦEN I, HELISET. NIŁ ŚW̱ḰÁLEȻENs E TŦÁ,ENEN̲ I, SṮIs ȻEĆÁ OL I, ȻENÁN̲ET TŦE SḰÁL ŁTE E TŦE ȻENÁN̲EŁ,EN SĆA̓s. SṮI ŁTE ȻEĆÁ I, ONEŁ TŦÁ,ENEN̲ ŚW̱ḰÁLEȻEN ȻE PITNEW̱,EŁTE ŚW̱ÍYs ȻS SĆA̓s I, W̱IYELK̲EN,NON̲ET EṮ SENĆOŦEN.* • W̱SÁNEĆ School Board is a member of the Indigenous Adult and Higher Learning Association (IAHLA), and is supported in their development of this program with UVic, through First Nations Education Steering Committee (FNESC). • IAHLA and FNESC have been advocating and supporting all institutions in BC create parallel frameworks for degrees in Indigenous Language Proficiency. • UVic follows UBCO in creating a degree focused on building proficiency for an Indigenous Language. They have written a letter of support for our program. • SFU has written a letter of support for the proposal as well.
If the program relates to a regulated profession, what feedback did the regulatory or licensing bodies and the responsible Ministry provide?	• Non-applicable

SYSTEM COORDINATION / PROGRAM DUPLICATION

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

CRITERIA:	COMMENTS:
A. System Context	
What differentiates the proposed program from all other related programs in the province? Please provide a list of Classification of Instructional Programs (CIP) codes for related programs.	• There is no current university degree that offers generative enough curriculum to be offered to any Indigenous Language community that we partner with. There is a parallel degree at UBC-O, but it was created for a specific language: Bachelor of Nsyilxcn Language Fluency (BNLF). • The First Nations and Endangered Languages Program, UBC can also has a BA, which is offered in partnership with the Musqueam First Nation. It is usually offered for xʷməθkʷəy̓əm, and there are courses for other languages as well, but the program does not focus on proficiency building. • SFU offers parallel ILR and proficiency building Certificate and Diploma to UVic, but so far, no degree in ILR and proficiency. • Our proposed UVic degree will be offered first and most frequently for SENĆOŦEN. However, it was designed so that it can be adapted for other Indigenous languages when requested. • CIP code 16.1001 (Aboriginal Language)
B. Consultation	
To what extent has the institution consulted other institutions in British Columbia offering similar programs and responded to their feedback?	• There are two provincial Indigenous education bodies in British Columbia who have been advocating for all BC post-secondaries to develop a form of proficiency programming as requested by communities. They are: the First Nations Education Steering Committee (FNESC), and the Indigenous Adult Institutes of Higher Learning (IAHLA), and together they have successfully lobbied the provincial government for funds and further support for developing degrees such as the one proposed here.
C. Rationale for Duplication	
If programs with similar learning objectives are currently available in the region or online within the province, what is the rationale for establishing another program?	• There are 34 Indigenous languages in BC, across five different language families represented across 200+ Indigenous communities. Any of these communities or language groups could request to develop or offer a community-based ILR program. Therefore, the more institutions who have ILR programming to offer Indigenous communities across BC, the better for the languages. • UVic has been offering language degree programming for over 20 years, and has always had higher demand than capacity for partnership. The damage colonization and further dominant

	language effects has on Indigenous languages means the demand for Indigenous language programming is increasing, and will remain high enough for multiple institutions to offer ILR programming for decades to come.
D. Collaboration	
To what extent has the institution explored appropriate ways to collaborate and/or share resources with other institutions offering related programs?	• As per our Memorandum of Agreement with Simon Fraser University, we continue to support and have generally parallel the first two years of programming to allow for greater transferability between institutions. • Although there are no directly parallel degrees in the province, recently UBC-O developed and approved the Bachelor of Nsyilxcn Language Fluency, which may bear some similarity in structure. • Indigenous Education at UVic has developed a framework for our BA that is guided by and will contribute towards the needs of the SENĆOŦEN language group, but can be adapted for other language communities who wish to partner. • UVic has been sitting on the Indigenous Fluency Consortium, jointly chaired by IAHLA and FNESC for the last five+ years. • We have partnered with other institutions in delivery of ILR programming (with in BC and across Canada), i.e., North Island College, University of Saskatchewan. • We have contributed for several years to the Indigenous Articulation Committee that seeks ways for Indigenous course work and students to transfer across institutions.

STUDENT DEMAND AND OUTCOMES

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

CRITERIA:	COMMENTS:
A. Student Demand	
How robust is the demonstrated potential student demand to sustain the proposed program?	• We expect a new intake every 1-2 years for one language group at a time. In some cases, community cohorts and partnerships with the Certificate or Diploma in Indigenous Language Proficiency will lead to the full degree delivery of the proposed Indigenous Language Proficiency Degree. The full length of the degree is four years, and we expect to admit 20 students every two years. • This degree will not be offered in volume, as each intake and delivery will be determined through partnership with participating First Nations or Indigenous partner community.

B. Benefit to Students	
To what extent will students be able to transfer to and from other post-secondary institutions in the province?	• Individual language cohorts come into the program with 31.5 units from Year 1 & 2, satisfied either through the laddered steps identified above, or through admission as transfer credit students from other institutions, with 31.5 units of appropriate transfer credit (such as the completion of the SFU Diploma in Indigenous Language Proficiency along with the academic writing requirement). • UVic can accept two years of transferable credits towards this degree from other institutions. As other institutions continue to develop their proficiency degrees, we hope they will accept our courses as transfer credit as well.
What opportunities are available to program graduates for further study in the field or in professional fields?	• Interest and demand for graduates with knowledge and proficiency in their Indigenous languages is growing daily in this province and across the country. Additionally, students from this program can go onto the PDPP Teacher Education program should they so desire once reaching the level of proficiency they were seeking, as well as our Master's of Indigenous Language Revitalization or any number of other related Master's degrees, such as Indigenous Studies or Indigenous Governance, etc.
What added value will the proposed program offer graduates in terms of employment opportunities?	• Upon successful completion of the BA in Indigenous Language Proficiency students will demonstrate similar skills to other Bachelor of Arts degrees, but specifically: • Language proficiency in the given language, analytical learning skills, skills of creativity and adaptability, community engagement skills, inquiry and research skills. • Extensive experience in the application of language learning techniques for the revitalization of Indigenous languages through the completion of coursework.

Stage 1 Review for New Degree Proposals

Submission Guidelines

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

SUMMARY DESCRIPTION OF DEGREE PROGRAM

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

INSTITUTIONAL MANDATE / CAPACITY

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

Submission Guidelines

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

SOCIAL AND ECONOMIC BENEFIT

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

Submission Guidelines

- Prioritize whether the degree primarily provides social benefits or economic benefits.
- Describe the potential social, cultural, regional, community, environmental, institutional and intellectual benefits of the program. Provide references to documents that support these statements. If the program advances one or more social goals, policies and/or government priorities, provide details.
- Describe the direct and indirect economic or industrial benefits of the proposed degree program to the student, the community, region or province. If the program advances one or more economic goals, policies and/or government priorities, provide details.
- Provide evidence of consultation with applicable community groups, employer groups and professional organizations as well as the findings resulting from such consultations.
- Provide evidence that potential employers require a degree to gain employment in the field.
- Describe the labour market demand for the credential. Provide supportable evidence, such as relevant statistical/census employment data relevant to the field, dated employment ads, current employer letters of support, labour force projections from government, industry and professional associations, and employer surveys.
  - Labour market analyses should use the National Occupational Classification (NOC) codes of Human Resources and Skills Development Canada whenever possible to specify relevant occupation

destinations of program graduates. Please identify no more than the top five occupation destinations for graduates of the program.

- If the main employer is the provincial or federal government, provide evidence of the relevant ministry's or department's support for the program.
- Describe the potential earnings for graduates and provide evidence such as student outcome surveys.
- Indicate whether the proposed degree is preparatory to work in a regulated field. If this is a regulated field, state whether the proposed degree represents a change in the "entry to Practice" standard and provide evidence of consultation with and support from pertinent regulatory/licensing bodies.

SYSTEM COORDINATION / PROGRAM DUPLICATION

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

Submission Guidelines

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

STUDENT DEMAND AND OUTCOMES

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

Submission Guidelines

- Provide evidence of student demand for the program, such as:
  - The results of a survey indicating current student demand for the program. If a survey is used, describe the survey instrument used and questions posed.
  - Student waitlists of comparable programs offered in British Columbia.
- Describe what plans and/or arrangements are in place to establish articulation agreements with other post-secondary institutions in the province. Provide a website link to the institution policy on admissions and transfer.
- If relevant, provide anticipated enrolment figures from other institutions that may have students wishing to articulate into the proposed program.
- Describe the opportunities that graduates of the program have for progression to further study in this field or in professional fields. Provide evidence of consultation with graduate/professional post-secondary programs.
- If non-degree and/or degree programs in the same field are offered at this institution, explain:
  - The expected added value for students taking this proposed degree program (e.g., promotion or employment opportunities) and provide evidence that these anticipated benefits are justified.

Document #BOG-Mar28/23-18

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

March 13, 2023

To: Operations and Facilities Committee

From: Elizabeth Croft
Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: March 28, 2023

Subject: Proposal to establish a Minor in Applications of Psychology and Leadership

Basis for Jurisdiction: Senate Committee on Planning meeting February 1, 2023
Senate meeting on March 3, 2023

Strategic Relevance:

The proposal to establish a Minor in Applications of Psychology and Leadership aligns with the following UVic Strategic Framework Strategies:

Strategy 1.2 – Embed practices of equity, diversity, accessibility, inclusion and dialogue throughout the university community so that all members fee welcomed, valued and supported to achieve their highest potential.
Strategy 3.2 – Ensure that across all programs, in and out of the classroom, students actively develop the skills, abilities and attributes that support academic and personal success, lifelong learning, leadership and social responsibility, as set out in the University of Victoria Learning Outcomes.
Strategy 4.4 – Implement transformative programs to provide a welcoming, inclusive campus environment for all, and include the entire university community in Indigenous-engaged learning to promote mutual understanding and respect.

Recommendation:

> *THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to establish a Minor in Applications of Psychology and Leadership, as described in the document "Minor in Applications of Psychology and Leadership" effective September 2023, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.*

Background:

Over the past year, the Department of Educational Psychology and Leadership Studies has engaged in broad community consultation to determine areas of growth potential and ways to adapt our existing programs and courses to better meet the needs of students, communities, and the labour market. This process confirmed that cross-program and cross-departmental engagement is critical to the development of programming that is responsive to the evolving needs of students and communities.

The proposed Minor in Applications of Psychology and Leadership is the first in BC to offer a transdisciplinary program designed to equip undergraduate students with applied skills to solve practical problems across a range of real-world settings. As the minor is designed to complement existing standalone majors, and is open to all UVic students currently enrolled in any undergraduate program, students will have the opportunity to establish relationships with peers across disciplinary majors, providing them with increased opportunities to engage in the cross-disciplinary thinking.

Attachment(s): March 2023 Senate docket for the proposal to establish a Minor in Applications of Psychology and Leadership.

University of Victoria | Senate Committee on Planning

MEMO

Date: February 15, 2023

To: Senate

From: Senate Committee on Planning

Re: **Proposal to establish a Minor in Applications of Psychology and Leadership**

At its meeting on February 1, 2023, the Senate Committee on Planning considered the proposal to establish a Minor in Applications of Psychology and Leadership.

The proposed Minor in Applications of Psychology and Leadership provides a unique transdisciplinary experience within BC and at the University of Victoria. The Minor focuses on equipping students with the skills, knowledge, and tools to move beyond discipline-specific approaches to address real-world problems in health, public, and social services settings.

The following motion is recommended:

Motion: that Senate approve, and recommend to the Board of Governors that it also approve the proposal to establish a Minor in Applications of Psychology and Leadership, as described in the document "Minor in Applications of Psychology and Leadership", and that this approval be withdrawn should the program not be offered within five years of the granting of approval.

The proposal must be submitted to the Secretariat of the Ministry of Post-Secondary Education and Future Skills for approval after Board of Governors approval.

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 NEW PROGRAM PROPOSAL – UNDERGRADUATE
Application for:
Minor in Applications of Psychology and Leadership

Submitted by:	**Name and title**	**Email**
Contact person	Dr. Lucinda Brown, Assistant Teaching Professor and Graduate Advisor	llbrown@uvic.ca
Dean or designate	Dr. Catherine McGregor	cmcgreg@uvic.ca

Please provide dates of all approvals

Required approvals	**Date**
Pre-consultation with AVPAP (by contact person and Dean/designate) EPLS undergraduate planning meeting with AVPAP Attendees: • Dr. Elizabeth Adjin-Tettey, AVPAP • Dr. Rose Vukovic, EPLS Chair • Dr. Lucinda Brown, Assistant Teaching Professor and Graduate Advisor • Li Mao, EPLS Program Coordinator and Undergraduate Academic Advisor	Oct. 3, 2022
Departmental/School approval	Oct. 4, 2022
Faculty Curriculum Committee approval	Nov. 28, 2022
Departmental/School approval	Dec. 8, 2022
*Faculty Council approval (or indicate equivalent Faculty voting body)	Dec. 9, 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 – Pia Russell, Education Librarian - prussell@uvic.ca	November 16, 2022	Yes (see Appendix A)
Executive Director, Co-operative Education and Career Services – Andrea Giles, agiles@uvic.ca	N/A	
Office of the Registrar – please submit consult request to OREGSCPConsultation@uvic.ca	December 16, 2022	Yes (see Appendix A)
Indigenous Academic and Community Engagement –Jacquie Green, Executive Director, iaceed@uvic.ca	December 8, 2022	Yes (see Appendix A)
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	

STANDARD TEMPLATE FOR NEW PROGRAM PROPOSAL – UNDERGRADUATE

Minor Program in Applications of Psychology and Leadership

SUMMARY of NEW PROGRAMS	
Name, Location, Academic units (Faculties, departments, or schools)	Minor in Applications of Psychology and Leadership Department of Educational Psychology and Leadership Studies Faculty of Education
Anticipated start date of proposed program ***Note – the program must not be advertised/offered until all approvals are finalized.***	September 2023
Name, title, phone number and e-mail address of contact person	Dr. Lucinda Brown Assistant Teaching Professor and Graduate Advisor llbrown@uvic.ca; 250-721-7857

A. Provide a summary of the proposed program and clearly articulate how the program aligns with current institutional plans and priorities. (maximum 1 page)

Our proposed 9-unit Minor in Applications of Psychology and Leadership is the first in BC to offer a transdisciplinary program designed to equip undergraduate students with applied skills to solve practical problems across a range of real-world settings. EPLS has four specialized concentrations that contribute to our proposed program: Counselling; Learning, Development, and Instructional Sciences; Special and Inclusive Education; and Leadership. The title "Applications of Psychology and Leadership" reflects that this program spans diverse disciplines *and* diverse applications beyond the educational settings typically ascribed to programs in the Faculty of Education. Leveraging existing courses, the Minor in Applications of Psychology and Leadership puts psychological theory and techniques to work on a practical level with the goals of addressing concrete problems and helping to develop solutions to some of our current societal challenges. As the minor is designed to complement existing standalone majors, students will have the opportunity to establish relationships with peers across disciplinary majors, providing them with increased opportunities to engage in the cross-disciplinary thinking that is becoming necessary in today's global economy.

Over the past year, EPLS has engaged in broad community consultation to determine areas of growth potential and ways to adapt our existing programs and courses to better meet the needs of students, communities, and the labour market. This process confirmed that cross-program and cross-departmental engagement is critical to the development of programming that is responsive to the evolving needs of the students and communities we serve. The consultation highlighted the critical need to build knowledge and skills in the following competencies relevant for current labour market demands across industries: learning differences, developmental processes, human diversity, effective communication, collaboration, and leadership. These competences are reflected in the design of the minor, which provides a foundational framework and tools needed to work across traditional disciplinary boundaries and substantial choice for students to customize according to their needs.

- 1.5 required units of foundational knowledge
- 1.5 required units of Indigenous perspectives and decolonization
- 6.0 elective units spanning communication and human services; perspectives on diversity and inclusion; and special topics in applications of psychology and leadership.

The proposed **minor** is ideal for students completing degrees in physical, recreation and health education, psychology, social work, nursing, child and youth care, public health, or other fields requiring an understanding of development of

individuals with varying abilities across the lifespan. Students may gain skills and insight for work as public safety personnel/first responders, in hospitality and human resources, and in public service, public relations, tourism, finance, and health care,. The **minor** may be excellent choices for individuals wanting to complete graduate work in areas related to human services.

Our proposed programs also align with University of Victoria Institutional Plan and Priorities (2018-2023) from the following 3 perspectives:

- CULTIVATE AN EXTRAORDINARY ACADEMIC ENVIRONMENT: 1.2 Embed practices of equity, diversity, accessibility, inclusion and dialogue throughout the university community so that all members feel welcomed, valued and supported to achieve their highest potential.
- INTENSIFY DYNAMIC LEARNING: 3.2 Ensure that across all programs, in and out of the classroom, students actively develop the skills, abilities and attributes that support academic and personal success, lifelong learning, leadership and social responsibility, as set out in the University of Victoria Learning Outcomes.
- FOSTER RESPECT AND RECONCILIATION 4.4 Implement transformative programs to provide a welcoming, inclusive campus environment for all, and include the entire university community in Indigenous-engaged learning to promote mutual understanding and respect.

B. What are the current labour market indicators to support the proposed program?

Based upon British Columbia Labour Market Outlook: 2021-2031 Forecast (2021 Edition), the current labor market indicators support the proposed programs from the following three perspectives.

1. The proposed programs are supported by the data related to health and educational job openings (pp. 13- 15).
   - Health care and social assistance: Total opening 354, 500
   - Educational Services: Total openings 183, 400

2. Based upon British Columbia Labour Market Outlook: 2021-2031 Forecast (2021 Edition), the proposed programs are supported by the data related to high opportunity occupations in Health, Social and community support, and Education (pp. 21-27) (see examples below)

   Health related occupations/Job openings
   - 3012 (updated code 31301) Registered nurses and registered psychiatric nurses/ 20,140
   - 0311 (updated code 30010) Managers in health care/ 3,240
   - 0014 (updated code 30010) Senior managers — health, education, social and community services and membership organizations/ 2,810
   - 3143 (updated code 30203) Occupational therapists/ 990

   Social and community support/Job openings
   - 4152 (updated code 41300) Social workers/ 3,000
   - 0112 (updated code10011) Human resources managers/ 2,890

   Education related occupations/Job openings
   - 4021 (updated code 41210) College and other vocational instructors/ 5,260

3. The proposed programs are in alignment with demand for skills and competencies related to Health, Education, and Management services (pp. 28-34)
   - Top skills: Active listening, speaking, critical thinking

Top competencies: Social perceptiveness, judgement and decision making, complex problem solving. Related skills and competences will be developed through courses offered by the proposed program on the following three topics:

Communication and Human Services, Perspectives on Culture, Diversity, and Inclusion, and Special Topics in Applications of Psychology and Leadership Studies. For more information, please check question F in this application.

C. How is the proposed program aligned with, or is distinct from other related undergraduate programs in other BC post-secondary institutions?

Our proposed Minor in Applications of Psychology and Leadership is the first in BC to offer a transdisciplinary program designed to equip undergraduate students with applied skills to solve practical problems across a range of real-world settings. Simon Fraser University offers a minor in Educational Psychology and separate minor in Counselling and Human Development; both are focused on educational settings. The University of British Columbia offers a minor program in Educational and Counselling Psychology and Special Education but only for undergraduate students in the School of Kinesiology. Several BC institutions offer minor programs in Psychology (i.e., University of Victoria, Douglas College, Capilano University, Kwantlen Polytechnic University, University of the Fraser Valley, and Vancouver Island University), with no emphasis on practical application. Several BC institutions offer post-degree certificate programs in applied programs such as special education (e.g., SFU, UBC, VIU) and mental health and wellbeing (e.g., UBC, VIU). Although there are some similarities between the above programs and the proposed program in Applications of Psychology and Leadership, most of the existing programs are either restricted in who can take the courses, require post-graduate status, or are narrowly focused within one specific discipline; all of the coursework in these programs focus primarily on educational settings. In addition, none of these programs offer courses in leadership, which enables the proposed program to offer more diverse learning topics and opportunities.

The proposed program in Applications of Psychology and Leadership provides a unique transdisciplinary experience within BC and at the University of Victoria. It focuses on equipping students with the skills, knowledge, and tools to move beyond discipline-specific approaches to address real-world problems in health, public, and social services settings.

D. Please indicate areas of specialization and evidence of adequate faculty complement to support the proposed program.

The proposed program involve all areas of specialization in the Department of Educational Psychology and Leadership Studies. This involves all faculty members in the department who currently teach most of the courses.

- Learning, Development, and Instructional Sciences
  - Lucinda (Cindy) Brown, Assistant Teaching Professor
  - Allyson Hadwin, Professor
  - Joan M. Martin, Assistant Professor
  - Mariel Miller, Assistant Professor
- Special and Inclusive Education
  - Gina Harrison, Associate Professor
  - Donna McGhie-Richmond, Associate Professor
  - Jillian Roberts, Associate Professor
  - Rose Vukovic, Professor
- Counselling Psychology
  - Tim Black, Associate Professor
  - Fred Chou, Assistant Professor
  - Sarah Nutter, Assistant Professor
  - Jon Woodend, Assistant Professor
- Leadership Studies
  - Darlene Clover, Professor
  - Claudia Diaz-Diaz, Assistant Professor
  - Tatiana Gounko, Associate Professor
  - Catherine McGregor, Associate Professor

E. What are the admission requirements for the proposed program?

The proposed program is open to all UVic students currently enrolled in any undergraduate program. Because some of the elective courses in the proposed program also serve teacher education students, undergraduate students who are considering the Post Degree Professional Program in Teacher Education will be encouraged to consult with academic advising in course selection.

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.

Please see Appendix B for a full list of courses for the minor.

Minor Requirements
Students in the proposed minor will choose one required foundational course (1.5 units), one required course in Indigenous Perspectives and Decolonization (1.5 units), and 6.0 units from a wide variety of approved electives in Communication and Human Services; Perspectives on Diversity and Inclusion; and Special Topics in Applications of Psychology and Leadership. Other electives may be approved by the department. At least 7.5 units must be taken in the Department of Educational Psychology and Leadership Studies.

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

The proposed program will not directly engage in work terms, Co-op, or developing placement opportunities. However, students enrolled in the minor have the option of participating in two minor electives, ED-D 101 and ED-D 302, which offer experiential learning opportunities and perspectives.

- ED-D 101 teaches the theory and practice of self-regulated learning (SRL). Lab work is an important component of this course, during which the students investigate SRL theories in meaningful and practical ways.
- ED-D 302 Experiential Learning and Community Engagement is designed for students from all faculties planning to engage in experiential learning during their studies, work, or volunteer opportunities. It introduces the foundational elements of experiential learning, UVic's learning outcomes, goal setting and the competency development necessary to contribute effectively and respectfully in diverse contexts.

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

Some of the elective courses are offered exclusively online, including ED-D 405, ED-D 411, ED-D 418, ED-D 424, ED-D 425, ED-D 426, ED-D 427, and ED-D 428.

G. Describe the learning outcomes of the proposed program.

Students in the Applications of Psychology and Leadership minor will have the opportunity to achieve the following learning outcomes.

- **Intellectual, academic, and practical skills in**
  - Inquiry, analysis, and problem solving
  - Critical, innovative, and creative thinking
  - Collaboration and the ability to work in teams

- **Personal and social responsibility capacities**
  - Intercultural knowledge and sensitivity

These outcomes are achieved through:

- Practice and support of relevant skills through challenging problems, assignments, projects, and standards for performance.
- Active engagement with societal issues and meaningful intellectual challenges related to diverse communities and real-world conditions.

The proposed program is designed to provide students with the intellectual and practical skills to respond to the increasingly complex needs in health, public, and social services community settings.

- Courses in Learning, Development, and Instructional Sciences build knowledge about individual differences; developmental processes in applied contexts (e.g., physical, social, emotional, cognitive, moral); learning processes; behaviour management and motivation strategies.
- Courses in Special and Inclusive Education build knowledge about learning differences; human diversity and disability justice; effective communication and collaboration; universal design for learning; differentiated instruction.
- Courses in Counselling Psychology enhance knowledge about group processes, interpersonal communication, and counselling theories and applications.
- Courses in Leadership Studies investigate the roles of leaders in formal and non-formal contexts and the ways in which individuals can lead for change in our contemporary world.

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

Yes, the proposed program will promote reconciliation by incorporating Indigenous perspectives through a requirement of 1.5 units selected from the following list (other courses across the University may be added to this list in consultation with the Department of Educational Psychology & Leadership Studies):

- ED-D419 - Introduction to Indigenous Approaches to Helping and Healing
- IED 371 – The History of First Nations, Métis, and Inuit Education in Canada
- IED 372 – Indigenous Epistemologies
- IED 378 – Educators Working Towards Reconciliation as Allies and Activists

This requirement is intended to address a number of the Truth and Reconciliation Commission's (TRC) calls to action, especially regarding post-secondary institutions working with Indigenous peoples to incorporate Indigenous knowledge and ways of knowing into curriculum, and emphasize cross-cultural learning and understanding which includes:

- Addressing the call for Indigenous healing centers that address the spiritual, mental, emotional, and physical harms related to colonization (TRC Recommendation #21) through engaging students in a service-learning project aimed at community-based program development and design that addresses the holistic wellness needs of local Indigenous peoples;
- Recognizing the value of Indigenous healing practices and implementing them in collaboration with Elders and healers (TRC Recommendation #22);
- Increasing Indigenous health professionals and providing cultural competency training for professionals working with Indigenous peoples (TRC Recommendation #23); and
- Providing an Indigenous health course in a post-secondary health program (TRC Recommendation #24).

I. Does the proposed program design provide opportunities for global engagement or perspectives? If yes, please provide details.

The proposed program will not directly engage in global engagement activities, such as educational abroad programs and international field schools. However, given changing demographics and multiculturalism in Canada, many of our courses do address global perspectives through classroom activities, the voices of our international students and communities on campus, course book selection that includes international perspectives, and curriculum design that focuses on global engagement components.

For example, in Adolescent Psychology (ED-D 406) we examine the differences and similarities of teens across different societies. We recognize that while similar in some ways, adolescents from different cultures or those living in various parts of the world, vary widely in many of their attitudes, beliefs, and behaviours. We discuss how teens acquire the norms and attitudes of their culture and we gain an understanding of how teens who belong to an ethnocultural minority might function within a culture.

In Learning Support (ED-D 420) we discuss how the prevalence rates of learning exceptionalities and mental health conditions vary internationally and the different ways that these conditions are identified, diagnosed, and treated.

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

Diversity and Inclusion is one of the organizing themes for the elective courses (see related courses below). This theme is meant to enhance students' development of a comprehensive skillset for supporting equity and diversity goals in applied settings. As a specific example, the Special and Inclusive Education courses are grounded in the Canadian Charter of Rights and Freedoms to promote the integration of individuals with exceptionalities and mental health concerns in schools and community settings.

- ED-D 405 - Advanced Educational Exceptionality
- ED-D 411 - Teaching Students with Behavioral and Emotional Difficulties
- ED-D 420 - Learning Support: Context and Key Issues
- ED-D 422 - Management and Adaptation of the Classroom Environment
- ED-D 424 - Teaching Students with Developmental Difficulties
- ED-D 426 - Differentiating Instruction in the Inclusive Classroom
- ED-D 428 - Teaching Students with Specific Learning Disorder

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

The proposed program involve places for the integration of teaching and research in the following two ways.

- One of our required course options, ED-D 101, offers EPLS graduate students the opportunity to work as teaching assistants and research assistants for the lab work session. In addition, the course instructors use this course as an important component for their research projects on self-regulated learning, which they share with their undergraduate students.
- Some courses include research-involved activities and assignments (see example below from ED-D 302)**.**

Example from ED-D 302 course outline: At the end of the course, students will complete an action plan in which they complete an analysis of their interests, education, experience, skills, and contacts and create an action plan to (a) pursue experiential learning opportunities at UVic and (b) reach their long-term career goals. Each student will create a 3-5 year action plan using the SMART model (Specific, Measurable, Attainable, Realistic and within a specific Timeframe). In addition, as part of this assignment, students will choose to (a) create an e-portfolio that supports their action plan; or (b) conduct, describe, and analyze 5 informational interviews relating to their action plan with students, employers or others in their professional network

L. Describe the enrolment plan for the length of the degree and student financial support plan.

We will work with advising offices across campus as well as our Faculty of Education Digital Media Officer to promote our program and recruit students. Prospective students will be informed of the minor through the UVic calendar, the Faculty of Education website as well as the Department of Educational Psychology and Leadership Studies website, and through social media. We will provide signage and information sessions across campus as well as through the UVic recruitment office.

Many of the courses within the proposed program are currently open for students from other disciplines and are offered at least once per year within the existing budget (e.g., ED-D 101, ED-D 300, ED-D 301, ED-D 406, ED-D 414, ED-D 417, ED-D 418, ED-D 419). We will recruit and market the proposed program to the students registered in these courses through class visits and through the course instructors.

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

M. Resource requirements (include a table of program revenue and expenditures). **Indicate resources required for new faculty and staff appointments, space and library.**

No new teaching resources are required to support the minor. EPLS is actively working to develop responsive programming at the undergraduate level. As such, we have taken care to create a minor that would allow us to offer classes, most of which have already been developed (only 1 new course, ED-D 201), and work within our current faculty, sessional, and staff funding. Mel Castillo, Advising Education, Teacher Education Program, confirmed that Advising will work with EPLS program assistants and the program Lead to support the Minor. (See Appendix C)

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)

Please see Appendix D for documentation from Graduate Studies, Faculty of Science, Faculty of Engineering and Computer Science. Faculty of Social Sciences, Faculty of Human and Social Development Faculty of Humanities, Faculty of Business, Faculty of Law, Indigenous Education (Faculty of Education), and the Department of Psychology.

O. Provide external letters of support from other BC post-secondary institutions and/or community partners.

We requested consultation with the following BC post-secondary institutions
Simon Fraser University
University of British Columbia
University of Northern BC
University of the Fraser Valley
Vancouver Island University
We received responses from Vancouver Island University, Simon Fraser University, and the University of the Fraser Valley. (See Appendix D for documentation)

Over the past year, EPLS has engaged in broader community consultation which confirmed our understanding that it would be beneficial to adapt our existing programs and courses to better meet the needs of students entering the work force. Furthermore, we have received letters of support from the following external community stakeholders. (See Appendix E for documentation)

- Cool Aid Society, Victoria
- Executive Operations for BC Wildfire Service
- Driver Services, Town of Sidney
- ICBC, Senior Claims Specialist (retired)
- Chief Constable (retired) Central Saanich Police Service

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Appendix A: University of Victoria Consultations

Consultation with Library



Pia Russell, BA MISt MEd MA
Education Librarian
McPherson Library

Tel: 1-250-721-8259
Email: prussell@uvic.ca

To: Lucinda Brown, Teaching Professor

Cc: Lisa Petrachenko, Associate University Librarian for Collections

Date: November 16, 2022

From: Pia Russell, Education Librarian

RE: Library consultation for Proposal for the Minor in Applied Psychology and Leadership

Thank you for the information regarding the development of the Department of Educational Leadership and Psychology Studies' program proposal for a Minor in Applied Psychology and Leadership.

After reviewing the details provided for library consultation, I determine that the library's current collections are well resourced to support this new program. In particular, our collection development efforts in recent years have emphasized print and electronic titles related to equity, diversity, and inclusion topics, so the courses you propose in this area will be particularly well resourced.

Please let me know if you have further questions, I would be pleased to chat any time. Best,
Pia

Office of the Registrar

Sabrina Jackson, Associate Registrar
Fri 1/27, 12:51 PM Lucinda Brown
Hello Lucinda,

Thank you for your patience and I apologize for the delayed reply. Here are a few points to consider in relation to the proposal.

The overall structure looks good, it might be worthwhile to keep in mind that most Minors are 12 units, although we do have a Minor in Applied Ethics that is 9.0 units. It is something of an exception but does exist in Humanities.

A general question about breadth requirement – do students satisfy the 7.5 units of non-foundational concept courses (e.g. 1.5 units from the Communication & Human Services course list, 1.5 units from the Perspectives on Culture, Diversity and Inclusion course list, and then 4.5 units from any of the three groups)? Otherwise, it will be possible for students to satisfy the 7.5 units by only repeating three of the courses in the 'Special Topics in Applied Psychology and Leadership' section (all courses except ED-D 406 are repeatable).

Undergraduate Records has a few specific items of interest in relation to the curriculum which I will include here for you to consider:
Permit students to declare programs in both Applied Psychology and Psychology?
General program – unless not permitted by tri-fac, there will be General students whose two areas of focus are: Applied Psychology and Psychology
Minor program – unless not permitted by Social Sciences/Psychology, there will be Psychology Major students who wish to declare a Minor in Applied Psychology & Leadership

ED-D Courses & Psychology Requirements
Anecdotally, we observe many UG Psychology graduates register in ED-D 414/417/418 as electives (i.e. these courses are never accepted as substitutes for any PSYC-program requirements)
This could be a non-issue, but curious if the Department of Psychology receives many requests from current PSYC majors to use an ED-D course to satisfy an upper-level PSYC requirement. Only thinking that with all the ED-D courses in the new minor/general now being open to all undergraduate students, Psychology may be deluged with substitution requests and may wish to edit the "Notes of course requirements" to explicitly state ED-D courses will not used towards upper-level PSYC major requirements?

I hope that this information is helpful. Please let me know if you have any questions or would like to discuss.

Sincerely,
Sabrina

From: Lucinda Brown
Sent: Friday, December 16, 2022 1:08 PM
To: OREG SCP Consultation
Subject: Re: Minor and General degree proposal in Applied Psychology and Leadership

Thank you so much Sabrina. I look forward to your feedback.

Take care,

Cindy (Lucinda)

Dr. Lucinda Brown
Assistant Teaching Professor

From: OREG SCP Consultation
Sent: Thursday, December 8, 2022 11:53:38 AM
To: Lucinda Brown
Subject: RE: Minor and General degree proposal in Applied Psychology and Leadership

Hi Lucinda,

Thank you for contacting OREG about this. We will take a look and get back to you shortly.

Sincerely,

Sabrina

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

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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: Lucinda Brown <llbrown@uvic.ca>
Sent: December 1, 2022 12:35 PM
To: OREG SCP Consultation <oregscpconsultation@uvic.ca>
Subject: Minor and General degree proposal in Applied Psychology and Leadership

To Whom it May Concern,

I hope you are having a good day. I am writing to consult with you about a minor and General degree proposal created by the department of Educational Psychology and Leadership Studies. The minor and General degree, titled "Applied Psychology and Leadership" was designed to help students with their academic studies and career planning. (Please see the attached document}.

The minor and General degree are composed of required courses that build student knowledge about learning and provide them with skills to increase their academic effectiveness. The broad range of elective courses provide students with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for working with individuals at different developmental stages. Current issues in leadership and applied psychology will be offered in the Special and Selected Topics courses.

I value your feedback and would like to arrange a meeting with you to discuss the minor and General degree. Alternatively, if you have no questions about the proposed minor and General degree, it would be greatly appreciated to receive your feedback and support through an email/letter.

Thank you for your time and consideration.

Sincerely,

Lucinda Brown

Dr. Lucinda Brown
Assistant Teaching Professor and Graduate Advisor
Educational Psychology and Leadership
University of Victoria
250-721-7857

Jacquie Green - Executive Director, Office of Indigenous Academic & Community Engagement (IACE)

From: Lucinda Brown
Sent: Friday, December 16, 2022 11:04 PM
To: Jacquie Green
Subject: Re: Proposal for a Minor and General degree program in Applied Psychology and Leadership

Hi Dr. Green,

That would be fantastic. I will be submitting the documents when we return from the holiday (around January 10th). I really appreciate your help.

Have a good time wherever you will be for the next 10 days. I hope it is somewhere relaxing.

Take care,

Cindy (Lucinda)

Dr. Lucinda Brown
Assistant Teaching Professor
Educational Psychology and Leadership
University of Victoria
250-721-7857

From: Jacquie Green **Sent:** Friday, December 16, 2022 10:44:09 PM
To: Lucinda Brown
Subject: Re: Proposal for a Minor and General degree program in Applied Psychology and Leadership

Hi there, yes I can review - I am away for 10 days, can I give you feedback early January?

Kundoqk -IACE

From: Lucinda Brown
Sent: Friday, December 16, 2022 2:08 PM
To: Jacquie Green
Subject: Proposal for a Minor and General degree program in Applied Psychology and Leadership

Dear Dr. Green,

I hope you are having a good day. I am writing to consult with you about the proposed minor and General degree program created by the department of Educational Psychology and Leadership Studies. The minor and General degree program, titled “Applied Psychology and Leadership” were designed to help students with their academic studies and career planning. (Please see the attached document}.

The minor and General degree program are composed of required courses that build student knowledge about learning and provide them with skills to increase their academic effectiveness. The broad range of elective courses provide students with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for working with individuals at different developmental stages. Current issues in leadership and applied psychology will be offered in the Special and Selected Topics courses.

I value your feedback regarding our proposal. I see that you are on study leave, but if it is possible, I would greatly appreciate your comments, questions, and/or support through an email.

Thank you for your time and consideration.

Sincerely,

Lucinda (Cindy) Brown

Dr. Lucinda (Cindy) Brown
Assistant Teaching Professor
Educational Psychology and Leadership
University of Victoria
250-721-7857

<Proposal for the Minor in Applications of Psychology and Leadership 2022.docx>

Appendix B: Courses Offered in the Minor in Applications of Psychology and Leadership

Minor Requirements

Students in the minor will choose one required foundational course (1.5 units), one required course in Indigenous Perspectives and Decolonization (1.5 units), and four courses (6.0 units) from a wide variety of approved electives in Communication and Human Services; Perspectives on Diversity and Inclusion; and Special Topics in Applications of Psychology and Leadership. Other electives may be approved by the department; at least 7.5 units must be taken in the Department of Educational Psychology and Leadership Studies.

Students choose 1.5 units (1 course) from the following courses:

FOUNDATIONAL CONCEPTS (REQUIRED)

ED-D 101 - Learning Strategies for University Success

ED-D 300 - Introduction to Educational Psychology (Kuali change submitted to change the course title to "Introduction to Applied Psychology)

ED-D 301 - Learners and Learning Environments

Students choose 1.5 units (1 course) from the following courses:

INDIGENOUS PERSPECTIVES AND DECOLONIZATION (REQUIRED)

ED-D419 - Introduction to Indigenous Approaches to Helping and Healing

IED 371 – The History of First Nations, Métis, and Inuit Education in Canada

IED 372 – Indigenous Epistemologies

IED 378 – Educators Working Towards Reconciliation as Allies and Activists

Students choose 6 units (4 courses) from the following areas:

COMMUNICATION AND HUMAN SERVICES

ED-D 302 - Experiential Learning and Community Engagement

ED-D 414 - Group Processes

ED-D 417 - Skills for Effective Interpersonal Communication

ED-D 418 - Introduction to Theories of Counselling

ED-D 427 - Collaboration and Consultation in Special Education

ED-D 425 - Assistive Technology in the Inclusive Classroom

PERSPECTIVES ON DIVERSITY AND INCLUSION

ED-D 405 - Advanced Educational Exceptionality

ED-D 411 - Teaching Students with Behavioural and Emotional Difficulties

ED-D 420 - Learning Support: Context and Key Issues

ED-D 422 - Management and Adaptation of the Classroom Environment

ED-D 424 - Teaching Students with Developmental Difficulties

ED-D 426 - Differentiating Instruction in the Inclusive Classroom

ED-D 428 - Teaching Students with Specific Learning Disorders

SPECIAL TOPICS IN APPLICATIONS OF PSYCHOLOGY AND LEADERSHIP

ED-D 201 - Selected Topics in Applied Psychology and Leadership

ED-D 406 - Psychology of Adolescence

ED-D 480 - Contemporary Topics in Education

ED-D 487 - Special Topics in Education

Appendix C: Expenditures - Advising Education, Teacher Education Program

EDUC Advising manager
Wed 1/18/2023 11:23 AM

Hello Cindy,

Nice to hear from you! Thank you for the update on this.

Education Advising is happy to support EPLS with this minor program. We look forward to working with EPLS on this new program. I'll connect with your team in the future to work-out the details (e.g. such as consulting with the Program Lead to develop program guidelines and processes for our teams).

Let me know if you need anything else from my end!

Thank you.
Mel

Mel Castillo (she/her)
Manager of Advising and Admissions
Education Advising
Faculty of Education
MAC A225
250-721-7877
University of Victoria

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From: Lucinda Brown <llbrown@uvic.ca>
Date: Tuesday, January 17, 2023 at 10:43 AM
To: EDUC manager <edamgr@uvic.ca>
Cc: "Leslee Francis Pelton, Acting Associate Dean Undergraduate Programs, Faculty of Education" <adup@uvic.ca>
Subject: Advising for the Minor in EPLS

Hi Mel,

Happy Tuesday! Thank you again for sending the estimates for Advising for the Minor/General degree program proposed by EPLS. Clearly, it took a ton of time.

We have decided to **not** move forward with the General degree program at this time. As such, I am wondering if Advising has the resources and is able to support us with our proposed Minor? Our current program assistants in EPLS and our Faculty lead for the program will help with Advising, which should reduce the workload for EDUC Advising.

With your support, I will write in our proposal that "currently we are able to run the Minor program without additional resources." Thank you in advance for your time, Mel. I look forward to hearing from you.
Take care,
Cindy
Dr. Lucinda (Cindy) Brown
Assistant Teaching Professor and Graduate Advisor
Educational Psychology and Leadership University of Victoria 250-721-7857

Appendix D: Evidence of Consultation with UVic Departments

Consultation with the UVic Faculties on the proposed minor in Applied Psychology and Leadership Studies

Faculty of Graduate Studies

Hi Leslee,

Thanks for this. I don't think it's a matter for FGS, but I appreciate your reaching out just in case.

Best wishes,

Cedric

From: "Leslee Francis Pelton, Acting Associate Dean Undergraduate Programs, Faculty of Education" <adup@uvic.ca>
Date: Tuesday, November 15, 2022 at 11:42 AM
To: "Cedric Littlewood - Associate Dean, Graduate Studies" <gsadean6@uvic.ca>
Subject: Proposed UG minor in Applied Psychology and Leadership

Studies Hi Cedric,

In my role as Acting Associate Dean Undergraduate Programs in the Faculty of Education, I am consulting with all the faculties for a new minor being proposed by the Department of Educational Psychology and Leadership Studies. I am not sure whether Graduate Studies needs to also be consulted, so to err on the side of caution, I am sending this information to you, as well. Please feel free to ignore it if the Faculty of Graduate Studies does not need to be consulted on new undergraduate programs at the university.

The attached document will provide details of the proposed minor, if you are interested. I am happy to receive any comments or answer any questions you may have about the proposed minor.

Sincerely,

Leslee

Faculty of Science

Hi, Leslee –

Thanks for passing along the proposal for the Minor in Applied Psychology and Leadership Studies. It looks good to me – I don't have any concerns. I am happy to support this proposal.

Cheers,

Adam.



Dr. Adam H. Monahan *he/him/his*
Science - Associate Dean Academic
Professor ,School of Earth and Ocean
Sciences University of Victoria
PO Box 1700 STN CSC
Victoria, British
Columbia V8V 2Y2
Canada
+1-250-472-5030
web.uvic.ca/~monahana/monahan.html
I acknowledge with respect the Lekwungen 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: James Nahachewsky <adup@uvic.ca>
Date: Tuesday, November 15, 2022 at 11:36 AM
To: Science - Associate Dean Academic <scieada@uvic.ca>
Subject: Proposed minor in Applied Psychology and Leadership

Studies Dear Adam,

I am writing to consult with you about a new minor being proposed by the department of Educational Psychology and Leadership Studies in the Faculty of Education. The minor, titled "Applied Psychology and Leadership" was designed to help students with their academic studies and career planning. (Please see the attached document}.

The minor is composed of required courses that build student knowledge about learning and provide them with skills to increase their academic effectiveness. The broad range of elective courses offered in the minor provides students with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for working with individuals at different developmental stages. Current issues in leadership and applied psychology will be offered in the Special and Selected Topics courses.

I value your feedback and would be happy to meet with you to discuss the proposed minor. Alternatively, if you have no questions about the proposed minor, it would be greatly appreciated if we could receive your support through a letter/email before the end of November.

I thank you for your time and consideration.

Sincerely,
Leslee

Faculty of Engineering and Computer Science

Hi Leslee,

That is a very interesting minor program. Since it requires 6 courses, one of which we already encourage student in our faculty to complete, it is possible that our students would consider the minor.

Do you think there are any concerns for students with extremely technical backgrounds (i.e., very little social science, human skills backgrounds) completing the 3rd and 4th year courses in the program? I think the question is aimed at the fact that many of the courses do not have stated pre-requesities, and I am wondering if it is possible that there are presumed skills which students working on STEM majors do not have.

LillAnne J.

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: "Leslee Francis Pelton, Acting Associate Dean Undergraduate Programs, Faculty of Education" <adup@uvic.ca>
Date: Tuesday, November 15, 2022 at 11:29 AM
To: "Associate Dean Undergraduate Programs, Engineering and Computer Science" <engradu@uvic.ca>
Subject: Proposed minor in Applied Psychology and Leadership

Dear LillAnne,

I am writing to consult with you about a new minor being proposed by the department of Educational Psychology and Leadership Studies in the Faculty of Education. The minor, titled “Applied Psychology and Leadership” was designed to help students with their academic studies and career planning. (Please see the attached document}.

The minor is composed of required courses that build student knowledge about learning and provide them with skills to increase their academic effectiveness. The broad range of elective courses offered in the minor provides students with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for working with individuals at different developmental stages. Current issues in leadership and applied psychology will be offered in the Special and Selected Topics courses.

I value your feedback and would be happy to meet with you to discuss the proposed minor. Alternatively, if you have no questions about the proposed minor, it would be greatly appreciated if we could receive your support through a letter/email before the end of November.

I thank you for your time and consideration.

Sincerely,

Leslee

Faculty of Social Sciences

Hi Leslee,

I have reviewed your proposal for a minor in Applied Psychology and Leadership Studies as well as consulted with the Chair and Associate Chair of the Psychology Department. Overall, we find the proposal to have merit and are supportive of it moving forward. Our main suggestion would be renaming the program as a minor in "Educational Psychology and Leadership Studies" rather than using the term "applied psychology." The reason for this, as my psychology colleagues have suggested, is that the term "applied psychology" includes a wide variety of domains such as ergonomics, user experience, consumer psychology, forensic/eyewitness psychology, etc., which do not seem to be a focus of the proposed minor. So, if you were to change the name of the program as indicated above then we would be supportive of it proceeding. If you'd like to discuss things further, just let me know.

All the best,

Reuben

Reuben Rose-Redwood, Ph.D.
Associate Dean Academic, Faculty of Social Sciences Professor,
Department of Geography
University of Victoria

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: "Leslee Francis Pelton, Acting Associate Dean Undergraduate Programs, Faculty of Education" <adup@uvic.ca>
Date: Tuesday, November 15, 2022 at 11:37 AM
To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>
Subject: Proposed minor in Applied Psychology and Leadership Studies

Dear Reuben,
I am writing to consult with you about a new minor being proposed by the department of Educational Psychology and Leadership Studies in the Faculty of Education. The minor, titled "Applied Psychology and Leadership" was designed to help students with their academic studies and career planning. (Please see the attached document}.

The minor is composed of required courses that build student knowledge about learning and provide them with skills to increase their academic effectiveness. The broad range of elective courses offered in the minor provides students with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for working with individuals at different developmental stages. Current issues in leadership and applied psychology will be offered in the Special and Selected Topics courses.

I value your feedback and would be happy to meet with you to discuss the proposed minor. Alternatively, if you have no questions about the proposed minor, it would be greatly appreciated if we could receive your support through a letter/email before the end of November.

I thank you for your time and consideration.

Sincerely, Leslee

Psychology Department

From: Rose Vukovic - EPLS Chair <eplschr@uvic.ca>
Sent: February 10, 2023 11:47 AM
To: Elizabeth Adjin-Tettey - Acting Associate Vice-President Academic Planning <avpap@uvic.ca>; Psychology Chair <psychair@uvic.ca>; Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>; PSYC Undergrad Advisor <psycadv@uvic.ca>; Lucinda Brown <llbrown@uvic.ca>; Leslee Francis Pelton, Acting Associate Dean Undergraduate Programs, Faculty of Education <adup@uvic.ca>
Subject: RE: EPPLS Minor Program Proposal

Hello to all,

Thank you again for a fruitful and collaborative meeting. We appreciate your leadership Elizabeth, and we appreciate Psychology Department's support in moving ahead with our proposal. We also thank both Elizabeth in your role as Acting AVP Planning and the Psychology Department for acknowledging that psychology happens in both Psychology Department and EPLS, and that both of our departments have responsibility to deliver psychology content to the university; it matters to us that our work in the practice of psychology is recognized by the Psychology Department and the University more broadly, so thank you.

I am happy to report that EPLS overwhelmingly supported a title change to: Applications of Psychology and Leadership. We have made the necessary changes in Kuali, which will be voted on by the Faculty of Education this afternoon. In the Kuali changes we also added Psychology Department as a unit to be consulted and added the note Psychology Department requested.

Finally, I confirm that EPLS is happy to work with the Psychology Department to help minimize potential problems that the minor might cause for the Psychology Undergraduate Advisor. I also confirm that EPLS remains committed to receiving feedback, revising our processes/materials as necessary (including the title and description of our courses), and working collaboratively with the Psychology Department (and across campus) to address challenges as they arise.

Thanks again to all for working through this in a good way.

Sincerely,
Rose

From: Psychology Chair <psychair@uvic.ca>
Sent: February 9, 2023 8:44 PM
To: Elizabeth Adjin-Tettey - Acting Associate Vice-President Academic Planning <avpap@uvic.ca>; Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>; PSYC Undergrad Advisor <psycadv@uvic.ca>; Rose Vukovic - EPLS Chair <eplschr@uvic.ca>; Lucinda Brown <llbrown@uvic.ca>; Leslee Francis Pelton, Acting Associate Dean Undergraduate Programs, Faculty of Education <adup@uvic.ca>
Subject: RE: EPPLS Minor Program Proposal

Dear Elizabeth and colleagues,

Thank you for organizing and facilitating our meeting this afternoon. I appreciate that all parties worked successfully to make it productive. Here is my understanding (after conferring with David and Reuben) on key plans:

1. Ed Psyc and Leadership will attempt to craft an alternative name for the minor, such as "Applications of Psychology and Leadership Studies."

2. Psychology will collaborate with Ed Psyc and Leadership to develop and implement ideas to promote awareness and understanding of the minor and to minimize problems that the program might otherwise cause for the Psychology

Undergraduate Advisor.

3. One such intervention is to add to the PSYC calendar entry "Courses required for the Applications of Psychology and Leadership Studies Minor cannot be used toward a Psychology degree." Maybe EPLS could also add that info in the Calendar entry for the minor.

4. Ed Psyc and Leadership will consider revising course titles and course descriptions for the courses required for the minor with the aim of more clearly communicating the breadth of coverage. This is likely to take considerable time and in any case is their business.

5. Psychology will be added as an academic unit for consultation for the minor proposal in Kuali.

Please let me know if any the above differs from your understanding of what we agreed, and/or if I omitted any important points.

Thanks and regards,

Steve

Faculty of Human and Social Development

Hi Leslee,

I hope this email finds you well.
What an exciting initiative. I made one comment in the attached around aligning with HSD and opportunities to integrate learning.
I was wondering if you would like to come to speak to our leadership about that possibility at a meeting to see where alignment and support might occur such that student enrollment increases.
Maureen

Maureen M Ryan RN PhD (She, Her, Hers)
Associate Dean Academic Faculty of Human and Social
Development Teaching Professor, School of Nursing
E-mail: hsdasdn@uvic.ca

I acknowledge and respect the lək^{w}əŋən 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. I acknowledge the devastation that government-created residential schools and Indian hospitals has inflicted on the health and wellbeing of Indigenous peoples and the ongoing effects of concentric trauma that continue to this day. As a visitor to these lands I commit to actions and practices that uphold Indigenous self-determination; as a nurse educator I seek to interrupt Indigenous specific racism across all education and health care institutions.

From: "Leslee Francis Pelton, Acting Associate Dean Undergraduate Programs, Faculty of Education" <adup@uvic.ca>
Date: Tuesday, November 15, 2022 at 11:32 AM
To: Maureen Ryan <hsdasdn@uvic.ca>
Subject: Proposed minor in Applied Psychology and Leadership

Studies Dear Maureen,

I am writing to consult with you about a new minor being proposed by the department of Educational Psychology and

Leadership Studies in the Faculty of Education. The minor, titled “Applied Psychology and Leadership” was designed to help students with their academic studies and career planning. (Please see the attached document}.

The minor is composed of required courses that build student knowledge about learning and provide them with skills to increase their academic effectiveness. The broad range of elective courses offered in the minor provides students with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for working with individuals at different developmental stages. Current issues in leadership and applied psychology will be offered in the Special and Selected Topics courses.

I value your feedback and would be happy to meet with you to discuss the proposed minor. Alternatively, if you have no questions about the proposed minor, it would be greatly appreciated if we could receive your support through a letter/email before the end of November.

I thank you for your time and consideration.

Sincerely,

Leslee

Faculty of Humanities

Leslee, I would be very happy to meet to discuss this. we are deeply interested in credentials that permit our students to upskill their degrees.

My main question is how this content might/might not overlap with the PDPP which many of our students pursue.



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 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: "Leslee Francis Pelton, Acting Associate Dean Undergraduate Programs, Faculty of Education" <adup@uvic.ca>
Date: Tuesday, November 15, 2022 at 11:33 AM
To: "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>
Subject: Proposed minor in Applied Psychology and Leadership

Studies Dear Lisa,

I am writing to consult with you about a new minor being proposed by the department of Educational Psychology and Leadership Studies in the Faculty of Education. The minor, titled “Applied Psychology and Leadership” was designed to help

students with their academic studies and career planning. (Please see the attached document}.

The minor is composed of required courses that build student knowledge about learning and provide them with skills to increase their academic effectiveness. The broad range of elective courses offered in the minor provides students with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for working with individuals at different developmental stages. Current issues in leadership and applied psychology will be offered in the Special and Selected Topics courses.

I value your feedback and would be happy to meet with you to discuss the proposed minor. Alternatively, if you have no questions about the proposed minor, it would be greatly appreciated if we could receive your support through a letter/email before the end of November.

I thank you for your time and consideration.

Sincerely,

Leslee

Faculty of Business

From: Graham Brown <grbrown@uvic.ca>
Date: Monday, November 28, 2022 at 8:39 AM
To: "Leslee Francis Pelton, Acting Associate Dean Undergraduate Programs, Faculty of Education" <adup@uvic.ca>
Subject: RE: Proposed minor in Applied Psychology and Leadership

Hi Leslee – I support this initiative. Given the structure of our own undergraduate program this is not something that will affect our students or even be an option for them but in general I think the minor sounds interesting and useful. The only small change I suggest is that in the description you use the word "workspace" but I believe you may want be intending "workplace"?
Graham

From: Leslee Francis Pelton, Acting Associate Dean Undergraduate Programs, Faculty of Education <adup@uvic.ca>
Sent: November 15, 2022 11:28 AM
To: Graham Brown <grbrown@uvic.ca>
Subject: Proposed minor in Applied Psychology and

Leadership Dear Graham,

I am writing to consult with you about a new minor being proposed by the department of Educational Psychology and Leadership Studies in the Faculty of Education. The minor, titled "Applied Psychology and Leadership" was designed to help students with their academic studies and career planning. (Please see the attached document}.

The minor is composed of required courses that build student knowledge about learning and provide them with skills to increase their academic effectiveness. The broad range of elective courses offered in the minor provides students with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for working with individuals at different developmental stages. Current issues in leadership and applied psychology will be offered in the Special and Selected Topics courses.

I value your feedback and would be happy to meet with you to discuss the proposed minor. Alternatively, if you have no questions about the proposed minor, it would be greatly appreciated if we could receive your support through a letter/email before the end of November.

I thank you for your time and consideration.

Sincerely,

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

Faculty of Law

Hello Leslee

Associate Dean Geoff Loomer, Administration and Research, and I have both reviewed the proposal and are pleased to provide the Faculty of Law's support. It look like a great program for an area in which there is growing need.

Best regards

Andrew

Andrew Newcombe | he, him, his
Associate Dean, Academic and Student Relations Faculty of Law, University of Victoria
Room 105 – Murray and Anne Fraser Building PO Box 1700, STN CSC
Victoria BC V8W 2Y2
Tel: 250-721-8152

From: "Leslee Francis Pelton, Acting Associate Dean Undergraduate Programs, Faculty of Education" <adup@uvic.ca>
Date: Tuesday, November 15, 2022 at 11:34 AM
To: "Andrew Newcombe, Associate Dean of Law" <lawassoc@uvic.ca>
Subject: Proposed minor in Applied Psychology and Leadership

Studies Dear Andrew,

I am writing to consult with you about a new minor being proposed by the department of Educational Psychology and Leadership Studies in the Faculty of Education. The minor, titled "Applied Psychology and Leadership" was designed to help students with their academic studies and career planning. (Please see the attached document}.

The minor is composed of required courses that build student knowledge about learning and provide them with skills to increase their academic effectiveness. The broad range of elective courses offered in the minor provides students with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for working with individuals at different developmental stages. Current issues in leadership and applied psychology will be offered in the Special and Selected Topics courses.

I value your feedback and would be happy to meet with you to discuss the proposed minor. Alternatively, if you have no questions about the proposed minor, it would be greatly appreciated if we could receive your support through a letter/email before the end of November.

I thank you for your time and consideration.

Sincerely,

Leslee
Leslee Francis Pelton, Acting Associate Dean Undergraduate Programs Faculty of Education
University of Victoria PO Box 1700, STN C
Victoria, BC.

Department of Indigenous Education

From: IED Chair <iedchair@uvic.ca>
Sent: January 4, 2023 3:55 PM
To: Rose Vukovic - EPLS Chair <eplschr@uvic.ca>
Cc: IED Admin <ied@uvic.ca>; Nav Sohi - Edpsych <edpsych@uvic.ca>; Jean-Paul Restoule <jpr@uvic.ca>
Subject: Re: discussion about including some of your courses in a potential Ed Psych minor

Hi Rose,

Thanks for connecting and happy new year to you too. I think it's a great idea to have an IED course included as a requirement for the minor. There is also an Indigenous portion in the C&I minor, although it is located in the EDUC100 course where it sits as 25% of the course. Your approach of including an entire course would give students a much deeper understanding.

So consider this as the required consultation and that IED would be supportive of this going ahead. If it at some point down the road we find that access and capacity become an issue, we may have to revisit how students are admitted, but at this point I think we can just start it up, and then deal with capacity issues if and when they do become a problem.

Kind regards,

Ted Riecken
Professor and Acting Chair
Department of Indigenous Education
University of Victoria

From: Rose Vukovic - EPLS Chair <eplschr@uvic.ca>
Sent: Wednesday, January 4, 2023, 2:11 PM
To: IED Chair <iedchair@uvic.ca>
Cc: IED Admin <ied@uvic.ca>; Nav Sohi - Edpsych <edpsych@uvic.ca>; Jean-Paul Restoule <jpr@uvic.ca>
Subject: RE: discussion about including some of your courses in a potential Ed Psych minor

Happy New Year, Ted!

I had met with JP a while ago (see below) to discuss options for IED courses to be included in our minor. EPLS went back and forth for a while on whether to include a required Indigenous perspective component and now based on consultation, we are including a required component (1.5 units).

These were the courses that JP and I had talked about. At the time, JP thought these were appropriate courses that could be available to students across disciplines, didn't interfered with the summer institutes, and could also work well for meeting EETs targets for IED. I know it has been a while since I talked to JP and this will definitely be news to you! We need confirmation in our application that we consulted with IED. Would you like me to reach out to JP directly or is this something you can handle? Happy to talk if it's easier!

IED 371 – The History of First Nations, Métis, and Inuit Education in Canada

IED 372 – Indigenous Epistemologies

IED 378 – Educators Working Towards Reconciliation as Allies and Activists

Kindly,

Rose

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.

I acknowledge the devastation that government-created residential schools and Indian hospitals has inflicted on the health and wellbeing of Indigenous peoples and the ongoing effects of concentric trauma that continue to this day.

From: Jean-Paul Restoule <jpr@uvic.ca>
Sent: October 14, 2021 6:56 PM
To: Rose Vukovic - EPLS Chair <eplschr@uvic.ca>
Cc: IED Admin <ied@uvic.ca>; Zoria Crilly – Edpsych <edpsych@uvic.ca>
Subject: Re: discussion about including some of your courses in a potential Ed Psych minor

Sounds good. Thanks, Rose.

It was Aliki and I who repped IED for the major program. As she's on leave, it looks like I'll have to be the sole one to chat about it.

Happy to chat about the feasibility of the course offerings for the minor as well.

Jean-Paul

From: Rose Vukovic - EPLS Chair <eplschr@uvic.ca>
Date: Thursday, October 14, 2021 at 4:18 PM
To: Jean-Paul Restoule <jpr@uvic.ca>
Cc: IED Admin <ied@uvic.ca>, Zoria Crilly – Edpsych <edpsych@uvic.ca>
Subject: discussion about including some of your courses in a potential Ed Psych minor

Hi Jean-Paul (and Pam and Zoria),

I'm writing to request a meeting to discuss a minor I'm putting together in Educational Psychology. I would like to include some of your courses in our menu of options, so wanted to speak with you about whether that would be appropriate and/or feasible. In that meeting, it might also be a good time to discuss the major we are thinking about in EPLS. In particular, I'd like to get a better sense of your courses and structure as I think about how to organize the major.

I've copied Pam and Zoria to help us arrange a time to meet if that works for you?

Thank you,

Rose

Faculty of Fine Arts
From: Fine Associate Dean <fineassociatedean@uvic.ca>
Date: Thursday, January 12, 2023 at 5:07 PM
To: "Leslee Francis Pelton, Acting Associate Dean Undergraduate Programs, Faculty of Education" <adup@uvic.ca>
Subject: RE: Proposed minor in Applied Psychology and Leadership Studies

Dear Leslee,

Please excuse the lateness in my response. As I mentioned to you a few weeks ago, I look forward to seeing this program go through the various approval phases. The proposed Minor seems to mirror the structure of your other Minor programs, so it looks like it is set for success and will support your students well.

With all best wishes,
Eva

Dr. Evanthia Baboula
Associate Dean, Faculty of Fine Arts
Faculty Consultant, LTSI (ltsiaed@uvic.ca)
University of Victoria, Canada
Ph: 250 721 7756
fineassociatedean@uvic.ca

From: Leslee Francis Pelton, Acting Associate Dean Undergraduate Programs, Faculty of Education <adup@uvic.ca>
Sent: November 15, 2022 11:31 AM
To: Fine Associate Dean <fineassociatedean@uvic.ca>
Subject: Proposed minor in Applied Psychology and Leadership Studies

Dear Eva,

I am writing to consult with you about a new minor being proposed by the department of Educational Psychology and Leadership Studies in the Faculty of Education. The minor, titled “Applied Psychology and Leadership” was designed to help students with their academic studies and career planning. (Please see the attached document}.

The minor is composed of required courses that build student knowledge about learning and provide them with skills to increase their academic effectiveness. The broad range of elective courses offered in the minor provides students with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for working with individuals at different developmental stages. Current issues in leadership and applied psychology will be offered in the Special and Selected Topics courses.

I value your feedback and would be happy to meet with you to discuss the proposed minor. Alternatively, if you have no questions about the proposed minor, it would be greatly appreciated if we could receive your support through a letter/email before the end of November.

I thank you for your time and consideration.

Sincerely,

Leslee

Leslee Francis Pelton, Acting Associate Dean Undergraduate Programs
Faculty of Education
University of Victoria

Appendix E: Support from BC Universities and Community Agencies

Vancouver Island University
Dr. David Paterson
Dean of Education

From: David Paterson <David.Paterson@viu.ca>
Sent: Monday, February 13, 2023 10:48:06 AM
To: Jillian Roberts
Subject: Requesting letter/email of support for proposed UVIC minor

Dear Jillian,

Thank you very much for providing me the opportunity to review the attached *Proposal for Minor in Applications of Psychology and Leadership*.

The attached outline looks very good. The proposed package will be of interest to students seeking more exposure to these important areas. Moreover, I think this package will be useful for students interested in graduate work in Counselling Psychology or Educational Leadership.

I was pleased to see the requirement for Indigenous Perspective in the Minor. All of the courses offered in this section look interesting and useful to students.

This is an impressive and useful addition to the UVic course offerings. We support this direction and wish you well with the application.

Sincerely,

David Paterson, Ph.D.
Dean of Education
Vancouver Island University
Nanaimo, British Columbia
Office: 250-740-6220
Cell: 250-619-1526

The VIU community acknowledges and thanks the Snuneymuxw, Quw'utsun, Tla'amin, Snaw-naw-as and Qualicum First Nations on whose traditional lands we teach, learn, research, live and share knowledge.

2022
BC's Top Employers

From: Jillian Roberts
Mon 2/13, 8:59 AM david.Paterson@viu.ca;Lucinda Brown

Dear Dr. Paterson,

Happy Monday! I am sending this message as a follow-up to an email I sent on January 6, 2023 about a minor created by Educational Psychology and Leadership at the University of Victoria (UVic). We designed the minor to equip undergraduate students with applied skills to solve practical problems across a range of real-world settings. The

minor provides students with strategies and skills to respond to the increasingly complex needs in workplaces, communities, and educational settings.

We received excellent feedback from several universities and made changes to our proposal to reflect some of their suggestions. I have attached the updated proposal. We are hoping that you will be able to review these changes and provide your support for our proposed Minor.

Thank you in advance for your time and expertise. We look forward to hearing from you.

Take care,
Jillian

Dr. Jillian Roberts
Associate Professor
Education
University of Victoria

Jillian Roberts
Fri 1/6, 4:18 PM david.Paterson@viu.ca; Lucinda Brown
Dear Dr. Paterson,

I hope you are having a good day. I am writing to consult with you about a Minor and General degree program proposal created by the department of Educational Psychology and Leadership Studies. The Minor, titled "Applied Psychology and Leadership" was designed to help students with their academic studies and career planning. (Please see the attached document}.

The Minor and General degree program are composed of required courses that build student knowledge about learning and provide them with skills to increase their academic effectiveness. The broad range of elective courses offered in the Minor provides students with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for working with individuals at different developmental stages. Current issues in leadership and applied psychology will be offered in the Special and Selected Topics courses.

We are in a process of community consultation. I value your feedback and would like to arrange a meeting with you to discuss the Minor. Alternatively, if you have no questions about the proposed Minor, it would be greatly appreciated to receive your support through a letter/email before the end of January.

I thank you for your time and consideration.

Dr. Jillian Roberts
Associate Professor
Educational Psychology and Leadership
University of Victoria

University of the Fraser Valley
Dr. Sheryl MacMath
Department Head of Teacher Education

From: Sheryl MacMath <Sheryl.MacMath@ufv.ca>
Sent: Sunday, January 8, 2023 4:35 PM
To: Jillian Roberts
Cc: Lucinda Brown
Subject: RE: [EXTERNAL]Requesting email/letter of support for proposed UVIC minor

It is great to hear from you Jillian. I hope you and your family are doing well. I am happy to provide some comments in relation to your proposed minor and general degree in applied psychology. I am currently the head of the teacher education department at the University of the Fraser Valley (UFV). I work with post-degree elementary and secondary teacher candidates completing their BEd. I am also a part of the Faculty of Education, Community, and Human Development which includes areas such as social work, child and youth care, adult education, early childhood education, open access, and continuing studies. As a result, these two proposals would be excellent opportunities for a variety of areas I am familiar with.

In an age where people are becoming more aware of the superdiversities (Yee & Davidson, 2021) and intersectionalities of individuals, applied psychology is critical for anyone working with adults and children. More recognition is needed on how to maximize the strengths of students, clients, and learners with diverse needs. This focus on a strengths-based approach that values diversity is critical. In reviewing the courses included in your minor and general degree, I was pleased to see so many education-related opportunities (e.g., EDD301, IED372, IED378, EDD427, EDD425, EDD411, etc). These would be excellent courses for anyone interested in completing their BEd. While I appreciated the inclusion of at least one Indigenous course, I do think that the fact that Indigenous youth are the fastest growing population in Canada, I would have recommended at least two IED courses. I noticed that this could be done (two IED courses); my recommendation would be that this is required. The inclusion of EDD 425 (assistive technologies) is very progressive as this is becoming an area of greater interest in schools and community organizations.

I hope this is helpful. Please let me know if there is anything else you need in relation to this proposal.

Take care and Kw'as ho'y,
Sheryl

Sheryl MacMath
Department Head, Teacher Education Department
University of the Fraser Valley
Residing on Stó:lō Temexw
Preferred pronouns: she, her, they

From: Jillian Roberts <jjrobert@uvic.ca>
Sent: January 6, 2023 4:19 PM
To: Sheryl MacMath <Sheryl.MacMath@ufv.ca>
Cc: Lucinda Brown <llbrown@uvic.ca>
Subject: [EXTERNAL]Requesting email/letter of support for proposed UVIC minor

Dear Sheryl,

I hope you are having a good day. I am writing to consult with you about a Minor and General degree program proposal created by the department of Educational Psychology and Leadership Studies. The Minor, titled "Applied Psychology and

Leadership" was designed to help students with their academic studies and career planning. (Please see the attached document}.

The Minor and General degree program are composed of required courses that build student knowledge about learning and provide them with skills to increase their academic effectiveness. The broad range of elective courses offered in the Minor provides students with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for working with individuals at different developmental stages. Current issues in leadership and applied psychology will be offered in the Special and Selected Topics courses.

I value your feedback and would like to arrange a meeting with you to discuss the Minor. Alternatively, if you have no questions about the proposed Minor, it would be greatly appreciated to receive your support through a letter/email before the end of January.

I thank you for your time and consideration.

Dr. Jillian Roberts
Associate Professor
Educational Psychology and Leadership
University of Victoria

Simon Fraser University

Dr. Kris Magnussen
Dean of Education

From: Kris Magnusson <kris_magnusson@sfu.ca>
Sent: Tuesday, January 10, 2023 12:27 PM
To: Jillian Roberts
Cc: Lucinda Brown
Subject: Re: Seeking email/letter of support for proposed UVIC minor

Hi Jillian,
I have had a look at the proposed minor and would like to share a few observations:

Overall, I am supportive of the direction and construction of the minor. In particular, I liked the flexibility provided for students to explore multiple pathways to support professional practice. What this proposed minor does is demonstrate how core principles come to life and find expression in a variety of professional pathways. Furthermore, the content for the optional routes seems, by virtue of the course titles, to be relevant and timely.

I have a couple of suggestions for you to ponder (which I am sure you have already given much thought to):

- In the framing of the rational, and especially when presented to students, consider using phrases that connote how the different pathways within the minor would support or enhance professional practice, without giving the impression that students would become "expert" in these areas.
- Will there be "pathway guidance" offered to students (that is, the provision of planning assistance or perhaps the provision of a few exemplars)? As it stands, it seems a bit like everything but the kitchen sink approach, and the variety of options may be confusing. For example, "students interested in pursuing graduate studies in counselling psychology may wish to include …. within their minor". In other words, the technical requirements for a minor have been clearly specified, but are there recommended pathways, especially for students seeking access to one of the three major graduate areas you referenced?
- Have you given thought to something more than an assembly of courses (which is what the proposal currently is)? This may cause of howls of protest of infringement of academic freedom, but if students could link content from one course to the content in another through how they engage in course assignments, you would have something very powerful. Senior courses could allow for assignments for pathway students to apply learning from an earlier course explicitly to the more advanced curse; for example, a student interested in an Indigenous Perspectives Pathway, after taking ED-D 419 might apply that learning to a critical assessment of strategies and technologies in ED-D 425

take care,
Kris

Kris Magnusson, Ph.D.
Professor, and Dean Pro Tem
Faculty of Education
Simon Fraser University
8888 University Drive
Burnaby, B.C. V5A 1S6

krism@sfu.ca

At Simon Fraser University, we live and work on the unceded traditional territories of the Coast Salish peoples of the Səlilw̓ətaɬ (Tsleil-Waututh), Skwxwú7mesh (Squamish), Kwikwitlem and xʷməθkwəy̓əm (Musqueam), Nations.

On Jan 6, 2023, at 4:17 PM, Jillian Roberts <jjrobert@uvic.ca> wrote:

Dear Dr. Magnusson,

I hope you are having a good day. I am writing to consult with you about a Minor and General degree program proposal created by the department of Educational Psychology and Leadership Studies. The Minor, titled "Applied Psychology and Leadership" was designed to help students with their academic studies and career planning. (Please see the attached document}.

The Minor and General degree program are composed of required courses that build student knowledge about learning and provide them with skills to increase their academic effectiveness. The broad range of elective courses offered in the Minor provides students with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for working with individuals at different developmental stages. Current issues in leadership and applied psychology will be offered in the Special and Selected Topics courses.

We are in a process of community consultation. I value your feedback and would like to arrange a meeting with you to discuss the Minor. Alternatively, if you have no questions about the proposed Minor, it would be greatly appreciated to receive your support through a letter/email before the end of January.

I thank you for your time and consideration.

Dr. Jillian Roberts
Associate Professor
Educational Psychology and Leadership
University of Victoria
<Proposal for Minor and General Degree Program in Applied Psychology 2023.pdf>

N. Borghese, HR Advisor, Cool Aid Society

From: Nyssa Borghese <nborghese@coolaid.org>
Sent: Friday, December 2, 2022 12:14
PM **To:** Lucinda Brown
<llbrown@uvic.ca> **Subject:** Nyssa
Cool Aid

Hi Cindy,

As a non-profit who works with some of Victoria's most vulnerable populations, it's vital for both our organization and the community we serve that our employees come in with a practical foundation of knowledge around supporting individuals with barriers to accessing services, the impacts of colonialism and racism on Indigenous clients, the effects of childhood trauma, and effective interpersonal communication skills.

Launching the Applied Psychology and Leadership program would be beneficial for Cool Aid, as it is another avenue for prospective and current employees to gain skills relevant to front-line work with clients and tenants. The courses around group processes, interpersonal communication, theories of counselling, and Indigenous approaches would be of particular interest.

Thank you,

Nyssa Borghese
HR Advisor – Victoria Cool Aid Society

From: Lucinda Brown <llbrown@uvic.ca> **Sent:** Thursday, December 1, 2022 2:37 PM **To:** Nyssa Borghese <nborghese@coolaid.org> **Subject:** Cool Aid Consultation

Dear Nyssa,

Thank you so much for talking with me. As we discussed, over the past two years, there have been increased demands on individuals working in healthcare, social services, and community organizations. In response to these demands, the department of Educational Psychology of Leadership Studies (EPLS) has created a Minor and General degree designed to provide undergraduate students with the intellectual and practical skills to respond to the increasingly complex needs in workplaces, educational settings, and communities. Courses in EPLS help to build knowledge and skills in competencies relevant for current labour market demands across industries: learning differences, developmental processes, human diversity, effective communication, collaboration, and leadership.

Our Minor and General programs in ***Applied Psychology and Leadership*** offer students a broad range of courses with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for communicating and working with individuals at different developmental stages. (See list of courses below). The courses will help to equip individuals with the skills they need when they leave the university and enter the work force.

My department is very excited about the possibility of offering our courses to undergraduate students who are considering work in our community. However, part of the process of submitting our proposal for university approval is to obtain suggestions and support from organizations that might benefit from having future employees who have completed the Minor or General degree in ***Applied Psychology and Leadership***. It would be wonderful if you could respond to this email to provide me with feedback about our proposed programs.

Thank you for your time and consideration.

Sincerely,
Dr. Lucinda (Cindy) Brown

C. Hiltner, former Manager of Executive Operations for BC Wildfire Service, current Director of Executive Operations, Ministry of Transportation and Infrastructure

Follow-up for Minor and General Degree in Applied Psychology and Leadership C Hiltner <celhiltner@gmail.com>
Mon 12/12, 12:16 PM Lucinda Brown

Hi Cindy,

Having worked at progressive positions within BC Ferries and BC Wildfire Service, I certainly see how individuals could benefit from the courses offered in the Minor and General Degree. It is always good for people who deal with the public to have adequate training and support.

This looks like it could help achieve that. Thank you so much for creating this!
Clementine

From: Lucinda Brown <llbrown@uvic.ca>
Sent: December 1, 2022 10:35 AM
To: Hiltner, Clementine TRAN:EX <Clementine.Hiltner@gov.bc.ca>
Subject: Follow-up for Minor and General Degree in Applied Psychology and Leadership

[EXTERNAL] This email came from an external source. Only open attachments or links that you are expecting from a known sender.

Dear Clementine,

I hope you are having a good day. Thank you so much for taking the time to talk with me last month. I am writing to follow up on our conversation. As we discussed, over the past two years, there have been increased demands on individuals working in healthcare, social and public services, and community organizations. In response to these demands, the department of Educational Psychology and Leadership Studies (EPLS) has created a Minor and General degree designed to provide undergraduate students with the intellectual and practical skills to respond to the increasingly complex needs in workplaces, educational settings, and communities. Courses in EPLS help to build knowledge and skills in competencies relevant for current labour market demands across industries: learning differences, developmental processes, human diversity, effective communication, collaboration, and leadership.

L. Gill, supervisor Driver Services, Town of Sidney

Consultation Request for Applied Psychology and Leadership Leanne Gill <lgill@sidney.ca>
Wed 12/14, 11:31 AM Lucinda Brown
Dear Lucinda,

This looks like a great idea. Please let me know if this comes to fruition. A lot of work organizing it, but great job.

Take care Leanne

Leanne Gill DSC Supervisor
Town of Sidney
2440 Sidney Ave. Sidney, BC V8L 1Y7 250-655-5429 | lgill@sidney.ca www.sidney.ca

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From: Lucinda Brown <llbrown@uvic.ca> **Sent:** Thursday, December 1, 2022 3:35 PM **To:** Leanne Gill <lgill@sidney.ca>
Subject: Consultation Request for Applied Psychology and Leadership

Dear Leanne,

Thank you so much for talking with me today. As you know, over the past two years, there have been increased demands on individuals working in healthcare, public and social services, and community organizations. In response to these demands, the department of Educational Psychology of Leadership Studies (EPLS) has created a Minor and General degree designed to provide undergraduate students with the intellectual and practical skills to respond to the increasingly complex needs in workplaces. Courses in EPLS help to build knowledge and skills in competencies relevant for current labour market demands across industries: learning differences, developmental processes, human diversity, effective communication, collaboration, and leadership.

Our Minor and General degree in ***Applied Psychology and Leadership*** offer students a broad range of courses with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for communicating and working with individuals at different developmental stages. (See list of courses below).

My department is very excited about the possibility of offering our courses to undergraduate students who are considering work in our community. However, part of the process of submitting our proposal for university approval is to obtain suggestions and support from organizations that might benefit from having future employees who have completed the Minor or General degree in ***Applied Psychology and Leadership***. It would be wonderful if you could respond to this email to provide me with feedback about our proposed programs.

Thank you for your time and consideration. Sincerely,
Dr. Lucinda (Cindy) Brown

S. Heinz, ICBC Senior Claims Specialist (retired)

From: Susanne Heinz <sueheinz@yahoo.ca>
Sent: Tuesday, January 10, 2023 12:49 PM
To: Lucinda Brown
Subject: Re: Consultation Request

Dear Dr. Brown,

I really enjoyed reading your department's minor and general degree program proposal. You have definitely covered areas that I believe are important for today's workforce, especially since COVID-19. I'm not sure what happened to people, but when I was still working, I noticed our clients were more easily frustrated, angered, impatient, and reactive. Without question several of your courses would benefit people in public service jobs by providing them with ways in which they can deal with challenging individuals, especially during stressful times.

Many clients I had were traumatized from their accidents and most adjusters have little training when it comes to working with individuals who are struggling. (This was one of the reasons I contacted you for some of my more challenging cases). In addition, the courses in Indigenous Perspectives are a fantastic idea and should benefit undergrad students by helping them build skills, knowledge, attitudes and values essential to fostering positive and productive relationships not only with Indigenous people, but also with individuals from all cultures and backgrounds.

Employers seem to be asking or expecting more of the people they hire. This minor/general degree would certainly help to deliver a better equipped employee. Further, many employers are requiring their staff to have some sort of degree. The degree may certainly give them skills in one area of specialization, but they may need additional skills to work in an environment where they have to share their knowledge and work collaboratively with others. I believe this is where the minor would help. It may be too late for those individuals who have completed degrees, but it would be so great for those students who are looking for electives that will help them when they hit the job market.

I would be happy to talk to anyone who is reviewing your proposal. Please forward my email (sueheinz@yahoo.ca) and phone number (604-230-2822). Best wishes with your programs.

Sincerely,
Susanne Heinz
ICBC Senior Claims Specialist [retired]

On Sunday, January 8, 2023 at 11:41:04 a.m. PST, Lucinda Brown <llbrown@uvic.ca> wrote:

Dear Susanne,

Happy New Year! It is great to hear from you. Congratulations on your retirement! Thank you so much for getting in touch with me. Thankfully, I am not contacting you for accident related information. However, I am contacting you for your expertise. I am still teaching at the University of Victoria and am working on a new minor and General degree program in Applied Psychology and Leadership. Part of the process of creating these programs is to obtain consultation from community resources. I thought that you would be an excellent person to provide some feedback.

I know that in the past few years when you had contacted me about various cases, we discussed the possibility of adjusters having some training or coursework in applied psychology. If you have time, I would appreciate your ideas about the proposal the department of Educational Psychology and Leadership Studies has created. The programs, titled "Applied Psychology and Leadership" were designed to help students with their academic studies, as well as their career planning. (Please see the attached document}. The courses provide undergraduate students with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for working with individuals at different developmental stages.

I value your feedback, Susanne. Thank you for your time and consideration and congratulations again on your retirement. I'm sure your retirement has been a big loss for ICBC.

Sincerely,
Lucinda (Cindy)

Dr. Lucinda (Cindy) Brown
Assistant Teaching Professor and Graduate Advisor
Educational Psychology and Leadership
University of Victoria
250-721-7857

From: Susanne Heinz <sueheinz@yahoo.ca>
Sent: Sunday, January 8, 2023 10:51 AM
To: Lucinda Brown
Subject:

Hi Dr. Brown,
Happy New Year and best wishes for 2023. An associate from ICBC contacted me to let me know that you have been trying to reach me. I apologize for not letting you know that I retired last year. I really enjoyed my 25 years with ICBC, but it was time for me to call it a day.

I assume that you want some information about insurance and I would be happy to help. I can be reached at sueheinz@yahoo.ca.

Best wishes,
Susanne

L. Sylven, Chief Constable (Retired), Central Saanich Police Service

From: Les Sylven <ljsylven@uvic.ca>
Sent: Wednesday, January 18, 2023 4:16 AM
To: Lucinda Brown
Subject: Re: Virtual introduction

Good morning Cindy,

Sorry about the delay getting back to you.

In my experience as a public safety professional, I believe there is an urgent need for Canadian justice institutions like policing, corrections, and the courts to evolve to meet the needs of all our communities. A critical first step in this evolution includes ensuring educational opportunities exist for individuals entering into the field that align with the changing societal expectations. The interdisciplinary courses in this proposed program do just that and would provide an excellent theoretical and practical foundation for any future public safety professional.

Les

Les Sylven, O.O.M.
Chief Constable (Ret.)
Central Saanich Police Service
PhD Candidate - Leadership Studies
University of Victoria

From: Les Sylven <ljsylven@uvic.ca>
Sent: Sunday, January 15, 2023 9:58:47 PM
To: Lucinda Brown
Subject: Re: Virtual introduction

Thank you Cindy!

I really enjoyed our chat too – small world isn't it!

I had a quick scan at the attachments but will have a closer look while travelling tomorrow.

This has great promise!

Les

From: Lucinda Brown <llbrown@uvic.ca>
Date: Saturday, January 14, 2023 at 4:41 PM
To: Les Sylven <ljsylven@uvic.ca>
Subject: Re: Virtual introduction

Hi Les,

It was wonderful talking with you. You have such incredible experiences working with the RCMP, Calgary Remand Centre, Central Saanich police department, and the list goes on. Thank you for your ongoing service to our communities and for taking the time to share some of your stories and experiences with me.

I am hoping that you will have the opportunity to review the programs we have developed in EPLS. Our proposed 9-unit minor (and General degree program) in Applied Psychology and Leadership is the first in BC to offer a transdisciplinary program designed to equip undergraduate students with applied skills to solve practical problems across a range of real-world settings. Our four specialized concentrations in EPLS contribute to our proposed program: Counselling; Learning, Development, and Instructional Sciences; Special and Inclusive Education; and Leadership. The title "Applied Psychology and Leadership" reflects that this program spans diverse disciplines *and* diverse applications beyond the educational settings typically ascribed to programs in the Faculty of Education. Leveraging existing courses, the Minor in Applied Psychology and Leadership puts psychological theory and techniques to work on a practical level with the goals of addressing concrete problems and helping to develop solutions to some of our current societal challenges.

Over the past year, EPLS has engaged in broad community consultation to determine areas of growth potential and ways to adapt our existing programs and courses to better meet the needs of students, communities, and the labour market. This process confirmed that cross-program and cross-departmental engagement is critical to the development of programming that is responsive to the evolving needs of the students and communities we serve. The consultation highlighted the critical need to build knowledge and skills in the following competencies relevant for current labour market demands across industries: learning differences, developmental processes, human diversity, effective communication, collaboration, and leadership. These competences are reflected in the design of the minor, which provides a foundational framework and tools needed to work across traditional disciplinary boundaries and substantial choice for students to customize according to their needs.

I believe the minor and General degree in Applied Psychology and Leadership may be ideal for individuals who are intending to become public safety personnel/first responders. However, you are an expert with a wealth of experience in these areas, so I am asking for your feedback about the programs' utility, potential benefits, and/or your suggestions. If you have some time, it would be wonderful to receive your feedback about the programs, which I have attached.

Thank you in advance, Les. Take care and have a wonderful day.

Sincerely,

Cindy Brown

Dr. Lucinda (Cindy) Brown
Assistant Teaching Professor and Graduate Advisor
Educational Psychology and Leadership
University of Victoria
250-721-7857

Stage 1 Review for New Degree Proposals

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

Submission format:

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

INSTITUTION: University of Victoria	PSIPS PROPOSAL #:
PROPOSED Minor in Applications of Psychology and Leadership (note - this proposal is not for a degree program)	

Summary Description of Programs: (1 page maximum)

Our proposed 9-unit minor in Applications of Psychology and Leadership is the first in BC to offer a transdisciplinary program designed to equip undergraduate students with applied skills to solve practical problems across a range of real-world settings. Our department, Educational Psychology and Leadership (EPLS) has four specialized concentrations that contribute to our proposed program: Counselling; Learning, Development, and Instructional Sciences; Special and Inclusive Education; and Leadership. The title "Applications of Psychology and Leadership" reflects that this program spans diverse disciplines *and* diverse applications beyond the educational settings typically ascribed to programs in the Faculty of Education. Many of the education courses include concepts and strategies that apply to much broader settings. Leveraging existing courses, the Minor in Applications of Psychology and Leadership puts psychological theory and techniques to work on a practical level with the goals of addressing concrete problems and helping to develop solutions to some of our current societal challenges. As the minor is designed to complement existing standalone majors, students will have the opportunity to establish relationships with peers across disciplines, providing them with increased opportunities to engage in the cross-disciplinary thinking that is becoming necessary in today's global economy.

Over the past year, EPLS has engaged in broad community consultation to determine areas of growth potential and ways to adapt our existing programs and courses to better meet the needs of students, communities, and the labour market. This process confirmed that cross-program and cross-departmental engagement is critical to the development of programming that is responsive to the evolving needs of the students and communities we serve. The consultation highlighted the critical need to build knowledge and skills in the following competencies relevant for current labour market demands across industries: learning differences, developmental processes, human diversity, effective communication, collaboration, and leadership. These competences are reflected in the design of the minor, which provides a foundational framework and tools needed to work across traditional disciplinary boundaries and substantial choice for students to customize according to their needs.

MINOR IN APPLICATIONS OF PSYCHOLOGY AND LEADERSHIP REQUIREMENTS

The Minor is designed for students enrolled in a Bachelor's degree in other University of Victoria Departments or Faculties. Six courses are required:

- 1.5 required units of foundational knowledge
- 1.5 required units of Indigenous perspectives and decolonization
- 6.0 elective units spanning communication and human services; perspectives on diversity and inclusion; and special topics in applications of psychology and leadership.

(See Appendix A for a full list of courses).

The proposed **minor** is ideal for students completing degrees in physical, recreation and health education, psychology, social work, nursing, child and youth care, public health, or other fields requiring an understanding of development of individuals with varying abilities across the lifespan. Students may gain skills and insight for work as public safety personnel/first responders, in hospitality and human resources, in public service, public relations, tourism, finance, and health care. The **minor** may be an excellent choice for individuals wanting to complete graduate work in areas related to human services.

All of the required courses in our **minor** are delivered on campus. However, some elective courses are offered online, providing greater access to students. The online courses include ED-D 405, ED-D 411, ED-D 418, ED-D 424, ED-D 425, ED-D 426, ED-D 427, and ED-D 428. (See Appendix B for a description of all courses). Since the minor is not a standalone program, students will complete the minor concurrently with the Major programs in their bachelors' degrees.

Stage 1 Review for New Degree Proposals

INSTITUTIONAL MANDATE / CAPACITY

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

CRITERIA:	COMMENTS:
A. Mandate	
How does the proposed program fit within the mandate of the institution?	• The Minor in Applications of Psychology and Leadership program fit within: ○ UVic's Strategic Framework, 2018-2023 ○ Indigenous Plan, 2017-2022 ○ Strategic Enrolment Management Plan ○ The Faculty of Education's strategic priorities
How does the proposed program support the current academic and strategic plan of the institution?	The design and delivery of the Minor in Applications of Psychology and Leadership aligns with University of Victoria Institutional Plan and Priorities (2018-2023) from the following 3 perspectives: CULTIVATE AN EXTRAORDINARY ACADEMIC ENVIRONMENT: 1.2 Embed practices of equity, diversity, accessibility, inclusion and dialogue throughout the university community so that all members feel welcomed, valued and supported to achieve their highest potential. INTENSIFY DYNAMIC LEARNING: 3.2 Ensure that across all programs, in and out of the classroom, students actively develop the skills, abilities and attributes that support academic and personal success, lifelong learning, leadership and social responsibility, as set out in the University of Victoria Learning Outcomes. FOSTER RESPECT AND RECONCILIATION 4.4 Implement transformative programs to provide a welcoming, inclusive campus environment for all, and include the entire university community in Indigenous-engaged learning to promote mutual understanding and respect. • Providing opportunity for undergraduate students to further their knowledge in applied psychology (with a strong Indigenous Education lens) will attract additional students to EPLS. Doing so will be in keeping with the need for professionals to have a stronger background in topics relating to mental health and wellness, which is particularly important to address the mental health pandemic post-COVID.
For applied degrees offered under the *College and Institute Act*: • Does the proposal lead to a specific occupation?	The Minor in Applications of Psychology and Leadership will not fall under the *College and Institute Act* because it is a university credit program.

• Does the proposal provide a diploma exit, if appropriate?	• The proposed program does not lead to a specific occupation or diploma. Students will be full-time UVic students who will be including in their academic program six courses in Applications of Psychology and Leadership. These courses provide education/training that will be useful in finding work upon graduation with their bachelor's degree.
B. Capacity	
To what extent does the program build on the institution's existing infrastructure, resources and experience from offering programs in related fields?	• The courses in the proposed program have already been developed and delivered by faculty and sessional instructors in Educational Psychology and Leadership who are experts in the field of learning, development, and instructional science; counselling; special and inclusive education, and leadership. The Department of EPLS is now in a position to offer a new minor program option, based on current offerings and consultation with stakeholders.
To what extent has the institution assessed the resources required and identified funding sources needed to implement the program?	• No new teaching resources are required to support this program. EPLS is actively working to develop responsive programming at the undergraduate level. As such, we have taken care to create the minor program that would allow us to offer our existing classes to new audiences and work within our current faculty, sessional, and staff budget. As a nascent program, Advising Education, and the EPLS Program Assistants and Faculty lead will be able to support the start-up without additional costs or resources.

SOCIAL AND ECONOMIC BENEFIT

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

CRITERIA:	COMMENTS:
A. Priority of Program Focus	
Is the program focus primarily on meeting social benefit(s) or economic benefit(s)?	• The primary social benefit of the Minor in Applications of Psychology and Leadership is to provide students with the intellectual and practical skills to respond to the increasingly complex needs, and especially mental health needs, in workplaces, communities, and educational settings. Courses in EPLS help to build knowledge and skills in competencies relevant for current labour market demands across industries: learning differences, developmental processes, human diversity, effective communication, collaboration, and leadership.
B. Social Benefit	

What social, cultural, regional, community, environmental, institutional and/or intellectual benefits would the proposed program provide?	Social, cultural, regional, community benefits: Providing opportunity for undergraduate students to further their knowledge in applied psychology and leadership (with a strong Indigenous Education lens) will be in keeping with the need for professionals to have a stronger background in topics relating to mental health and wellness. The mental health of Canadians has deteriorated in the two years since the COVID-19 pandemic began, putting massive pressure on our mental health-care system. Therefore, it is particularly important to address mental health post-COVID restrictions. The proposed minor is ideal for students completing degrees in physical, recreation and health education, social work, nursing, child and youth care, public health, or other fields requiring an understanding of development of individuals with varying abilities across the lifespan. Graduates may gain skills and insight for work in public service, public relations, tourism, finance, health care, hospitality, and human resources. Students may gain skills and insight for work in public service, public relations, human resources, hospitality and tourism, finance, and health care. The minor may be an excellent choice for individuals wanting to complete graduate work in areas related to human services (e.g., counselling psychology, special education, and educational psychology). Further, the courses will have great utility for individuals who continue their education to become public safety personnel and/or first responders.
How would the proposed program advance social goods or government priorities?	Social goods: The courses offered in the Minor in Applications of Psychology and Leadership strive to provide undergraduate students the opportunity to build knowledge and skills in competencies relevant for current labour market demands across industries: learning differences, developmental processes, human diversity, effective communication, collaboration, and leadership. Given the inclusion of required Indigenous coursework, the Minor is aligned with the following Government priorities: Ministry of Advanced Education and Skills Training Service Plan 2021/2022 – 2023/24 • Goal 3/Objective 3.1 Implement the United Nations Declaration on the Rights of Indigenous Peoples and the Calls to Action of the Truth and Reconciliation Commission.

C. Economic Benefit	
What direct and/or indirect economic, industrial or labour market benefits would the program offer the student, community, region or province?	Based upon British Columbia Labour Market Outlook: 2021-2031 Forecast (2021 Edition), the current labor market indicators support the proposed minor program. The minor is in alignment with demand for skills and competencies related to Health, Management services, and Education (pp. 28-34). ○ Top skills: Active listening, speaking, critical thinking • Top competencies: Social perceptiveness, judgement and decision making, complex problem solving. Related skills and competences will be developed through courses offered by the proposed program on the following three topics: Communication and Human Services, Perspectives on Diversity and Inclusion, and Special Topics in Applications of Psychology and Leadership.
How would the proposed program support economic growth and/or government economic priorities?	Based upon British Columbia Labour Market Outlook: 2021-2031 Forecast (2021 Edition), the current labor market indicators support the proposed minor. The minor is supported by the data which sees a demand in the following projected health and educational jobs (pp. 13- 15). ○ Health care and social assistance: Positions in 2021 = 354, 500; projected additional positions needed by 2031 = 142, 900 ○ Educational Services: Positions in 2021 = 183, 400; projected additional positions needed by 2031 = 62,000
What labour market needs would the proposed program meet for the province? (Please include no more than 5 applicable National Occupational Classification (NOC) codes.)	The proposed program would **benefit** many TEER O managerial positions and TEER 1 positions. However, based upon British Columbia Labour Market Outlook: 2021-2031 Forecast (2021 Edition), the proposed programs are supported by the data related to high opportunity occupations in Health, Social and community support, and Education (pp. 21-27). **Health related occupations/Job openings (examples)** • 3012 (updated code 31301) Registered nurses and registered psychiatric nurses/ 20,140 • 0311 (updated code 30010) Managers in health care/ 3,240 **Social and community support/Job openings (examples)** • 4152 (updated code 41300) Social workers/ 3,000 • 0112 (updated code10011) Human resources managers/ 2,890 **Education related occupations/Job openings (example)** • 4021 (updated code 41210) College and other vocational instructors/ 5,260
Do potential employers require a degree for graduates to gain employment in the field?	• The proposed minor is not a standalone program. Depending on the chosen field, the minor will enhance the courses offered in the Major by providing additional information and strategies

	when dealing with people from a variety of backgrounds and with unique exceptionalities.
If the main employer will be government or another public agency, what support does the program have from relevant ministry/public employers?	• Although we expect graduates with this minor to be attractive to prospective employees of government and public agencies, we do not anticipate that government will be the main employer. Rather, we expect that graduates of this program will be able to apply their skills across a wide range of professional areas of both private and public industries.
D. Consultation	
What feedback from relevant community groups, employer groups, and professional organizations was incorporated into the proposed program?	From 2021 to 2023, the University of Victoria's Department of EPLS conducted consultation with communities and professional organizations, as well as other institutions, employer groups, alumni, and departments across UVic. This process served to re-establish or build relationships with key contacts, share information, and invite feedback on program options. We applied the feedback we received by making the minor as flexible as possible, by including required coursework in Indigenous content, and by opening courses that had been restricted to Education programs. Preliminary consultation results provided substantial support for the proposed Minor in Applications of Psychology and Leadership. In addition, EPLS has been increasingly approached by students in non-teaching undergraduate programs, requesting admission to several of our courses (traditionally restricted to teacher education students) to gain strategies for building inclusive, equitable settings in their prospective workplaces.
If the program relates to a regulated profession, what feedback did the regulatory or licensing bodies and the responsible Ministry provide?	• N/A – does not involve a regulated profession or accreditation organization.

SYSTEM COORDINATION / PROGRAM DUPLICATION

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

CRITERIA:	COMMENTS:
A. System Context	
What differentiates the proposed program from all other related programs in the province? Please provide a list of Classification of Instructional Programs (CIP) codes for related programs.	Our proposed Minor in Applications of Psychology and Leadership is the first in BC to offer a transdisciplinary program designed to equip undergraduate students with applied skills to solve practical problems across a range of real-world settings. Simon Fraser University offers a minor in Educational Psychology and separate minor in Counselling and Human Development; both are focused on educational settings. The University of British Columbia offers a

	minor program in Educational and Counselling Psychology and Special Education but only for undergraduate students in the School of Kinesiology. Several BC institutions offer minor programs in Psychology (i.e., University of Victoria, Douglas College, Capilano University, Kwantlen Polytechnic University, University of the Fraser Valley, and Vancouver Island University), with no emphasis on practical application. Several BC institutions offer post-degree certificate programs in applied programs such as special education (e.g., SFU, UBC, VIU) and mental health and wellbeing (e.g., UBC, VIU). Although there are some similarities between the above programs and the proposed program in Applications of Psychology and Leadership, most of the existing programs are either restricted in who can take the courses, require post-graduate status, or are narrowly focused within one specific discipline; all of the coursework in these programs focus primarily on educational settings. In addition, none of these programs offer courses in leadership, which enables the proposed program to offer more diverse learning topics and opportunities. Our proposed program in Applications of Psychology and Leadership provides a unique transdisciplinary experience within BC and at the University of Victoria focused on equipping students with the skills, knowledge, and tools to move beyond discipline-specific approaches to address real-world problems in health, public, and social service community settings.
B. Consultation	
To what extent has the institution consulted other institutions in British Columbia offering similar programs and responded to their feedback?	We elicited consultation with the following universities that offer related programs: Simon Fraser University University of British Columbia University of Northern BC University of the Fraser Valley Vancouver Island University We received letters from Vancouver Island University, Simon Fraser, and University of Fraser Valley (See Appendix C).
C. Rationale for Duplication	
If programs with similar learning objectives are currently available in the region or online within the province, what is the rationale for establishing another program?	There are no programs available that match our transdisciplinary program. Currently, it is a unique offering.
D. Collaboration	
To what extent has the institution explored appropriate ways to collaborate and/or share	We welcome collaboration and resource sharing as institutions begin to develop and offer similar minor programs. We believe the

resources with other institutions offering related programs?	potential benefits of these programs are applicable to all areas of BC and across Canada.

STUDENT DEMAND AND OUTCOMES

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

CRITERIA:	COMMENTS:
A. Student Demand	
How robust is the demonstrated potential student demand to sustain the proposed program?	Over the past two years, EPLS has engaged in broader community consultation which confirmed our understanding that it would be beneficial to adapt our existing programs and courses to better meet the needs of students entering the work force. Furthermore, we have received letters of support from the following external community stakeholders. (**See Appendix D**) • Cool Aid Society, Victoria • Driver Services, Town of Sidney • Executive Operations for BC Wildfire Service • ICBC Senior Claims Specialist (Ret.) • Chief Constable (Ret.) Central Saanich Police Service Given British Columbia's Labor Market Outlook: 2021-2031 Forecast (2021 Edition), there is great potential for the utility of the proposed minor. The programs will benefit students entering a demanding job market. The courses are designed to provide students with the intellectual and practical skills to respond to the increasingly complex needs in educational settings, workplaces, and communities. Courses in EPLS help to build knowledge and skills in competencies relevant for current labour market demands across industries: learning differences, developmental processes, human diversity, effective communication, collaboration, and leadership. Taken together, these factors support a growing demand to sustain the minor.
B. Benefit to Students	
To what extent will students be able to transfer to and from other post-secondary institutions in the province?	The six courses in the EPLS minor will be credit offerings that will be counted within the requirements of a UVic bachelor's degree program. • Other BC universities may accept these as transfer credit courses, depending on the transfer and program requirements in the receiving universities.
What opportunities are available to program graduates for further study in the field or in professional fields?	The minor is not a standalone program. Graduates who have completed the minor as a part of their UVic bachelor's degree may pursue further studies in areas related to their Major or they may

	use the minor as a prerequisite to graduate studies or training programs in human services and related areas.
What added value will the proposed program offer graduates in terms of employment opportunities?	The specific employment position of graduates of the minor will depend on the subject of Major study in students' bachelors' degrees, plus a combination of the learners' other professional and educational experience. The need for additional skills in areas of mental health are critical given the mental health crisis following the COVID onset. This minor is ideal for students requiring an understanding of development of individuals with varying abilities and exceptionalities across the lifespan, or those needing to build inclusive work environments.

Submission Guidelines

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

SUMMARY DESCRIPTION OF DEGREE PROGRAM

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

INSTITUTIONAL MANDATE / CAPACITY

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

Submission Guidelines

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

SOCIAL AND ECONOMIC BENEFIT

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

Submission Guidelines

- Prioritize whether the degree primarily provides social benefits or economic benefits.
- Describe the potential social, cultural, regional, community, environmental, institutional and intellectual benefits of the program. Provide references to documents that support these statements. If the program advances one or more social goals, policies and/or government priorities, provide details.
- Describe the direct and indirect economic or industrial benefits of the proposed degree program to the student, the community, region or province. If the program advances one or more economic goals, policies and/or government priorities, provide details.
- Provide evidence of consultation with applicable community groups, employer groups and professional organizations as well as the findings resulting from such consultations.
- Provide evidence that potential employers require a degree to gain employment in the field.
- Describe the labour market demand for the credential. Provide supportable evidence, such as relevant statistical/census employment data relevant to the field, dated employment ads, current employer letters of support, labour force projections from government, industry and professional associations, and employer surveys.
  - Labour market analyses should use the National Occupational Classification (NOC) codes of Human Resources and Skills Development Canada whenever possible to specify relevant occupation

destinations of program graduates. Please identify no more than the top five occupation destinations for graduates of the program.

- If the main employer is the provincial or federal government, provide evidence of the relevant ministry's or department's support for the program.
- Describe the potential earnings for graduates and provide evidence such as student outcome surveys.
- Indicate whether the proposed degree is preparatory to work in a regulated field. If this is a regulated field, state whether the proposed degree represents a change in the "entry to Practice" standard and provide evidence of consultation with and support from pertinent regulatory/licensing bodies.

SYSTEM COORDINATION / PROGRAM DUPLICATION

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

Submission Guidelines

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

STUDENT DEMAND AND OUTCOMES

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

Submission Guidelines

- Provide evidence of student demand for the program, such as:
  - The results of a survey indicating current student demand for the program. If a survey is used, describe the survey instrument used and questions posed.
  - Student waitlists of comparable programs offered in British Columbia.
- Describe what plans and/or arrangements are in place to establish articulation agreements with other post-secondary institutions in the province. Provide a website link to the institution policy on admissions and transfer.
- If relevant, provide anticipated enrolment figures from other institutions that may have students wishing to articulate into the proposed program.
- Describe the opportunities that graduates of the program have for progression to further study in this field or in professional fields. Provide evidence of consultation with graduate/professional post-secondary programs.
- If non-degree and/or degree programs in the same field are offered at this institution, explain:
  - The expected added value for students taking this proposed degree program (e.g., promotion or employment opportunities) and provide evidence that these anticipated benefits are justified.

Appendix A: Courses Offered in the Minor in Applications of Psychology and Leadership

Minor Requirements

Students in the minor will choose one required foundational course (1.5 units), one required course in Indigenous Perspectives and Decolonization (1.5 units), and four courses (6.0 units) from a wide variety of approved electives in Communication and Human Services; Perspectives on Diversity and Inclusion; and Special Topics in Applications of Psychology and Leadership. Other electives may be approved by the department.

Students choose 1.5 units (1 course) from the following courses:
FOUNDATIONAL CONCEPTS (REQUIRED)
ED-D 101 - Learning Strategies for University Success
ED-D 300 - Introduction to Educational Psychology
ED-D 301 - Learners and Learning Environments

Students choose 1.5 units (1 course) from the following courses:
INDIGENOUS PERSPECTIVES AND DECOLONIZATION (REQUIRED)
ED-D419 - Introduction to Indigenous Approaches to Helping and Healing
IED 371 – The History of First Nations, Métis, and Inuit Education in Canada
IED 372 – Indigenous Epistemologies
IED 378 – Educators Working Towards Reconciliation as Allies and Activists

Students choose 6 units (4 courses) from the following areas:
COMMUNICATION AND HUMAN SERVICES
ED-D 302 - Experiential Learning and Community Engagement
ED-D 414 - Group Processes
ED-D 417 - Skills for Effective Interpersonal Communication
ED-D 418 - Introduction to Theories of Counselling
ED-D 427 - Collaboration and Consultation in Special Education
ED-D 425 - Assistive Technology in the Inclusive Classroom

PERSPECTIVES ON DIVERSITY AND INCLUSION
ED-D 405 - Advanced Educational Exceptionality
ED-D 411 - Teaching Students with Behavioural and Emotional Difficulties
ED-D 420 - Learning Support: Context and Key Issues
ED-D 422 - Management and Adaptation of the Classroom Environment
ED-D 424 - Teaching Students with Developmental Difficulties
ED-D 426 - Differentiating Instruction in the Inclusive Classroom
ED-D 428 - Teaching Students with Specific Learning Disorders

SPECIAL TOPICS IN APPLICATIONS OF PSYCHOLOGY AND LEADERSHIP
ED-D 201 - Selected Topics in Applied Psychology and Leadership
ED-D 406 - Psychology of Adolescence
ED-D 480 - Contemporary Topics in Education
ED-D 487 - Special Topics in Education

APPENDIX B: DESCRIPTION OF COURSES OFFERED IN THE MINOR IN APPLICATIONS OF PSYCHOLOGY AND LEADERSHIP

FOUNDATIONAL CONCEPTS (REQUIRED)

ED-D 101 - Learning Strategies for University Success

An examination of learning behaviours and motivations to improve academic success. Introduces educational psychology theories, principles and research with a focus on self-regulation - the science of strategic, reflective, and adaptive learning. Students are required to master knowledge and apply concepts related to learning, motivation, collaboration, academic performance, and procrastination. Taken as an elective course by students across almost all faculties on campus. Computers are used extensively for applied lab work and assignments.

ED-D 300 - Introduction to Applied Psychology (Kuali change submitted to change the course title to "Introduction to Applied Psychology")

The scientific study of psychology as it applies to educational activities and contexts. Introduces students to theory, research, and research methodologies that inform our understandings of student development, individual differences and diversity, learning processes, motivation, instructional design, and learning assessment. An excellent foundation for students considering graduate work in education; educational, school or counselling psychology; or the learning sciences.

ED-D 301 - Learners and Learning Environments

An integrated approach to planning for effective learning based on an understanding of the developmental and individual needs of children. The implications for schooling of learning characteristics, gender and multicultural factors are addressed.

INDIGENOUS PERSPECTIVES AND DECOLONIZATION (REQUIRED)

ED-D 419 - Introduction to Indigenous Approaches to Helping and Healing

Introduction to Indigenous worldviews and perspectives related to helping and healing practices. Awareness of the history and the impact of oppression in Canadian Indigenous contexts. Exploration of the relevance of both Western and Indigenous paradigms in the helping profession. Students reflect on their own beliefs and learn to enhance the cultural relevance and sensitivity of their own helping approaches.

IED 371 - The History of First Nations, Métis, and Inuit Education in Canada

A broad overview of the history of First Nations, Métis and Inuit education in Canada. Various eras in the history of K-12 Indigenous Education in Canada are examined. Pre-contact forms of Indigenous knowledge and pedagogy are emphasized. The purpose of education from both historical and contemporary Indigenous perspectives are explored as well as the current situation and future directions in both public schools and Indigenous-controlled schools in BC.

IED 372 - Indigenous Epistemologies

An exploration of Indigenous knowledge and practices of First Nations, Métis, and Inuit people. Discussion topics include: Indigenous worldviews, frameworks, methodologies, and protocols that validate Indigenous ways of being and living, and the appreciation of the mental, spiritual, physical and emotional aspects of Indigenous knowledge.

IED 378 - Educators Working Towards Reconciliation as Allies and Activists

An exploration of relational ways of working meaningfully and appropriately as Indigenous and settler peoples with an emphasis on how to become agents of positive educational and social change guided by the calls to action of the Truth and Reconciliation Commission of Canada.

COMMUNICATION AND HUMAN SERVICES

ED-D 302 - Experiential Learning and Community Engagement

Designed for students from all faculties planning to engage in experiential learning during their studies, work or volunteer opportunities. Introduces the foundational elements of experiential learning, UVic's learning outcomes, goal setting and the competency development necessary to contribute effectively and respectfully in diverse contexts.

ED-D 414 - Group Processes
Analysis, theory, and research related to group processes, decision-making, and leadership in a variety of settings. Awareness and understanding of self in group contexts. Includes skills practice and development related to group membership and facilitation.

ED-D 417 - Skills for Effective Interpersonal Communication
Basic interpersonal communication skills for active listening, empathic understanding and communication of empathy. Includes analysis of effective interpersonal skills and skill building laboratory experience. The content and skills are transferable to a variety of settings, including counselling, education, human development, management, healthcare, psychology and recreation.

ED-D 418 - Introduction to Theories of Counselling (online)
Major theoretical approaches to counselling. Includes philosophical assumptions, key concepts, the process of change and interventions. Designed for those interested in counselling, psychotherapy, and helping relationships.

ED-D 427 - Collaboration and Consultation in Special Education (online)
A theoretical and practical framework for developing the knowledge and skill in school-based consultation and collaboration that is required to meet the diverse needs of students.

ED-D 425 - Assistive Technology in the Inclusive Classroom (online)
The application of a range of assistive technologies and instructional strategies to support active student participation in inclusive classrooms. Study and application of functional assessment processes, team principles and a range of technologies and resources.

PERSPECTIVES ON DIVERSITY AND INCLUSION

ED-D 405 - Advanced Educational Exceptionality (online)
Familiarizes teachers with the needs of children and adolescents with varying special learning needs. A major focus is on Universal Design for Learning (UDL). Topics include: the history of special education services; legal and ethical issues in the provision of services to students with special needs; special and inclusive education policies and procedures; learner characteristics; working with parents and families of children with a wide range of special needs.

ED-D 411 - Teaching Students with Behavioural and Emotional Difficulties (online)
This is an introduction course in behavior, social, emotional, and related mental-health issues in childhood and adolescence. Causes, diagnosis, and identification will be examined along with contemporary approaches to program planning and intervention within inclusive schools and classrooms.

ED-D 420 - Learning Support: Context and Key Issues
An introductory overview of key issues in learning support. Topics include the organization, administration and management of classrooms in which students with special educational needs are found; the referral process; teacher responsibilities for students with special educational needs in the context of regular classrooms; and the utility and limitations of various assessment techniques.

ED-D 422 - Management and Adaptation of the Classroom Environment
Strategies for adapting the classroom environment to support children with a range of special needs. Topics include ADHD/FAS; abuse and neglect; medication/treatments; social competences and emotional adjustment; issues related to low/high incidence classifications; collaboration between professionals/paraprofessionals.

ED-D 424 - Teaching Students with Developmental Difficulties (online)
An introduction to designing, implementing and monitoring programs within inclusive settings for children and adolescents with developmental disabilities such as intellectual disabilities, autism, cerebral palsy and fetal alcohol spectrum disorder.

ED-D 426 - Differentiating Instruction in the Inclusive Classroom (online)
The theoretical foundations and practical applications of Differentiated Instruction (DI), an approach to meet the needs of all students in today's diverse classrooms. Students will learn strategies for determining what to teach (content), how to teach (process), and the evaluation of student learning (product).

ED-D 428 - Teaching Students with Specific Learning Disorders (online)
An introduction to the nature, scope and recognition of specific learning disorders in the inclusive classroom. Research-informed methods for skills-based assessment and instructional programming targeting reading, mathematics and written language are emphasized.

SPECIAL TOPICS IN APPLICATIONS OF PSYCHOLOGY AND LEADERSHIP

ED-D 201 - Selected Topics in Applied Psychology and Leadership
(Courses will be created based on current community, national, or global interests and problems).

ED-D 406 - Psychology of Adolescence
The physiological, psychological, social and educational aspects of adolescence.

ED-D 480 - Contemporary Topics in Education
Current topics and developments in education, with particular consideration of their relevance to the schools of British Columbia. Taught from an interdisciplinary approach.

ED-D 487 - Special Topics in Education
Topics of current interest or concern to groups of students.

Appendix C: Support from BC Universities

Vancouver Island University
Dr. David Paterson
Dean of Education

From: David Paterson <David.Paterson@viu.ca>
Sent: Monday, February 13, 2023 10:48:06 AM
To: Jillian Roberts
Subject: Requesting letter/email of support for proposed UVIC minor

Dear Jillian,

Thank you very much for providing me the opportunity to review the attached *Proposal for Minor in Applications of Psychology and Leadership*.

The attached outline looks very good. The proposed package will be of interest to students seeking more exposure to these important areas. Moreover, I think this package will be useful for students interested in graduate work in Counselling Psychology or Educational Leadership.

I was pleased to see the requirement for Indigenous Perspective in the Minor. All of the courses offered in this section look interesting and useful to students.

This is an impressive and useful addition to the UVic course offerings. We support this direction and wish you well with the application.

Sincerely,

David Paterson, Ph.D.
Dean of Education
Vancouver Island University
Nanaimo, British Columbia
Office: 250-740-6220
Cell: 250-619-1526

The VIU community acknowledges and thanks the Snuneymuxw, Quw'utsun, Tla'amin, Snaw-naw-as and Qualicum First Nations on whose traditional lands we teach, learn, research, live and share knowledge.

2022
BC's Top Employers

From: Jillian Roberts
Mon 2/13, 8:59 AM david.Paterson@viu.ca;Lucinda Brown

Dear Dr. Paterson,

Happy Monday! I am sending this message as a follow-up to an email I sent on January 6, 2023 about a minor created by Educational Psychology and Leadership at the University of Victoria (UVic). We designed the minor to equip undergraduate students with applied skills to solve practical problems across a range of real-world settings. The minor provides students with strategies and skills to respond to the increasingly complex needs in workplaces, communities, and educational settings.

We received excellent feedback from several universities and made changes to our proposal to reflect some of their suggestions. I have attached the updated proposal. We are hoping that you will be able to review these changes and provide your support for our proposed Minor.

Thank you in advance for your time and expertise. We look forward to hearing from you.

Take care,
Jillian

Dr. Jillian Roberts
Associate Professor
Education
University of Victoria

Jillian Roberts
Fri 1/6, 4:18 PM david.Paterson@viu.ca; Lucinda Brown
Dear Dr. Paterson,

I hope you are having a good day. I am writing to consult with you about a Minor and General degree program proposal created by the department of Educational Psychology and Leadership Studies. The Minor, titled "Applied Psychology and Leadership" was designed to help students with their academic studies and career planning. (Please see the attached document}.

The Minor and General degree program are composed of required courses that build student knowledge about learning and provide them with skills to increase their academic effectiveness. The broad range of elective courses offered in the Minor provides students with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for working with individuals at different developmental stages. Current issues in leadership and applied psychology will be offered in the Special and Selected Topics courses.

We are in a process of community consultation. I value your feedback and would like to arrange a meeting with you to discuss the Minor. Alternatively, if you have no questions about the proposed Minor, it would be greatly appreciated to receive your support through a letter/email before the end of January.

I thank you for your time and consideration.

Dr. Jillian Roberts
Associate Professor
Educational Psychology and Leadership
University of Victoria

University of the Fraser Valley
Dr. Sheryl MacMath
Department Head of Teacher Education

From: Sheryl MacMath <Sheryl.MacMath@ufv.ca>
Sent: Sunday, January 8, 2023 4:35 PM
To: Jillian Roberts
Cc: Lucinda Brown
Subject: RE: [EXTERNAL]Requesting email/letter of support for proposed UVIC minor

It is great to hear from you Jillian. I hope you and your family are doing well. I am happy to provide some comments in relation to your proposed minor and general degree in applied psychology. I am currently the head of the teacher education department at the University of the Fraser Valley (UFV). I work with post-degree elementary and secondary teacher candidates completing their BEd. I am also a part of the Faculty of Education, Community, and Human Development which includes areas such as social work, child and youth care, adult education, early childhood education, open access, and continuing studies. As a result, these two proposals would be excellent opportunities for a variety of areas I am familiar with.

In an age where people are becoming more aware of the superdiversities (Yee & Davidson, 2021) and intersectionalities of individuals, applied psychology is critical for anyone working with adults and children. More recognition is needed on how to maximize the strengths of students, clients, and learners with diverse needs. This focus on a strengths-based approach that values diversity is critical. In reviewing the courses included in your minor and general degree, I was pleased to see so many education-related opportunities (e.g., EDD301, IED372, IED378, EDD427, EDD425, EDD411, etc). These would be excellent courses for anyone interested in completing their BEd. While I appreciated the inclusion of at least one Indigenous course, I do think that the fact that Indigenous youth are the fastest growing population in Canada, I would have recommended at least two IED courses. I noticed that this could be done (two IED courses); my recommendation would be that this is required. The inclusion of EDD 425 (assistive technologies) is very progressive as this is becoming an area of greater interest in schools and community organizations.

I hope this is helpful. Please let me know if there is anything else you need in relation to this proposal.

Take care and Kw'as ho'y,
Sheryl

Sheryl MacMath
Department Head, Teacher Education Department
University of the Fraser Valley
Residing on Stó:lō Temexw
Preferred pronouns: she, her, they

From: Jillian Roberts <jjrobert@uvic.ca>
Sent: January 6, 2023 4:19 PM
To: Sheryl MacMath <Sheryl.MacMath@ufv.ca>
Cc: Lucinda Brown <llbrown@uvic.ca>
Subject: [EXTERNAL]Requesting email/letter of support for proposed UVIC minor

Dear Sheryl,

I hope you are having a good day. I am writing to consult with you about a Minor and General degree program proposal created by the department of Educational Psychology and Leadership Studies. The Minor, titled "Applied

Psychology and Leadership" was designed to help students with their academic studies and career planning. (Please see the attached document}.

The Minor and General degree program are composed of required courses that build student knowledge about learning and provide them with skills to increase their academic effectiveness. The broad range of elective courses offered in the Minor provides students with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for working with individuals at different developmental stages. Current issues in leadership and applied psychology will be offered in the Special and Selected Topics courses.

I value your feedback and would like to arrange a meeting with you to discuss the Minor. Alternatively, if you have no questions about the proposed Minor, it would be greatly appreciated to receive your support through a letter/email before the end of January.

I thank you for your time and consideration.

Dr. Jillian Roberts
Associate Professor
Educational Psychology and Leadership
University of Victoria

Simon Fraser University

Dr. Kris Magnussen
Dean of Education

From: Kris Magnusson <kris_magnusson@sfu.ca>
Sent: Tuesday, January 10, 2023 12:27 PM
To: Jillian Roberts
Cc: Lucinda Brown
Subject: Re: Seeking email/letter of support for proposed UVIC minor

Hi Jillian,
I have had a look at the proposed minor and would like to share a few observations:

Overall, I am supportive of the direction and construction of the minor. In particular, I liked the flexibility provided for students to explore multiple pathways to support professional practice. What this proposed minor does is demonstrate how core principles come to life and find expression in a variety of professional pathways. Furthermore, the content for the optional routes seems, by virtue of the course titles, to be relevant and timely.

I have a couple of suggestions for you to ponder (which I am sure you have already given much thought to):

- In the framing of the rational, and especially when presented to students, consider using phrases that connote how the different pathways within the minor would support or enhance professional practice, without giving the impression that students would become "expert" in these areas.
- Will there be "pathway guidance" offered to students (that is, the provision of planning assistance or perhaps the provision of a few exemplars)? As it stands, it seems a bit like everything but the kitchen sink approach, and the variety of options may be confusing. For example, "students interested in pursuing graduate studies in counselling psychology may wish to include …. within their minor". In other words, the technical requirements for a minor have been clearly specified, but are there recommended pathways, especially for students seeking access to one of the three major graduate areas you referenced?
- Have you given thought to something more than an assembly of courses (which is what the proposal currently is)? This may cause of howls of protest of infringement of academic freedom, but if students could link content from one course to the content in another through how they engage in course assignments, you would have something very powerful. Senior courses could allow for assignments for pathway students to apply learning from an earlier course explicitly to the more advanced curse; for example, a student interested in an Indigenous Perspectives Pathway, after taking ED-D 419 might apply that learning to a critical assessment of strategies and technologies in ED-D 425

take care,
Kris

Kris Magnusson, Ph.D.
Professor, and Dean Pro Tem
Faculty of Education
Simon Fraser University
8888 University Drive
Burnaby, B.C. V5A 1S6

krism@sfu.ca

At Simon Fraser University, we live and work on the unceded traditional territories of the Coast Salish peoples of the Səlilw̓ətaɬ (Tsleil-Waututh), Skwxwú7mesh (Squamish), Kwikwitlem and xʷməθkwəy̓əm (Musqueam), Nations.

On Jan 6, 2023, at 4:17 PM, Jillian Roberts <jjrobert@uvic.ca> wrote:

Dear Dr. Magnusson,

I hope you are having a good day. I am writing to consult with you about a Minor and General degree program proposal created by the department of Educational Psychology and Leadership Studies. The Minor, titled "Applied Psychology and Leadership" was designed to help students with their academic studies and career planning. (Please see the attached document}.

The Minor and General degree program are composed of required courses that build student knowledge about learning and provide them with skills to increase their academic effectiveness. The broad range of elective courses offered in the Minor provides students with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for working with individuals at different developmental stages. Current issues in leadership and applied psychology will be offered in the Special and Selected Topics courses.

We are in a process of community consultation. I value your feedback and would like to arrange a meeting with you to discuss the Minor. Alternatively, if you have no questions about the proposed Minor, it would be greatly appreciated to receive your support through a letter/email before the end of January.

I thank you for your time and consideration.

Dr. Jillian Roberts
Associate Professor
Educational Psychology and Leadership
University of Victoria
<Proposal for Minor and General Degree Program in Applied Psychology 2023.pdf>

Appendix D: Support from Community Agencies and Partners

N. Borghese, HR Advisor, Cool Aid Society

From: Nyssa Borghese <nborghese@coolaid.org>
Sent: Friday, December 2, 2022 12:14PM
To: Lucinda Brown <llbrown@uvic.ca>
Subject: Nyssa Cool Aid

Hi Cindy,

As a non-profit who works with some of Victoria's most vulnerable populations, it's vital for both our organization and the community we serve that our employees come in with a practical foundation of knowledge around supporting individuals with barriers to accessing services, the impacts of colonialism and racism on Indigenous clients, the effects of childhood trauma, and effective interpersonal communication skills.

Launching the Applied Psychology and Leadership program would be beneficial for Cool Aid, as it is another avenue for prospective and current employees to gain skills relevant to front-line work with clients and tenants. The courses around group processes, interpersonal communication, theories of counselling, and Indigenous approaches would be of particular interest.

Thank you,
Nyssa Borghese
HR Advisor – Victoria Cool Aid Society

From: Lucinda Brown <llbrown@uvic.ca> **Sent:** Thursday, December 1, 2022 2:37 PM **To:** Nyssa Borghese <nborghese@coolaid.org> **Subject:** Cool Aid Consultation

Dear Nyssa,

Thank you so much for talking with me. As we discussed, over the past two years, there have been increased demands on individuals working in healthcare, social services, and community organizations. In response to these demands, the department of Educational Psychology of Leadership Studies (EPLS) has created a Minor and General degree designed to provide undergraduate students with the intellectual and practical skills to respond to the increasingly complex needs in workplaces, educational settings, and communities. Courses in EPLS help to build knowledge and skills in competencies relevant for current labour market demands across industries: learning differences, developmental processes, human diversity, effective communication, collaboration, and leadership.

Our Minor program in ***Applied Psychology and Leadership*** offer students a broad range of courses with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for communicating and working with individuals at different developmental stages. (See list of courses below). The courses will help to equip individuals with the skills they need when they leave the university and enter the work force.

My department is very excited about the possibility of offering our courses to undergraduate students who are considering work in our community. However, part of the process of submitting our proposal for university approval is to obtain suggestions and support from organizations that might benefit from having future employees who have completed the Minor in ***Applied Psychology and Leadership***. It would be wonderful if you could respond to this email to provide me with feedback about our proposed programs.

Thank you for your time and consideration.

Sincerely,

Dr. Lucinda (Cindy) Brown

C. Hiltner, Director of Executive Operations, Ministry of Transportation and Infrastructure, former Manager of Executive Operations for BC Wildfire Service

Follow-up for Minor and General Degree in Applied Psychology and Leadership C Hiltner <celhiltner@gmail.com>
Mon 12/12, 12:16 PMLucinda Brown

Hi Cindy,

Having worked at progressive positions within BC Ferries and BC Wildfire Service, I certainly see how individuals could benefit from the courses offered in the Minor and General Degree. It is always good for people who deal with the public to have adequate training and support.

This looks like it could help achieve that. Thank you so much for creating this!
Clementine

From: Lucinda Brown <llbrown@uvic.ca>
Sent: December 1, 2022 10:35 AM
To: Hiltner, Clementine TRAN:EX <Clementine.Hiltner@gov.bc.ca>
Subject: Follow-up for Minor and General Degree in Applied Psychology and Leadership

[EXTERNAL] This email came from an external source. Only open attachments or links that you are expecting from a known sender.

Dear Clementine,

I hope you are having a good day. Thank you so much for taking the time to talk with me last month. I am writing to follow up on our conversation. As we discussed, over the past two years, there have been increased demands on individuals working in healthcare, social and public services, and community organizations. In response to these demands, the department of Educational Psychology and Leadership Studies (EPLS) has created a Minor and General degree designed to provide undergraduate students with the intellectual and practical skills to respond to the increasingly complex needs in workplaces, educational settings, and communities. Courses in EPLS help to build knowledge and skills in competencies relevant for current labour market demands across industries: learning differences, developmental processes, human diversity, effective communication, collaboration, and leadership.

Our Minor and General degree in ***Applied Psychology and Leadership*** offer students a broad range of courses with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for communicating and working with individuals at different developmental stages. (See list of courses below).

My department is very excited about the possibility of offering our courses to undergraduate students who are considering work in our community. However, part of the process of submitting our proposal for university approval is to obtain suggestions and support from organizations that might benefit from having future employees who have completed the Minor or General degree in ***Applied Psychology and Leadership***. It would be wonderful if you could respond to this email to provide me with feedback about our proposed programs.

Thank you for your time and consideration.

Sincerely,
Dr. Lucinda (Cindy) Brown

L. Gill, supervisor Driver Services, Town of Sidney

Consultation Request for Applied Psychology and Leadership Leanne Gill <lgill@sidney.ca>
Wed 12/14, 11:31 AMLucinda Brown
Dear Lucinda,

This looks like a great idea. Please let me know if this comes to fruition. A lot of work organizing it, but great job.

Take care Leanne

Leanne Gill DSC Supervisor
Town of Sidney
2440 Sidney Ave. Sidney, BC V8L 1Y7 250-655-5429 | lgill@sidney.ca www.sidney.ca

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From: Lucinda Brown <llbrown@uvic.ca> **Sent:** Thursday, December 1, 2022 3:35 PM **To:** Leanne Gill <lgill@sidney.ca>
Subject: Consultation Request for Applied Psychology and Leadership

Dear Leanne,

Thank you so much for talking with me today. As you know, over the past two years, there have been increased demands on individuals working in healthcare, public and social services, and community organizations. In response to these demands, the department of Educational Psychology of Leadership Studies (EPLS) has created a Minor and General degree designed to provide undergraduate students with the intellectual and practical skills to respond to the increasingly complex needs in workplaces. Courses in EPLS help to build knowledge and skills in competencies relevant for current labour market demands across industries: learning differences, developmental processes, human diversity, effective communication, collaboration, and leadership.

Our Minor and General degree in ***Applied Psychology and Leadership*** offer students a broad range of courses with practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for communicating and working with individuals at different developmental stages. (See list of courses below).

My department is very excited about the possibility of offering our courses to undergraduate students who are considering work in our community. However, part of the process of submitting our proposal for university approval is to obtain suggestions and support from organizations that might benefit from having future employees who have completed the Minor or General degree in ***Applied Psychology and Leadership***. It would be wonderful if you could respond to this email to provide me with feedback about our proposed programs.

Thank you for your time and consideration.

Sincerely,
Dr. Lucinda (Cindy) Brown

S. Heinz, ICBC Senior Claims Specialist (retired)

From: Susanne Heinz <sueheinz@yahoo.ca>
Sent: Tuesday, January 10, 2023 12:49 PM
To: Lucinda Brown
Subject: Re: Consultation Request

Dear Dr. Brown,

I really enjoyed reading your department's minor and general degree program proposal. You have definitely covered areas that I believe are important for today's workforce, especially since COVID-19. I'm not sure what happened to people, but when I was still working, I noticed our clients were more easily frustrated, angered, impatient, and reactive. Without question several of your courses would benefit people in public service jobs by providing them with ways in which they can deal with challenging individuals, especially during stressful times.

Many clients I had were traumatized from their accidents and most adjusters have little training when it comes to working with individuals who are struggling. (This was one of the reasons I contacted you for some of my more challenging cases). In addition, the courses in Indigenous Perspectives are a fantastic idea and should benefit undergrad students by helping them build skills, knowledge, attitudes and values essential to fostering positive and productive relationships not only with Indigenous people, but also with individuals from all cultures and backgrounds.

Employers seem to be asking or expecting more of the people they hire. This minor/general degree would certainly help to deliver a better equipped employee. Further, many employers are requiring their staff to have some sort of degree. The degree may certainly give them skills in one area of specialization, but they may need additional skills to work in an environment where they have to share their knowledge and work collaboratively with others. I believe this is where the minor would help. It may be too late for those individuals who have completed degrees, but it would be so great for those students who are looking for electives that will help them when they hit the job market.

I would be happy to talk to anyone who is reviewing your proposal. Please forward my email (sueheinz@yahoo.ca) and phone number (604-230-2822). Best wishes with your programs.

Sincerely,
Susanne Heinz
ICBC Senior Claims Specialist [retired]

On Sunday, January 8, 2023 at 11:41:04 a.m. PST, Lucinda Brown <llbrown@uvic.ca> wrote:

Dear Susanne,

Happy New Year! It is great to hear from you. Congratulations on your retirement! Thank you so much for getting in touch with me. Thankfully, I am not contacting you for accident related information. However, I am contacting you for your expertise. I am still teaching at the University of Victoria and am working on a new minor and General degree program in Applied Psychology and Leadership. Part of the process of creating these programs is to obtain consultation from community resources. I thought that you would be an excellent person to provide some feedback.

I know that in the past few years when you had contacted me about various cases, we discussed the possibility of adjusters having some training or coursework in applied psychology. If you have time, I would appreciate your ideas about the proposal the department of Educational Psychology and Leadership Studies has created. The programs, titled "Applied Psychology and Leadership" were designed to help students with their academic studies, as well as their career planning. (Please see the attached document}. The courses provide undergraduate students with

practical strategies for supporting individuals with exceptionalities, for creating inclusive environments, and for working with individuals at different developmental stages.

I value your feedback, Susanne. Thank you for your time and consideration and congratulations again on your retirement. I'm sure your retirement has been a big loss for ICBC.

Sincerely,
Lucinda (Cindy)

Dr. Lucinda (Cindy) Brown
Assistant Teaching Professor and Graduate Advisor
Educational Psychology and Leadership
University of Victoria
250-721-7857

From: Susanne Heinz <sueheinz@yahoo.ca>
Sent: Sunday, January 8, 2023 10:51 AM
To: Lucinda Brown
Subject:

Hi Dr. Brown,
Happy New Year and best wishes for 2023. An associate from ICBC contacted me to let me know that you have been trying to reach me. I apologize for not letting you know that I retired last year. I really enjoyed my 25 years with ICBC, but it was time for me to call it a day.

I assume that you want some information about insurance and I would be happy to help. I can be reached at sueheinz@yahoo.ca.

Best wishes,
Susanne

L. Sylven, Chief Constable (Retired), Central Saanich Police Service

From: Les Sylven <ljsylven@uvic.ca>
Sent: Wednesday, January 18, 2023 4:16 AM
To: Lucinda Brown
Subject: Re: Virtual introduction

Good morning Cindy,

Sorry about the delay getting back to you.

In my experience as a public safety professional, I believe there is an urgent need for Canadian justice institutions like policing, corrections, and the courts to evolve to meet the needs of all our communities. A critical first step in this evolution includes ensuring educational opportunities exist for individuals entering into the field that align with the changing societal expectations. The interdisciplinary courses in this proposed program do just that and would provide an excellent theoretical and practical foundation for any future public safety professional.

Les

Les Sylven, O.O.M.
Chief Constable (Ret.)
Central Saanich Police Service

From: Les Sylven <ljsylven@uvic.ca>
Sent: Sunday, January 15, 2023 9:58:47 PM
To: Lucinda Brown
Subject: Re: Virtual introduction

Thank you Cindy!

I really enjoyed our chat too – small world isn't it!

I had a quick scan at the attachments but will have a closer look while travelling tomorrow.

This has great promise!

Les

From: Lucinda Brown <llbrown@uvic.ca>
Date: Saturday, January 14, 2023 at 4:41 PM
To: Les Sylven <ljsylven@uvic.ca>
Subject: Re: Virtual introduction

Hi Les,

It was wonderful talking with you. You have such incredible experiences working with the RCMP, Calgary Remand Centre, Central Saanich police department, and the list goes on. Thank you for your ongoing service to our communities and for taking the time to share some of your stories and experiences with me.

I am hoping that you will have the opportunity to review the programs we have developed in EPLS. Our proposed 9-unit minor (and General degree program) in Applied Psychology and Leadership is the first in BC to offer a transdisciplinary program designed to equip undergraduate students with applied skills to solve practical problems across a range of real-world settings. Our four specialized concentrations in EPLS contribute to our proposed program: Counselling; Learning, Development, and Instructional Sciences; Special and Inclusive Education; and Leadership. The title "Applied Psychology and Leadership" reflects that this program spans diverse disciplines *and* diverse applications beyond the educational settings typically ascribed to programs in the Faculty of Education. Leveraging existing courses, the Minor in Applied Psychology and Leadership puts psychological theory and techniques to work on a practical level with the goals of addressing concrete problems and helping to develop solutions to some of our current societal challenges.

Over the past year, EPLS has engaged in broad community consultation to determine areas of growth potential and ways to adapt our existing programs and courses to better meet the needs of students, communities, and the labour market. This process confirmed that cross-program and cross-departmental engagement is critical to the development of programming that is responsive to the evolving needs of the students and communities we serve. The consultation highlighted the critical need to build knowledge and skills in the following competencies relevant for current labour market demands across industries: learning differences, developmental processes, human diversity, effective communication, collaboration, and leadership. These competences are reflected in the design of the minor, which provides a foundational framework and tools needed to work across traditional disciplinary boundaries and substantial choice for students to customize according to their needs.

I believe the minor and General degree in Applied Psychology and Leadership may be ideal for individuals who are intending to become public safety personnel/first responders. However, you are an expert with a wealth of experience in these areas, so I am asking for your feedback about the programs' utility, potential benefits, and/or your suggestions. If you have some time, it would be wonderful to receive your feedback about the programs, which I have attached.

Thank you in advance, Les. Take care and have a wonderful day.

Sincerely,

Cindy Brown

Dr. Lucinda (Cindy) Brown
Assistant Teaching Professor and Graduate Advisor
Educational Psychology and Leadership
University of Victoria
250-721-7857

Document #BOG-Mar28/23-19

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

March 13, 2023

To: Operations and Facilities Committee

From: Elizabeth Croft
Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: March 28, 2023

Subject: Proposal to establish a Certificate in Nursing Education

Basis for Jurisdiction: Senate Committee on Planning meeting February 1, 2023
Senate meeting on March 3, 2023

Strategic Relevance:

The proposal to establish a Certificate in Nursing Education aligns with the following UVic Strategic Framework Strategies:

Strategy 3.2 – Ensure that across all program, in and out of the classroom, students actively develop the skills, abilities and attributes that support academic and personal success, lifelong learning, leadership and social responsibility, as set out in the University of Victoria Learning Outcomes
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 establish a Certificate in Nursing Education, as described in the document "Certificate in Nursing Education" effective September 2023, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.*

Background:

Currently, British Columbia is experiencing a dire nursing shortage, an issue that affects not only front-line nurses, but also nurse educators who work in academic settings (e.g. post-secondary institutions) and clinical settings – (e.g. Clinical Nurse Educators 'CNE's who provide education about various procedures and processes to patients and families). In particular, the shortage of nurse educators is expected to reach critical levels over the next few years, prompting the need for Master in Nursing programs to incorporate education-specific components within the program designs.

At present, the University of Victoria School of Nursing offers a Nurse Educator option as one of four 'streams' of the Master in Nursing Program. The Nurse Educator stream offers comprehensive training in education specific to academic and clinical settings, addressing the need for education-specific content within Nursing Masters programs. Given courses that provide direction as to 'how to teach' are not typically a component of graduate nursing training, these courses are incredibly valuable for nurses seeking a career in nurse education.

A certificate option will target a different group of people: nurses who may or may not have additional graduate training (e.g. some nurses who already possess a Masters or PhD may seek additional guidance and support with educational approaches and processes that are not readily integrated into nursing graduate training as indicated above).

Attachment(s): March 2023 Senate docket for the proposal to establish a Certificate in Nursing Education.

University of Victoria | Senate Committee on Planning

MEMO

Date: February 15, 2023

To: Senate

From: Senate Committee on Planning

Re: **Proposal to establish a Certificate in Nursing Education**

At its meeting on February 1, 2023, the Senate Committee on Planning considered the proposal to establish a Certificate in Nursing Education.

The proposal to establish a Certificate in Nursing Education is in response to the shortage of nurse educators who provide education about various procedures and processes to patients and families, prompting the need for Master of Nursing programs to incorporate education-specific components into their design.

The following motion is recommended:

Motion: that Senate approve, and recommend to the Board of Governors that it also approve the proposal to establish a Certificate in Nursing Education, as described in the document "Certificate in Nursing Education" effective September 2023, 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
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
NEW GRADUATE CERTIFICATE OR DIPLOMA TEMPLATE

[Certificate in Nursing Education]

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, New Certificate Program

Submitted by:	**Name and title**	**Email**
Contact person	Ingrid Handlovsky	ihandlovsky@uvic.ca
Dean or designate		

Please provide dates of all approvals

Required approvals	**Date**
Pre-consultation with AVPAP (by contact person and Dean/designate)	June 21, 2022
Departmental approval	November 3, 2022
Faculty Curriculum Committee approval	December 1, 2022
*Faculty Council approval (or indicate equivalent Faculty voting body)	December 8, 2022
Faculty of Graduate Studies Council approval	January 13, 2023

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 – Jonathan Bengtson, University Librarian bengtson@uvic.ca	N/A	
Executive Director, Co-operative Education and Career Services – Andrea Giles, agiles@uvic.ca	N/A	
Office of the Registrar – please submit consult request to OREGSCPConsultation@uvic.ca	Jan 16/23	Y
Indigenous Academic and Community Engagement – Rob Hancock, Associate Director Academic, iaceadac@uvic.ca	In progress/pending: Jan. 16, 2023	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	

Proposal for a New Graduate Certificate or Diploma

SUMMARY of NEW GRADUATE CERTIFICATE OR DIPLOMA	
Name, Location, Academic units (Faculties, departments, or schools) offering the new Graduate Certificate or Diploma	Faculty of Human and Social Development School of Nursing
Anticipated stream start date ***Note – the program must not be advertised/offered until all approves are finalized.***	September 2023 (contingent, however, upon adequate advertisement of the program once in the Course Calendar such that the anticipated start date may be delayed to September 2024 to ensure sufficient enrolment)
Name, title, phone number and e-mail address of contact person	Ingrid Handlovsky, Assistant Professor, School of Nursing ihandlovsky@uvic.ca

A. Provide a summary of the proposed certificate or diploma, and clearly articulate how the program aligns with current institutional plans and priorities. (maximum 1 page)

Currently, British Columbia is experiencing a dire nursing shortage, an issue that affects not only front-line nurses, but also nurse educators who work in academic settings (e.g. post-secondary institutions) and clinical settings – (e.g. Clinical Nurse Educators 'CNE's who provide education about various procedures and processes to patients and families). In particular, the shortage of nurse educators is expected to reach critical levels over the next few years, prompting the need for Master in Nursing programs to incorporate education-specific components within the program designs. At present, the University of Victoria School of Nursing offers a Nurse Educator option as one of four 'streams' of the Master in Nursing Program. The MN program is designed such that all 'streams' are comprised of foundational courses are mandatory for all MN students in addition to their stream-specific courses. As such, in addition to the compulsory MN courses, the Master in Nursing - Nurse Educator degree includes four courses specific to teaching and learning– two of which are compulsory (one theory and one practicum-based) and two of which are 'recommended electives' (one theory, one practicum-based). The two compulsory courses (one theory and one practicum) and two elective courses (one theory and one practicum) effectively comprise the 'NUED' stream specific content. The compulsory theory courses are offered in the fall term and focus on the philosophical underpinnings of various pedagogical (e.g. teaching) approaches, content integral to facilitated meaningful approaches and experiences for learners, whereas the concurrent practicum course offers opportunities to operationalize the theoretical content within a variety of settings (academic and clinical). The elective courses, offered in the winter term, constitute a theory course concurrent to a practicum-based course. The theory course centers on curriculum design and implementation, and the concurrent practicum-based course provides opportunities to apply this information. As such, the Nurse Educator stream offers comprehensive training in education specific to academic and clinical settings, addressing the need for education-specific content within Nursing Masters programs. Given courses that provide direction as to 'how to teach' are not typically a component of graduate nursing training, these courses are incredibly valuable for nurses seeking a career in nurse education.

Currently the Nurse Educator option is a Master degree. Given the demand for nurse educators is a substantiated issue that will only intensify, The University of Victoria School of Nursing proposes to create a certificate option for nurses who seek additional training and support in education. As such, the certificate program will target a different group of people: nurses who may or may not have additional graduate training (e.g. some nurses who already possess a Masters or PhD may seek additional guidance and support with educational approaches and processes that are not readily integrated into nursing graduate training as indicated above). Such a certificate would not impose unrealistic constraints on the School while offering a timely and valuable option for nurses seeking educational training. The four education-specific courses are already developed and running within the MN-Nurse Educator stream. As such, development of the four course based certificate would incur minimal time and resources. Further, given two of the four courses are 'recommended electives' enrolment is not as high in these courses, providing an additional buffer to absorb the increase in students for these courses that the certificate program would introduce. The only change would be the potential - pending on demand due to enrolment - addition of a section of one or more of the certificate courses– an amendment that can be easily accommodated by the School. The certificate program would run as per the extant MN Nurse Educator stream: the pedagogical theory course and subsequent practicum run in the fall term (Sept-Dec) and the curriculum theory course and subsequent curriculum practicum course (recommended electives) run in the winter term (Jan-April). If done full-time, the certificate would be completed within one calendar year, or if done part-time, completion would take two calendar years. The projected cost of the certificate program is $4889.16 for domestic students and $6, 182.10 for International students based on the Graduate Certificate and Diploma per Fee Unit which is $814. 86 for domestic students and $1, 030.35 for International students. Four courses at 1.5 units per course amounts to 6.0 units in total.

B. What are the current labour market indicators to support the proposed certificate or diploma?

As stated above, there is currently a dire nursing shortage provincially and nationwide, and in particular, the dearth of nurse educators is expected to grow dramatically over the coming years. The School of Nursing at the University of Victoria presently has the support, resources and opportunity to offer a certificate program specific to Nursing Education for nurses who are seeking additional training in education/teaching and learning such that they may take on a position in nursing education. Enrolment in the NUED stream of the MN program is approximately 20 students per year-we anticipate the certificate program to attract approximately 10 students per year, with enrolment growing over time with advertisement of the program and word-of-mouth dissemination.

D. How is the proposed certificate or diploma aligned with, or is distinct from related graduate programs in other BC post-secondary institutions?

No other BC post-secondary institution is offering a Nurse Educator certificate.

At UVic:

Heath and Information Science offers a Graduate Certificate in Health Terminology Standards:

The Graduate Certificate in Health Terminology Standards is a 1-year, part-time program with four graduate level courses done through weekly online evening classes and a 2.5-day virtual workshop.

Social Studies offers a Certificate in Indigenous Nationhood:

The Graduate Certificate in Indigenous Nationhood brings together UVic faculty from Indigenous Governance, Political Science, and Law.

This certificate requires 7.5 units of study.

Nationally:

The Canadian Nurse Educator Institute offers a Nurse Educator Certification Program.

This certificate includes 3 modules and a CNNE Exam. The CCNE certification exam entitles the successful exam writers to the right to use the Canadian Certified Nurse Educator (CCNE) professional designation for five years.

The University of Toronto offers a Certificate for Nursing Education in the Practice Setting.

Nurses and health professionals with an interest in nursing education in the practice setting.
Participants must successfully complete all 3 courses, normally over a 2-year period, to earn the Certificate in Nursing Education for the Practice Setting.

Canadian Federation of Mental Health Nurses offers the Canadian Nurse Educator Certification Program which fosters excellence in the academic nurse educator role and provides recognition and merit for the specialized knowledge, expertise, and competencies of this role in Canada.

University of Alberta offers the Graduate Embedded Certificate in Teaching and Learning in Nursing Education.
Students admitted to either the Master of Nursing or PhD (Nursing) Program may choose to focus on the practice of teaching and learning within the context of nursing education. Students who declare this choice at the beginning of their graduate program will be required to register in and successfully complete the three graduate level courses (NURS 546, NURS 556, NURS 586) focused on teaching and learning in higher education for nursing.

E. What are the admission requirements for the proposed certificate or diploma?

Applicants must be Registered Nurses who have successfully completed a nursing program from an accredited institution. The Faculty of Graduate Studies sets the admission requirement for the GPA, and which is informed by the pool of applicants (and therefore subject to shift depending on the metrics of the applicants). Historically, a B average has been the minimum requirement. In addition, students must meet all the regular admission requirements of the Faculty of Graduate Studies.

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)

Dr. Ingrid Handlovsky: Health equity, social environments/circumstances and health practices, experiences and outcomes, gender and sexual identity, individuals, groups and populations subject to disadvantage due to social circumstances (with a focus on discrimination) and nursing practice thereof, mental health, substance use, harm reduction, critical theory, grounded theory

Dr. Susan Duncan: Nursing education leadership; policy analysis and advocacy; participatory research; public health nursing; primary health care

Dr. Vera Caine: HIV, Refugees, Indigenous, narrative inquiry, community-based research, participatory action

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 certificate or diploma.

The certificate requirement will be a Nursing degree from an accredited institution, and active RN license in the geographic location of the applicant. All courses are already in existence at UVic.

Full-time sequencing:

YEAR 1:

Fall Semester (Sept-Dec) COMPULSORY NUED STREAM COURSES
NUED 570: Engaging with Pedagogy: Teaching and Learning in Nursing Education (theory-based)
NUED 573: Nurse Educator Practice I (practicum)
Winter Semester (Jan-April) 'RECOMMENDED ELECTIVE' NUED STREAM COURSES
NUED 572: Intersectoral Course and Curriculum Design in Nursing Education (theory-based)
NUED 574: Nursing Education Practice and Curriculum Design (practicum)

Part-time sequencing:

YEAR 1:

Fall Semester (Sept-Dec) COMPULSORY NUED STREAM COURSE
NUED 570: Engaging with Pedagogy: Teaching and Learning in Nursing Education (theory-based)
Winter Semester (Jan-April) 'RECOMMENDED ELECTIVE' NUED STREAM COURSES
NUED 572: Intersectoral Course and Curriculum Design in Nursing Education (theory-based)

YEAR 2:

Fall Semester (Sept-Dec) COMPULSORY NUED STREAM COURSE
NUED 573: Nurse Educator Practice I (practicum)
Winter Semester (Jan-April) 'RECOMMENDED ELECTIVE' NUED STREAM COURSES
NUED 574: Nursing Education Practice and Curriculum Design (practicum)

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

The certificate will not involve any changes to the current curriculum design.

- **Does the proposed certificate or diploma 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.

    As outlined previously, the certificate will encompass two practicum courses that are extant courses in the MN Nurse Educator stream. The theory and practicum courses are deeply integrated to enable applying the theory content within the practicum settings. The practicum courses are an essential component to the learning gained by completing the certificate: practicum courses allow for learners to accrue some lived experience of teaching processes – and to apply pedagogical and curriculum approaches - in real world educational settings (academic and clinical) with the guidance of expert field guides.

    As the practicum courses will comprise half of the course complement of the certificate, the School remains dedicated to providing support for students in securing practicum placements. We currently have a running list of institutions and individuals that have provided host educator/field guide mentorship and with whom the School maintains close relationships. Further, each January an information session is held with representatives from the School (faculty, practicum coordinators) where support and suggestions are put forward to support students in thinking about the kind of practicum placement they are interested in, and to reach out and inquire about possibilities for placements.

  - Opportunities for community engaged and research-enriched learning

The anticipated outcomes of practicum experiences (i.e. the practicum courses) is experiential learning where students have the opportunity to apply theoretical content and engage in actual teaching processes in real world settings. These practicums are diverse and require student consideration of the unique dynamics of these settings, and consequently how to approach teaching processes such that engagement with learners is most meaningful and effective. As stated previously, the learning outcomes for the practicum courses emphasize integration and application of teaching and learning theories, concepts and strategies to nursing education with consideration of how the context of health care and other educational settings (inclusive to social, political and historical factors) influences nursing education. As such, giving students the opportunity to work closely with host educators/field guides in actual educational settings allows for application of theory and consideration of unique setting dynamics and how these dynamics influence teaching and learning processes. Practicum courses are evaluated on a complete/incomplete basis and evaluation is largely informed by the field guide/host educator. Students must develop a learning plan for the practicum experience built on three of the six MN Nurse Educator competencies, with clear indication of goals and stated strategies to substantiate whether goals were met. The course facilitator and field guide work together to support student learning and success with meeting the goals identified in the learning plan.

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

The certificate, as with the Master in Nursing Nurse Educator option, will be offered online with the exception of the practicum courses, which are usually completed in-person, with the supervision/collaboration of a host educator/field guide. The practicum courses are typically undertaken in the geographical region within which the individual is currently residing, although if a particularly valuable learning opportunity is available such that students would engage with a field guide virtually, this is a possibility but generally not the case. Enrolment is contingent upon active, practicing nursing registration within the Province within which the individual resides – this is also a requirement of the Masters program. This, however, as outlined in section L is currently being addressed with deliberations to change this requirement to support International applicants and is thus an ongoing process.

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

Students will be evaluated as per extant course learning outcomes, and in the case of the two theory courses, assignments will be evaluated as per assignment criteria and the UVic grading scale. In the case of the two practicum courses, students will be evaluated on a complete/incomplete basis in collaboration with course field guides/host educators.

I. Does your program have learning outcomes? If yes, identify the certificate or diploma learning outcomes.

The learning outcomes for the program are identified within the course syllabi. The learning outcomes for the theory-based courses (NUED 570 and NUED 572) include exploring relationships between ontology, epistemology and ethics with nursing education and teaching theories and to critically examine the processes and structures that shape current approaches to teaching and learning as a means to facilitate identifying one's own philosophy and vision of nursing education. A substantial component of these courses is mandatory participation in online discussion forums to enable rich discourse such that students are facilitated in navigating and unpacking the content to meet the stated learning outcomes.

The learning outcomes for the practicum-based courses (NUED 573 and NUED 574) include integration and application of teaching and learning theories, concepts and strategies to nursing education with consideration of how the context of health care (inclusive to social, political and historical factors) influence nursing education. Further, students are expected to participate in a community of nurse educators and implement strategies that strengthen the place of nursing in educational and health settings. These courses are 75% practicum-based, with students working closely with expert host educators/field guides to apply theoretical content in a real world educational setting. In doing so, student interact with a host of educators and are exposed to a variety of teaching and curriculum approaches. The remaining 25% of the course is an online component in which students engage in online discussions with their peers and course professor.

J. Does the proposed certificate or diploma provide opportunities to include Indigenous perspectives and decolonization of the curriculum/program? If yes, please provide details.

The MN program is informed by a framework that integrates epistemological, ontological and ethical elements woven throughout each course (Appendix B). These elements highlight exploration of Indigenous philosophical perspectives, Indigenous ways of knowing, and how methodological approaches (via research) are attending to Indigenous communities to ensure meaningful and ethical work. As such, the four extant educational courses are founded upon this framework and subsequently include explicit engagement with Indigenous and decolonizing material that is expanded upon in online forum discussions, learning activities and assignments.

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

The cornerstone of the nursing profession is social justice, and a commitment to advocating for equity. As such, the MN framework (Appendix B) emphasizes critical perspectives to support students in evaluating and questioning contemporary approaches to education that are steeped in White privilege and may be directly and/or indirectly contributing to processes of harm for black, Indigenous and other people of colour. The pedagogy theory course also entails exploration of a variety of philosophical perspectives informing pedagogical theories and approaches including critical, emancipatory, feminist and anti-racist (including decolonizing) educational theories/approaches.

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

The School of Nursing is currently in the process of deliberating about identifying processes to support International applicants to the Masters programs and this applies to this proposed certificate as well. We recognize the value and importance of bringing in International students and seek to support this end, however, the stipulation of nursing licensing needs to be addressed in such a way that it would be feasible for International students to complete the program from within the jurisdiction where they are currently licensed. At present, enrolment in the MN program is contingent upon active, practicing nursing registration within the Province within which the individual resides – and thus this stipulation is currently under deliberation.

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

Students may take part in practicum placements within post-secondary settings with nurse educators within tenure-track research stream positions. As such, the potential for students to, as part of their identified learning goals within their learning plans may engage/take part in research work underway by the field guide/nurse educator, or, to engage in some preliminary research informed by the teaching-learning experiences identified by the student. For example, students may wish to, as one of their learning goals, apply a particular approach to teaching with a group of students and evaluate the outcome. Such activities represent nascent research opportunities with the potential to develop into larger projects. There exists a diversity of placements for practicums that potentially offer the opportunity to apply the teaching theory content and engage in research work as these sites often have projects underway that are focused on enhancing learning experiences (e.g. community organizations, Colleges, Universities and so forth).

N. Enrolment plan for the new stream (Include a table of ongoing students, anticipated annual intake and graduates from start to steady state)

Currently, the MN program has 80 available seats:
-35 reserved for the NP stream
-5 for the double degree in nursing and health informatics “NUHI”
-the remaining seats are divided between the APL (‘advanced practice’) and NUED (‘nursing education’) streams. The NP stream is set to increase seating capacity over the next 3 years, but this will not affect the NUED courses (and subsequently the proposed certificate program) because the expansion of the NP stream will be met with an increase in NP faculty. Essentially, the capacity for the certificate program is separate and apart from the proposed NP expansion and will not propose any resource/space issues for the proposed certificate.

O. How do you plan to evaluate graduate student supervision?

N/A

P. Resources requirements (include a table of program revenue and expenditures)

No additional resources are anticipated as the courses are already developed and running.

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

The theory courses are presently delivered online, so there are no imposed space constraints in this regard. Additional space requirements imposed by the certificate program are in regards to practicum placements but not anticipated to create formidable obstacles. The plan is to continue to foster relationships with current institutions and field guides/host educators and offer student support in determining interest in placement site and facilitating reaching out and inquiring about the availability/interest of host educators/field guides.

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)

The School of Nursing has approximately 250 graduate students, with approximately 65 of those being students in the NUED MN program. We have space to admit about 80 graduate students per year but often admit about 70 students. We anticipate the students admitted into the NUED certificate program will fill some of those available seats only register in courses already offered in the NUED MN program option.

Given the full-time registration eligibility criteria for UVic Graduate Entrance Awards, President Research Scholarships and donor awards we don't anticipate NUED certificate students receiving financial support of this nature.

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) Appendix C

Appendix B

MN Framework

Ontology

Philosophical

- What is philosophy?
- What is nursing?
- Who or what am I? What is being? What is a nurse?
- Philosophical traditions (world views/paradigms of belief, e.g., rationalism, realism, anti-realism, Indigenous perspectives, materialism).
- What distinguishes nursing philosophy from other philosophical perspectives?

Theoretical

- What are theories, models and frameworks?
- How does theorizing differ from theory development?
- What is advanced practice nursing?
- Knowledge traditions (e.g., science: natural, human, social; ways of knowing/ coming to know: oral traditions, gnosis).

Methodological

- What can we claim as nursing knowledge? How do we generate nursing knowledge?
- Research approaches (e.g., qualitative, quantitative) Research traditions (e.g., statistics, survey, evaluation, meaning structure)

Epistemology

Philosophical

- What is knowledge? How do we know? What is truth? How might the framework of ontology, epistemology, ethics, help us to organize and critique knowledge?
- How do history, context, material, social, spiritual, and discursive perspectives influence our ways of knowing? Are there differences between knowledge and knowing? How is distinctness determined?
- What is the focus of study within the discipline of nursing?

Theoretical

- How do theories of science inform and shape disciplinary structure and organization?
- How do Indigenous theories inform knowledge development in nursing?
- What qualifies as nursing theory/ knowledge of nursing or science? What is the relevance of nursing theory for practice, education, and research?
- How do various and diverse theories for and about nursing inform advanced practice nursing, critique of nursing, and a nursing focus of study? For example, biomedical sciences, critical theory, feminist theory, post-colonial theory, etc.

Methodological

- How are various research and practice methodologies taken up in nursing?
- How are processes such as data collection, analysis, synthesis, organization, and presentation influenced by various research methodologies?
- Examples of Research Methodologies (Parsesciencing, Rogerian Process of Inquiry, Unitary Field Pattern Portrait, Newman's HEC Research as Praxis, Gadamerian Hermeneutics, Statistics).

Ethics

Philosophical

- What is nursing ethics?
- What is ethical practice?
- What is morality?
- What values do we hold?

Theoretical

- On what bases do theories of nursing ethics, health ethics, and bio-ethics, differ?
- What are their various contributions to nursing and health care?

Methodological

- What ought we to be practicing and researching?
- How are we attending to Indigenous communities, vulnerable and marginalized groups, etc?
- How are nurse values lived in practice? What is right action?
- How are we attending to research ethics?

Appendix C: Letters of Support

AURORA COLLEGE

School of Health and Human Services
Education and Training Division
Bag Service 9700, Yellowknife, NT X1A 2R3

www.auroracollege.nt.ca

Tel: (867) 920-3030 Fax: (867) 873-0358

Dr. Vera Caine
Director, School of Nursing
University of Victoria

August 8, 2022

RE: Letter of Support for the Nurse Educator Certificate option in School of Nursing at the University of Victoria

Dear Dr. Caine,

On behalf of Aurora College, I wish to offer my support of the proposal currently under development in the School of Nursing at the University of Victoria for a Nurse Educator Certificate for Registered Nurses (RNs). The nurse educator role is crucial for both clinical and educational settings. Currently there is a national shortage of nurse educators, a situation that is expected to grow over the coming years. Increasing BSN cohort sizes and support needs of new graduates in practice highlights the necessity for academic and clinical nurse educators. A Nurse Educator Certificate for RNs and for RNs with pre-existing graduate degrees (which often do not include education-oriented knowledge and skills) would provide a flexible admission and program option for nurses who are seeking this career path. As Chair of the School of Health and Human Services at Aurora College, I believe that a flexible option for nurses to gain valuable teaching experience is a key approach to addressing and alleviating the current nurse educator shortage. As such, I fully support the School of Nursing at UVic offering a Nurse Educator Certificate option.

Yours Truly,

Original signed by Jodi Brennan

Jodi Brennan MN RN

Chair, School of Health and Human Services, Aurora College

867-920-3120, jbrennan@auroracollege.nt.ca

Selkirk College | HEALTH & HUMAN SERVICES

Dr. Vera Caine
Director, School of Nursing
University of Victoria

July 28, 2022

RE: Letter of Support for the Nurse Educator Certificate option in School of Nursing at the University of Victoria

Dear Dr. Caine,

On behalf of Selkirk College, I wish to offer my support of the proposal currently under development in the School of Nursing at the University of Victoria for a Nurse Educator Certificate for Registered Nurses (RNs). The nurse educator role is crucial within both clinical and educational settings. Currently there is a dire national shortage of nurse educators, a situation that is expected to grow appreciably over the coming years. With current conditions of increasing BSN cohort sizes and the need to support increased numbers of new graduates in practice, both academic and clinical nurse educators will be in high demand. A Nurse Educator Certificate for RNs and for RNs with pre-existing graduate degrees, which often do not include education-oriented knowledge and skills, would provide a flexible admission and program option for nurses who are seeking this career path. As the Chair of the School of Health and Human Services, I believe that a flexible option for nurses to gain valuable teaching experience is a key approach to addressing and alleviating the current nurse educator shortage. As such, I fully support the School of Nursing at UVic offering a Nurse Educator Certificate option.

Sincerely,

Original signed by Tammie Clarke

Tammie Clarke, RN, BN, MA, CCNE
Chair, School of Health and Human Services
tclarke@selkirk.ca
250.365.7292 ext 21458

COLLEGE OF THE ROCKIES

Dr. Vera Caine
Director, School of Nursing
University of Victoria

August 9, 2022

RE: Letter of Support for the Nurse Educator Certificate option in School of Nursing at the University of Victoria

Dear Dr. Caine,

On behalf of College of the Rockies, we wish to offer our support for the proposal currently under development in the School of Nursing at the University of Victoria for a Nurse Educator Certificate for Registered Nurses (RNs). The nurse educator role is crucial within both clinical and educational settings. Currently there is a dire national shortage of nurse educators, a situation that is expected to grow appreciably over the coming years. With current conditions of increasing BSN cohort sizes and the need to support increased numbers of new graduates in practice, both academic and clinical nurse educators will be in high demand. A Nurse Educator Certificate for RNs and for RNs with pre-existing graduate degrees, which often do not include education-oriented knowledge and skills, would provide a flexible admission and program option for nurses who are seeking this career path. As the Dean and Department Head, we believe that a flexible option for nurses to gain valuable teaching experience is a key approach to addressing and alleviating the current nurse educator shortage. As such, we fully support the School of Nursing at UVic offering a Nurse Educator Certificate option.

Sincerely,

Original signed by
Heather Hepworth

Heather Hepworth
Dean, Health and Human Services
College of the Rockies
hepworth@cotr.bc.ca

Original signed by
Sandi Hill

Sandi Hill
Department Head, Health and Human Services
College of the Rockies
shill@cotr.bcc.a

UVic Consultations

From: OREG SCP Consultation
To: Graduate Education Student Advisor, NURS
Subject: RE: Nursing Request for consultation
Date: January 16, 2023 11:51:57 AM

Hello Kristen,

Thank you for connecting regarding consultation for these items; Graduate Admissions and Records has had a chance to review these via the curriculum submission process and they have no questions. Unless you have anything specific you wanted to discuss, things look good to move forward.

Sincerely,
Sabrina

Sabrina Jackson, B.A. (Hons), M.A.
Associate Registrar
Office of the Registrar
Division of Student Affairs
University of Victoria
T 250-472-5328
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Together, we transform students' lives.

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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.

Please tell us how we did today. Provide your feedback here.

From: Graduate Education Student Advisor, NURS <nurscoord@uvic.ca>
Sent: January 14, 2023 5:25 PM
To: OREG SCP Consultation <oregscpconsultation@uvic.ca>
Cc: Sarah Pirani <sarahpirani@uvic.ca>; Ingrid Handlovsky <ihandlovsky@uvic.ca>; Vera Caine Director, School of Nursing <nursingdirector@uvic.ca>; Anastasia Mallidou <mallidou@uvic.ca>
Subject: Nursing Request for consultation

Dear OREG SCP Consultation,

Greetings. The UVic School of Nursing currently has three Graduate curriculum proposals currently underway for the Cycle 2 Calendar changes for September 2023, and we would like to consult with OREG as part of this process. Our former Graduate Education Student Advisor Paul Meier may have been in touch before about some of these proposals, but we would like

to please consult with your office in the coming days.

These are the proposals that are currently underway that recently passed at the FGS Council, and are being updated for the imminent SCP deadline:

- Graduate Certificate in Nursing

- Updated Thesis sequencing proposal for the Master of Nursing, Advanced Practice Leadership and Nurse Educator streams

- Updated course sequencing and NUNP course changes for the Master of Nursing, Nurse Practitioner and Post-Degree NP streams

We are available to consult on these proposals in the coming days. Please let us know your availability and which paperwork you would like us to provide.

Thank you kindly,
Kristen

Kristen Elder
Graduate Education Student Advisor
School of Nursing
University of Victoria

From: Mary McCue - IACE Office Administrator
To: Graduate Education Student Advisor, NURS; "iacreceptionist@uvic.ca"
Cc: Vera Caine Director, School of Nursing; Sarah Pirani; Ingrid Handlovsky; Anastasia Mallidou
Subject: RE: Seeking consultation on Nursing Graduate Curriculum Proposals
Date: January 16, 2023 2:10:57 PM

Hi Kristen,

I am planning to respond once I am able to speak with Dr. Green, but as her out of office message states, she is on study leave for the month of January. I will hopefully be able to have a discussion with her in the next day or so to see if there is someone else that she recommends.

Thank you for your patience, and I will update as soon as I can.

Take care,

Mary
Mary McCue, Office Administrator and Assistant to the Executive Director
Office of Indigenous Academic and Community Engagement | First Peoples House
PO Box 1700 STN CSC Victoria BC V8W 2Y2
T: 250-472-4913 |F: 250-472-4952 |
Email: iaceadm@uvic.ca Website: www.uvic.ca/iace

I acknowledge and respect the 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: Graduate Education Student Advisor, NURS <nurscoord@uvic.ca>
Sent: January 16, 2023 2:02 PM
To: Mary McCue - IACE Office Administrator <iaceadm@uvic.ca>; 'iacreceptionist@uvic.ca' <iacreceptionist@uvic.ca>
Cc: Vera Caine Director, School of Nursing <nursingdirector@uvic.ca>; Sarah Pirani <sarahpirani@uvic.ca>; Ingrid Handlovsky <ihandlovsky@uvic.ca>; Anastasia Mallidou <mallidou@uvic.ca>
Subject: RE: Seeking consultation on Nursing Graduate Curriculum Proposals

Hello, Mary and Darlene,

We at the School of Nursing received an out-of-office message from Dr. Greene to our inquiry earlier today, and so are writing to you with our below request to see if we might consult with the IACE this week regarding these graduate proposals. We are very sorry for the delay in contacting your office as we learn the Calendar process.

Thank you kindly,
Kristen

From: Graduate Education Student Advisor, NURS
Sent: January 16, 2023 11:39 AM
To: Jacquie Green <iaceed@uvic.ca>
Cc: Vera Caine Director, School of Nursing <nursingdirector@uvic.ca>; Sarah Pirani <sarahpirani@uvic.ca>; Ingrid Handlovsky <ihandlovsky@uvic.ca>; Anastasia Mallidou <mallidou@uvic.ca>; Mary McCue - IACE Office Administrator <iaceadm@uvic.ca>
Subject: Seeking consultation on Nursing Graduate Curriculum Proposals

Dear Dr. Kundoqk Jacquie Greene,

cc. Mary McCue,

Greetings and happy new year. The UVic School of Nursing currently has three Graduate curriculum proposals underway for the Cycle 2 Calendar changes for September 2023, and we are reaching out to see if we might please consult with you and the Office of Indigenous Academic and Community Engagement (IACE) accordingly. Our former Graduate Education Student Advisor Paul Meier may have been in touch before about some of these proposals, but we would like to please consult with your office in the coming days if possible.

These are the proposals that are currently underway that recently passed at the FGS Council, and are being updated for the imminent SCP deadline:

- Graduate Certificate in Nursing Education

- Updated Thesis sequencing proposal for the Master of Nursing, Advanced Practice Leadership and Nurse Educator streams

- Updated course sequencing and NUNP course changes for the Master of Nursing, Nurse Practitioner and Post-Degree NP streams

We are available to consult on these proposals in the coming days. Please let us know your availability and any paperwork you would like us to provide.

Thank you kindly,

Kristen

On behalf of the School of Nursing

Kristen Elder
Graduate Education Student Advisor
School of Nursing | University of Victoria
nurscoord@uvic.ca | 250-721-7961
HSD A406 | 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:	Ingrid Handlovsky
To:	Elizabeth Adjin-Tettey - Acting Associate Vice-President Academic Planning; Paul Meier, Graduate Education Advisor; Robin Hicks – Dean of Graduate Studies; gradnurs
Subject:	RE: NUED Certificate
Date:	June 23, 2022 10:15:40 AM
Attachments:	image001.jpg

Thank you so much for this information, Elizabeth!

Sincerely,

Ingrid

From: Elizabeth Adjin-Tettey - Acting Associate Vice-President Academic Planning <avpap@uvic.ca>
Sent: June 22, 2022 7:04 PM
To: Paul Meier, Graduate Education Advisor <nurscoord@uvic.ca>; Robin Hicks – Dean of Graduate Studies <graddean@uvic.ca>; Ingrid Handlovsky <ihandlovsky@uvic.ca>; gradnurs <gradnurs@uvic.ca>
Subject: NUED Certificate

Hello All,

Thank you for the opportunity to learn about plans for a Certificate program in NUED. I can confirm that certificate programs do not require Ministry approval. Also, I would like to bring to your attention AC1135 Policy for the Establishment of Certificate and Diploma Programs, section 4 on Graduate Certificates or Diplomas.

Please keep in mind the proposal will have to go through the FGS approval processes before submission to SCP in addition to the parallel SCC process through Kuali.

Don't hesitate to contact us if you have questions along the way.

Thanks,

Elizabeth

Dr. Elizabeth Adjin-Tettey
Acting Associate Vice-President Academic Planning
Professor of Law
University of Victoria
PO Box 1700 STN CSC
Victoria, British Columbia, Canada
V8W 2Y2 Canada
250.853.3761
https://www.uvic.ca/law/facultystaff/facultydirectory/adjintettey.php

I acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands,

and the Songhees, Esquimalt and W̲SÁNEĆ peoples whose historical relationships with the land continue to this day.

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Document #BOG-Mar28/23-20

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

March 13, 2023

To: Operations and Facilities Committee

From: Elizabeth Croft
Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: March 28, 2023

Subject: Proposal to establish a Staged Voice stream in the existing Master of Music Performance Option

Basis for Jurisdiction: Senate Committee on Planning meeting February 1, 2023
Senate meeting on March 3, 2023

Strategic Relevance:

The proposal to establish a Staged Voice stream in the existing Master of Music Performance Option aligns with the following UVic Strategic Framework Strategies:

Strategy 3.2 – Ensure that across all program, in and out of the classroom, students actively develop the skills, abilities and attributes that support academic and personal success, lifelong learning, leadership and social responsibility, as set out in the University of Victoria Learning Outcomes
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 establish a Staged Voice stream in the existing Master of Music Performance Option, as described in the document "Master's in Music Performance – Staged Voice" effective September 2023, and that this approval be withdrawn should the program not be offered within five years of the granting of approval.*

Background:

UVic has an ongoing relationship with Pacific Opera Victoria (POV). Prior to 2018, the relationship was informal, with UVic singers being encouraged to audition for roles at POV. In 2018, the relationship was formalized with a new ensemble opportunity which provides program credit for students who sing in the POV chorus (alongside other course demands). The success of this program has prompted further explorations in how to combine strong university training in voice with the professional opportunities found in artist development programs offered by major opera companies.

The School of Music has two specialized streams: Master of Music Performance – Emphasis String Quartet and Master of Music Performance – Conducting, within the Master of Music in Performance suite.

The proposed Master of Music in Performance – Staged Voice is similar to the traditional Master of Music Performance programs, but with a focus on staged vocal repertoire that is augmented with professional development opportunities with a local opera company. This program differs from our other UVic Master of Music Performance programs in that it creates a five-term project stream that is focused on the development of dramatic roles for voice.

The proposed stream is mutually beneficial in a variety of ways, from UVic students gaining professional opportunities and experience, to POV developing talent for its productions. Fundamental to the collaboration is a deep investment in UVic's commitment to a student-centered experience that values the holistic development of young talent.

Attachment(s): March 2023 Senate docket for the proposal to establish a Staged Voice stream in the existing Master of Music Performance Option.

University of Victoria | Senate Committee on Planning

MEMO

Date: February 15, 2023

To: Senate

From: Senate Committee on Planning

Re: **Proposal to establish a Staged Voice stream in the existing Master of Music Performance Option**

At its meeting on February 1, 2023, the Senate Committee on Planning considered the proposal to establish a Staged Voice Stream in the existing Master of Music Performance Option.

The School of Music has two specialized streams: Master of Music Performance – Emphasis String Quartet and Master of Music Performance – Conducting, within the Master of Music in Performance suite.

The proposed Master of Music in Performance – Staged Voice is similar to the traditional Master of Music Performance programs, but with a focus on staged vocal repertoire that is augmented with professional development opportunities with a local opera company. This program differs from our other UVic Master of Music Performance programs in that it creates a five-term project stream that is focused on the development of dramatic roles for voice.

The following motion is recommended:

Motion: that Senate approve, and recommend to the Board of Governors that it also approve the proposal to establish a Staged Voice stream in the existing Master of Music Performance Option, as described in the document "Master's in Music Performance – Staged Voice" effective September 2023, 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
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

NEW STREAM WITHIN AN EXISTING GRADUATE PROGRAM TEMPLATE

Master's in Music Performance – Staged Voice

Submitted by:	**Name and title**	**Email**
Contact person	B. Butterfield, Prof., J. Salem, Assoc. Prof.	salemjr@uvic.ca
Dean or designate	Dr. Allana Lindgren, Dr. Eva Baboula, Associate Dean	finedean@uvic.ca, fineassociatedean@uvic.ca

Please provide dates of all approvals

Required approvals	**Date**
Pre-consultation with AVPAP (by contact person and Dean/designate)	31 Aug 2022
Pre-consultation with Faculty of Graduate Studies – please contact fgscirc@uvic.ca	6-8 July 2022
Departmental approval	28 Oct 2022
Faculty Council* approval **or equivalent Faculty voting body*	2 Nov 2022
Graduate Executive Committee approval	6 December 2022
FGS Council approval	13 Jan 2023
Senate Committee on Planning approval	1 Feb 2023

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	28 Jan 2018
Executive Director, Co-operative Education and Career Services	Nov 2017 (multi)
Office of the Registrar – please submit consult request to OREGSCPConsultation@uvic.ca	10 Feb 2023
Indigenous Academic and Community Engagement	5 Dec 2022

Proposal for a New Stream within an Existing Graduate Program

PROPOSAL (up to 4,000 words plus appendices)

A. Identification of new stream

Name, Location, Academic units (Faculties, departments, or schools) offering the new Master's degree	School of Music, Faculty of Fine Arts
Anticipated stream start date	Fall 2023
Name, title, phone number and e-mail address of contact person	Dr. Joseph Salem, 7910, salemjr@uvic.ca

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

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

The School of Music in the Faculty of Fine Arts offers MMus programs in composition, performance, and four graduate program options in musicology (MA and PhD). The School also has two specialized streams: MMus Performance – Emphasis String Quartet and MMus Performance – Conducting. We follow these recent precedents in proposing a **new stream in the MMus Performance suite**, titled **MMus in Performance – Staged Voice**.

Our existing programs recognize the traditional distinction between music scholarship, music creation, and performance in a variety of ways. The MMus Composition is focused on music creation, whereas the MMus Performance is focused on performance (including the interpretation of historical music). Meanwhile, our MA/PhD Musicology programs focus on the scholarly study of music, usually with research paper (thesis) outcomes. The proposed **MMus in Performance – Staged Voice** shares much with our traditional MMus Performance programs, but with a focus on staged vocal repertoire that is augmented with professional development opportunities with a local opera company.

Pacific Opera Victoria (POV) is a well-established, highly successful, mid-tier opera company based in Victoria, BC. It hosts three major opera productions per season which align with the academic calendar (one in the fall, and two in the spring). It also hosts artist development workshops, masterclasses, and several community outreach programs. Further to these, POV is also developing important EDI and Indigenous resurgence initiatives that align with and complement those at UVic, including "Music in the Meadows," "Voices in Nature," and others (https://pacificopera.ca/whats-on/opera-etc/).

UVic has an ongoing relationship with POV. Prior to 2018, our relationship was informal, with professor Benjamin Butterfield and instructor Anne Grimm encouraging UVic singers to audition for roles at POV. In 2018, we formalized this

relationship with a new ensemble opportunity, MUS 580H, which provides program credit for students who sing in the POV chorus (alongside other course demands). The success of this program has prompted further explorations in how to combine strong university training in voice with the professional opportunities found in artist development programs offered by major opera companies. This led us to the current proposal: a program that converts current student extracurricular activities at POV into for-credit curricular opportunities. Doing so reduces student fatigue while improving mental health and time-to-degree. Simultaneously, this collaborative relationship with POV will increase the freelance employment opportunities for members and graduates of the program.

UVic has no aspirations to create an in-house opera program; rather, we will maintain our focus on developing broad training in voice while utilizing collaborative opportunities with POV for coaching and performance. In short, our collaboration will foster "complete musicians" in UVic's MMus Performance program while providing significant opportunities with POV to tailor the project outcomes to professional opportunities in the community.

The collaboration differs significantly from bespoke opera programs focused almost exclusively on opera repertoire (such as those at UBC, U of T, and McGill). In these, incoming students often devote themselves entirely to the world of opera while competing for a limited number of lead and secondary roles heavily dependent on casting needs. UVic's program will develop singers across various repertoires (song, musical theatre, opera, et. al.) while distributing operatic roles equitably among students. The emphasis on early-stage training across a diversity of genres also distinguishes this proposal from artist development programs associated with professional organizations (i.e., those attached to the opera companies in Houston, Santa Fe, San Francisco, and New York, among others). The proposal is mutually beneficial in a variety of ways, from UVic students gaining professional opportunities and experience, to POV developing talent for its productions. Fundamental to the collaboration is a deep investment in UVic's commitment to a student-centered experience that values the holistic development of young talent. Furthermore, POV supports a diversity of programming in the form of significant community outreach efforts designed to reach new audiences that may differ from those in contemporary opera houses. In sum, both institutions will provide valuable opportunities for a broad range of singers with attention to EDI concerns, regardless of the availability of operatic roles for specific voice types.

This program differs from our other UVic MMus Performance programs in that it creates a five-term project stream that is focused on the development of dramatic roles for voice. Minor adjustments to existing course codes appear in the **appendix** in the form of ensembles (MUS 580H and 581H) and year 1 and 2 project courses (588H and 598H, respectively). It is important to note that several of these courses are repeated, "shared classroom" models across multiple terms and years that are typical in the School and for performance training, such that individuals in these courses actually meet together in collaborative environments that foster peer mentorship. Although students would occasionally receive instruction off-campus in a field school environment, the nature of their training and performance obligations would ensure the routine oversight of UVic faculty as instructors-of-record, as is currently the case for MUS 580H. This includes expected affiliations of relevant POV personnel with the Faculty of Graduate Studies under FGS policies. (Separately, all POV performers are also protected by an artists' union.)

The program is resource neutral for UVic. POV has committed to additional resource investments in the form of greater participation by UVic students in current initiatives. Although this program requires the creation of new course codes, these convert existing extracurricular activities by UVic students and faculty into professional development courses that fulfill program requirements. If successful, the collaboration could guide future resource changes at UVic, but we expect these to take the form of zero-sum changes in our strategic resourcing plan. This is in part due to a potential vacancy left by a recent retirement in the area of voice.

The program is in close alignment with a variety of UVic's strategic goals. First and foremost, it offers **experiential learning opportunities** based in **community engagement**. It offers an opportunity for **more efficient course delivery** that provides **more for less** through **a collaborative initiative**. It also offers important opportunities for **research-creative outcomes** in the form of professional-level graduate projects. And finally, POV's outreach programs engage with **new audiences and communities outside of typical university and opera contexts** to promote awareness of **EDI** issues and **Indigenous Reconciliation and Resurgence.**

C. Labour market, student demand and employment opportunities.

No data-driven studies have been conducted of labour market demand; however, this stream is based on the success of an ongoing, informal relationship that has demonstrated strong demand from professional organizations including POV, Opera Nuova, Christ Church Cathedral, the Victoria Symphony, and others. Beyond POV, a minimum of two other local organizations are unofficial stakeholders in the program through extracurricular forms of professional development and student employment (these include Christ Church Cathedral and the Victoria Symphony—see consultation letters). Additional regional programs with existing collaborations with UVic faculty will also likely draw from graduates of the program, as they have with past (e.g., Opera Nuova—see consultation letters). It is important to note that these organizations, like POV, have expressed a desire to employ more UVic students and graduates in ongoing rotations as part of a talent supply chain to other organizations across Canada and the world. Thus, in our assessment, the new stream effectively *increases* student demand and local employment opportunities by providing a new, robust infrastructure for talent development and promotion. For those unfamiliar with the business, this model promotes a recalibration of the balance between local and international talent in a post-COVID world.

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

Since formalizing MUS 580H, the School has accepted an average of two graduate students per year. These students are typically involved in MUS 580H (POV Chorus) and, separate from their program requirements, also currently audition and receive more significant roles in POV productions while under the supervisor of UVic instructors Benjamin Butterfield and Anne Grimm. The new stream provides program credit for these previously extracurricular activities, converting the occasional professional employment of students in POV productions to for-credit course and program opportunities while simultaneously reducing and focusing other program requirements. This ensures students continue to complete the program on time but with less mental and physical fatigue. It also means that UVic's support for these students is more directly tied to for-credit educational experiences. Currently, we do not expect an increase in the number of admitted students; rather, we expect this existing cohort to roll-over into the new program.

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

Admissions, student evaluation, supervision, and oral examinations are all very important considerations of the new stream. The evaluation of incoming students (applications and auditions) is often collaborative between Profs. Butterfield and Grimm. Currently, Professor Butterfield acts as the instructor of record for MUS 580H. Policy dictates UVic instructors-of-record for MUS 545, MUS 580H, 581H, MUS 588H, MUS 598H, which would include instructors Butterfield and Grimm among potential others. (The School of Music regularly employs a number of collaborative pianists and coaches alongside several musicologists with research expertise in opera.) Two of these courses currently exist, and the three others replace current courses with program-specific options while merely shifting the relevant faculty resources from MUS 588, 598, and 581 to 588H, 598H, and 581H, respectively. (Readers should note that the standard codes are used by all performance students regardless of instrument, whereas the "H" suffix would provide more specific course descriptions for those in this program—again, see curriculum appendix.) These new courses are thus resource-neutral for UVic. The informal relationship between UVic and POV and the implementation of MUS 580H has been a testing ground for the effective management of these aspects of the program, and we are confident that we can maintain and enforce UVic graduate policies while meeting its collaborative demands.

F. Curriculum design (Include draft curriculum as Appendix)

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

Please See Appendix 1

The new stream is closely aligned with its parent, the MMus Performance program. Its primary differences include a five-term stream of rotating ensembles and capstone projects that are affiliated with POV activities, with the initiation of the final project course, MUS598H, during the intermediate summer term. In addition, one MMus elective is tailored to the stream as a requirement via the promotion of an existing course (MUS 342/542).

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

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

This stream facilitates a deep, continuous engagement with the Victoria arts community and public during each term of enrolment. Beyond the rich experiential learning activities that are already at the heart of the MMus Performance program (including individual mentorship, public performance, and other community-engaged activities), students in this stream would experience similar learning outcomes as part of a professional organization committed to artistic development and community outreach. Students would also develop strong relationships with other community organizations via professional affiliations (as have past MMus graduates).

Several such affiliates have previously employed UVic voice graduates (locally, this includes Christ Church, the Victoria Symphony, and Opera Nuova, among others). This program would strengthen such connections by further tailoring the training of students to relevant areas of employment. Such opportunities are typically part-time, freelance, and gig-based (as is typical in this industry even for full-time professionals). For these reasons, they do not align with typical co-op or internship terms, although they do represent a similar scenario involving UVic and an employer in a symbiotic relationship that provides student employment, mentorship, and post-graduate opportunities. (Please note that extensive consultation with UVic's Co-Op Education program began in 2017 prior to the development of MUS 580H and has continued as different opportunities have arisen, but no current need for an official co-op program has been identified.) Although not part of this proposal, discussions are taking place to develop co-op/internship roles for UVic students in related areas (arts administration and marketing).

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

No. While UVic has explored (and offered) distance education options (for both course delivery and community engagement opportunities), the program is designed for in-person learning. That said, temporary adaptations of the program for distance education that parallel the response to COVID-19 are possible.

Identify the program learning outcomes.

As a new stream, the learning outcomes parallel those of the MMus Performance, but with an emphasis on vocal performance of dramatic repertoires. Students develop skills in the performance of music (including vocal technique, collaborative performance, repertoire acquisition, the historical and contextual understanding of historical repertoires, culturally-sensitive issues related to the performance of music, and teaching one's own instrument), as well as the collaborative nature of music education, performance, and production as part of a community organization. These include:

- the ability to participate as an engaged member of a performing community
- the ability to welcome, engage, and educate a variety of audiences and community members, and
- the ability to fulfill a variety of professional commitments on a strictly defined, inflexible calendar schedule.

Provide anticipated times to completion.

The program is designed to take five terms, which includes one summer term, as per typical FGS guidelines. Students enroll in project course MUS 598H during the intermediate summer term. Due to the efficiencies of the tailored stream, we expect to continue our record of timely completion for MMus voice students while introducing a greater variety of experiential learning activities, professional development, and community engagement.

Describe any plans for international or indigenous opportunities or perspectives.

Opera performance with a professional company is by its very nature international, with casts and ensembles regularly involving members from a diverse set of backgrounds and national affiliations. It is rare for a production to not include several guest members from around the world with commensurate international experience.

Discussions are already underway regarding engagement with Indigenous perspectives. POV is investing heavily in EDI and Indigenous perspectives to update their own repertoire and their engagement with communities. The MMus Performance stream would be an important component of this investment by providing young talent as the basis of its community outreach endeavors and new repertoire offerings. Further to this, discussions are underway for a new course section, MUS 581H, to provide a unique chamber music experience connected to these initiatives.

Plans for integration of teaching and research.

The MMus Performance shell provides extraordinary levels of integration of teaching and research across virtually all of its course demands. The new stream builds on this by including a greater diversity of collaborators with a broader variety of creative research specializations.

G. Anticipated enrolment and student financial support plan

Currently, UVic admits about two graduate vocalists a year. These vocalists are accepted with the understanding that they will engage with POV in some capacity (normally one or more terms of MUS 580H: POV Chorus). The new stream formalizes this arrangement and increases its proportion in the program physiognomy. We anticipate no change in the number of students enrolled in the short term. Instead, the shift would take the form of additional screening of applicants to ensure their ambitions matched the new stream.

In addition to our typical funding packages (which combine FGS funding with numerous donor awards), members of this program will have the pledged community support of POV, Christ Church Cathedral, and the Victoria Symphony. Some examples include multiple extra-curricular performance opportunities (usually with honorariums) offered by these organizations, such as POV's "Coloratura Performances," "Pop-up Opera," and "Voices in Nature." Further aspects of other forms of support are supplied in the consultation letters from these organizations.

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

There are no immediate or substantial resource requirements for UVic faculty, staff, space, or the library. Although there are new opportunities that require resource investment, these are covered by POV as part of their own operations (staffing, logistics, and funding for outreach programs and related rehearsals).

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

There are no directly competitive streams in BC. There are opera-specific educational programs, and opera-specific professional companies. Several of these were sent consultation invitations. They include:
UBC
University of Calgary
University of Alberta
University of Manitoba
Opera Nuova: https://operanuova.ca/ (Kim Mattice Wanat)
Vancouver Opera: https://www.vancouveropera.ca/ (Tom Wright)
City Opera Vancouver: https://cityoperavancouver.com/ (Victoria Wilcott)
East Van Opera: https://www.facebook.com/eastvanopera/ (Tom Wright)
Against the Grain Theatre: https://atgtheatre.com/ (Joel Ivany)
Opera at Banff Centre ("The Opera in the 21st Century): https://www.banffcentre.ca/opera (Joel Ivany)
Canadian Opera Company: https://www.coc.ca/ (Perryn Leech)

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

Due to the specialized nature of the program, consultation letters are limited to other Fine Arts programs (theatre), UVic libraries, Co-op education, and the Office of Indigenous Academic and Community Engagement.

Salem 2022

Appendix 1: MMus Performance – Staged Voice

The Staged Voice Stream outline is adapted from our MMus Performance program. Although it shares many features with its parent program, it differs in fixing one "elective" requirement as MUS 542 (Lyric Diction) and removing the second elective requirement to ensure an appropriate time-to-degree. Otherwise, as a stream, its differences include tailored course codes and descriptions (**bold***), but no new classroom courses.

Program description:
https://uvic.kuali.co/cm/#/specializations/view/62a8c133550e8447c1b87c65

Course-code changes:
https://uvic.kuali.co/cm/#/courses/edit/62a8c3d4694786945b9d13ad
https://uvic.kuali.co/cm/#/courses/edit/62a8beaac710816bbceecb42
https://uvic.kuali.co/cm/#/courses/view/62a8c0152df6700e36de76ef
https://uvic.kuali.co/cm/#/courses/view/62f6d84d8024e49c2a878a22

Course	Title	Units	Description
MUS 503	Music Bibliography	1.5 units	Standard requirement in music research.
MUS 545	Major Instrument Study	1.0x4 units	Individual tuition with primary supervisor
MUS 581*	Chamber Music	0.5x4 units	Small ensemble collaboration. A POV-specific adaptation of this course is prepared as MUS 581H.
MUS 580	Large Ensemble, at least two of 580H POV Chorus	1.0x4 units	Large ensembles collaboration, one of which is 580H POV Chorus.
MUS 542*	Lyric Diction	1.5 units	**This is a current UVic course (MUS 342) which would become dual-listed as a graduate-level option.**
MUS 588H*	MMus Practicum First Year POV Performance	1 unit	An existing first-year practicum. **The new code aligns it with POV artist development/outreach and would culminate in a recital as part of that program**.
MUS 598H*	MMus Practicum Second Year POV Performance	1.5 units	An existing project course. **The new code aligns it with a set of tailored project options.**
[Total]		**15.5 units**	

Summary by Year:

Year 1:
MUS 503 (Bibliography)
MUS 542 (Diction)
MUS 545 (Individual Instruction)

MUS 580 first term (large ensemble, 580H)
MUS 580 second term (large ensemble, 580H or another UVic ensemble)
MUS 581 first term (chamber music)
MUS 581 second term (chamber music)
MUS 588 recital as part of POV artistic development/community outreach programs

Summer:
MUS 598H (repeated until completed)

Year 2:
MUS 545 (Individual Instruction)
MUS 580 first term (large ensemble, 580H or UVic ensemble)
MUS 580 second term (large ensemble, 580H or another UVic ensemble)
MUS 581 first term (chamber music), possible 581H
MUS 581 second term (chamber music)
MUS 598H recital as combination of POV lead or second outreach recital

MUS 581H Course Description:
Students participate in Pacific Opera Victoria "Coloratura Performances" and attend relevant coachings for MUS 580H and 581H. Students are responsible for ensuring there are no schedule conflicts between off-campus and on-campus contact hours in their course load timetable.

MUS 588H Course Description:
Students simultaneously take MUS 545, culminating in <u>one</u> of three project options:

1) Full participation in POV "Coloratura Performances"
2) A principal role in a spring POV opera production*
3) A solo voice recital (minimum thirty-five minuets of actual repertoire).

*In the case of a *comprimario* role, students may be asked to perform a ten-minute jury at the end of term.

In all cases, two faculty jurors will review at least one public performance (it need not be the same performance for each juror). A COM-F-N-INC evaluation will be compiled according to broader MUS 588 standards, as determined by the School of Music Performance Committee. Students who fail MUS 588H may not advance in the program.

MUS 598H Course Description:
Students simultaneously enrol in MUS 545, culminating in <u>one</u> of three project options:

1) A principal role in a spring POV opera production
2) Two *comprimario* roles in two spring POV opera productions

3) One comprimario role and the understudy/shadowing of a corresponding lead role from the same opera* and a short jury featuring material from the corresponding role
4) Participation in MUS 580 POV Chorus and the understudy/shadowing of a corresponding lead role from the same opera* and a 35-minute recital featuring excerpts from the corresponding role

In addition, all students must complete an oral defense for their project (see MMus Performance requirements).

*The understudy/shadowing of a lead role includes observing, during rehearsals and available coachings, all musical and dramatic features of an appropriate role (determined by casting potential), as well as familiarizing oneself with the relevant music. Students work in close consultation with their primary supervisor to determine exactly what musical-dramatic material needs to be mastered for further evaluation, whether jury or short-form recital.

In all cases, two faculty jurors will review at least one performance of each relevant component (it need not be the same performance for each juror). Any jury or recital repertoire will be determined in close consultation with the student's supervisor.

PACIFIC OPERA VICTORIA

February 3 2023

Dr. Joseph Salem
Assistant Professor of Musicology
University of Victoria

Sent via email: salemjr@uvic.ca

Dear Dr. Salem

Re. Proposed program *M.Mus Performance – Staged Voice* for the School of Music, Faculty of Fine Arts at the University of Victoria

We are writing in support of the development of the proposed new Masters music program *M.Mus Performance – Staged Voice* and to confirm Pacific Opera Victoria's commitment to collaborating with the University of Victoria's School of Music to deliver this program. Pacific Opera Victoria and UVic's School of Music have developed a successful collaborative working relationship – both informally and formally – spanning many years and we are excited to be involved in this new program, which offers many meaningful educational opportunities.

Pacific Opera's organizational mandate includes a commitment to supporting the professional development of performing artists and we are always proud to welcome into the Pacific Opera Victoria Chorus, voice students enrolled on UVic's Mus 580H course, which allows students to gain course credit for working on a professional production. Students have performed in a variety of Pacific Opera productions including, most recently, the 2022/23 season production *Carmen.* From both a performance and an academic perspective, courses like Mus 580H and the new *M.Mus Performance – Staged Voice* program provide students with the valuable experiences through which they can hone their craft, develop relationships with industry professionals and create pathways for professional employment with arts organizations such as Pacific Opera.

Pacific Opera is supportive of collaborative instructors who function under UVic's policies, and looks forward to deepening the impact of music education.

Pacific Opera is eager to continue its ongoing work to nurture the next generation of opera singers through this collaboration with UVic and the implementation of this innovative program.

Yours sincerely

Original signed by Timothy Vernon

Timothy Vernon, C.M., LL.D (Hon), DMus (Hon)
Artistic Director

Original signed by Ian Rye

Ian Rye
Chief Executive Officer

CC Professor Benjamin Butterfield, Head of Voice, School of Music, University of Victoria benjamin@uvic.ca

The O'Brian Centre for Vancouver Opera
1945 McLean Drive, Vancouver, BC V5N 3J7
604-682-2871 | info@vancouveropera.ca

vancouveropera.ca

vancouveropera

To whom it may concern,

I am writing to express my utmost support for the UVic School of Music's proposed new concentration, the **Mmus in Performance — Pacific Opera Victoria**.

As the General Director of Vancouver Opera, I see first-hand how exceptional programs set emerging singers up for success. I have reviewed the proposal for the new program and am confident that it would add a great deal of value to the artistic ecosystem in which we want young artists to learn, grow, and thrive. I am particularly heartened to see the focus on equitable treatment of students and their performance opportunities in the program proposal, as well as themes around student wellbeing, individualization, and skill diversification. Empowering young singers with these tools sets a generation of artists up for successful careers in performance.

I would also like to lend my support to the collaborative aspect of the program with Pacific Opera Victoria (POV). The organization is a leader not only in artistic excellence, but also the crucial areas of EDI and Indigenous resurgence. Collaborating with such an exemplary organization can only be of benefit to students as they take the first steps in their professional journeys. I believe POV's collaboration on the program will add a great deal of value not only to the students who partake in it, but also to the organizations for which they end up performing after graduation, and to their larger communities.

Finally, I want to express the value of a program that gets students onto professional stages, working with professional singers, production teams, and crews. This type of experience is invaluable for making the transition from university to the life of a professional performer. It is my sincere hope that the proposal is approved, and that the program begins to help more young artists in our west coast community emerge into our industry well-equipped for success.

Sincerely,

Original signed by Tom Wright

Tom Wright
General Director, Vancouver Opera

Susan Van der Flier, Chair, Board of Directors | Tom Wright, General Director | Jonathan Darlington, Music Director Emeritus

OPERA nuova

1064 Ormsby Crescent,
Edmonton, AB T5T 6J5
Phone - (780) 487 - 4844

Director of the School of Music.
University of Victoria
January 2, 2023

Dear Alexis Luko,

Please accept this correspondence as an enthusiastic letter of support for the University of Victoria's proposal of an MMus in Performance - Staged Voice.

As the Artistic and Managing Director of Opera NUOVA, I have had the opportunity to see the benefits and problems of masters programs which offer graduate degrees in opera performance. The UVic proposal is refreshing with an understanding of how to best create a graduate program that places the students' needs at the epicentre of this experiential field of study.

The proposal has enormous vision in creating a vibrant relationship with Pacific Opera and will avoid the pitfalls of many graduate programs that attempt to simulate a professional experience within an academic institution. These simulated experiences often skew the reality of how the industry works and create a competitive environment amongst singers which is not conducive to promoting an educational platform's objectives.

It is exciting to consider the implementation of creative experiential learning that will enhance the exceptional training that is evident in the artists that graduate from the voice division of UVic. It is reassuring to see a commitment to offering credit for the extracurricular activities and it is impressive to see a commitment to integrated training that is focused on a wholistic, respectful approach that is mindful of mental wellbeing.

Opera NUOVA is well known for our summer intensive program, but we are constantly expanding with full year programming. We have employed several UVic graduates in the past, but this type of robust experiential graduate training will certainly increase our interest in employing future graduates.

We hope that this visionary thinking is strongly supported. It would be a significant model that should be adopted by many other institutions. Please do not hesitate to contact me if I can be of any further support. Thank you for the opportunity to support this vision.

Sincerely,

Original signed by Kim Mattice Wanat

Kim Mattice Wanat

Artistic and Managing Director of Opera NUOVA director@operanuova.ca 780-298-4934

OPÉRA
DE MONTRÉAL

Montréal, 20 January 2023

Alexis Luko, PhD
Director, School of Music
Faculty of Fine Arts
University of Victoria

Dear Dr. Luko,

This letter is an endorsement of the proposal for a Masters in Voice Performance – Stages Voice.
I am both General Director at the Opéra de Montréal and former CEO of Pacific Opera Victoria. I support the proposed program whole-heartedly and will speak to its value in helping UVIC graduate students build their professional paths.

Typically, career-bound voice students, upon completing a Masters in Voice, will compete for a place in an emerging artist program like Opéra de Montréal's Atelier lyrique. To outline the competitiveness of this pursuit, each year we hear over 150 singers to choose ten finalists, from which we can take three to five candidates for a two-year paid residency. As we arrive at the finals, the candidates' professional experience and ability to work at a professional level is of significant weight in our decision. The practical experience available through the proposed program will give UVIC candidates an important advantage when competing for such programs as the Atelier lyrique, which today, are virtually prerequisites for a professional career in opera.

Victoria and Vancouver Island have given the Opera world an out-measured source of international professional singers, including Benjamin Butterfield, Jessica Muirhead, Kathleen Brett, Richard Margison, and Josh Lovell, to name but a few. Each of these distinguished artists found access to the professional resources available in Victoria – including Pacific Opera Victoria – which helped them cut their teeth in ways that Universities cannot.

Though Pacific Opera Victoria doesn't have a significant post-graduate training residency, it is uniquely renowned nationally as a company that engages emerging professionals to gain the experience and credentials, they need to forge careers. POV has proven over decades, on a national level, their commitment to and competence in, nurturing emerging talent. The proposed Staged Voice program seems to me a rare and perfect opportunity to offer Graduate candidates in Voice tremendous value and a good leg up in a profoundly competitive field.

Sincerely,

Original signed by Patrick Corrigan

Patrick Corrigan
General Director

260, boulevard de Maisonneuve Ouest, Montréal (Québec) H2X 1Y9
T. 514 985-2222 F. 985-2219
info@operademontreal.com www.operademontreal.com

EDMONTON **OPERA**

November 6, 2022

University of Victoria
Faculty of Fine Arts School of Music
MacLaurin A163 PO Box 1700 STN CSC
Victoria, BC V8W 2Y2

Dear University of Victoria Faculty of Fine Arts,

I write with warm wishes, hoping all are enjoying a wonderful fall semester. I have read over the proposed documents sent by both Dr. Joseph Salem and Professor Benjamin Butterfield.

The implementation for a Master degree, Music in Performance, working with Pacific Opera Victoria seems like an ideal partnership from both the academic side as well as the performance side. Young aspiring opera singers need to sing and perform to gain valuable experience. Depending where they go to school, there may not be as many robust opportunities to take advantage of. The structured partnership with the local professional opera company is long overdue and one that support wholeheartedly.

From an academic standpoint, singers are supported and instructed through UVic. With a new MMus in Performance, singers can begin creating a relationship with POV for much needed professional networking, develop their music making with industry professionals and gain stage experience to better equip them for a performance career. To have POV additionally pay them for their work is an added bonus to pay off school fees and contribute as an emerging professional.

With individual solo opportunities through community and outreach concerts with POV, this type of training and masters program should be duplicated at other cities across Canada.

Should you have any questions, please do not hesitate to reach out.

Sincerely,

Original signed by Joel Ivany

Joel Ivany
Artistic Director

15230 128 AVE NW, EDMONTON, AB T5V 1A8 (780) 288.4027 @JOELIVANY

From: **Music Director** musicdirector@uvic.ca
Subject: Re: [EXT] Re: Seeking Your Feedback for New UVIC MMUS in Performance-POV
Date: August 5, 2022 at 6:18 PM
To: Charles Barber cb0bc@yahoo.com, Joseph Salem salemjr@uvic.ca, Benjamin Butterfield benjamin@uvic.ca

MD

Dear Charles,

Thank you so much for your valuable feedback. I appreciate that you have taken the time to provide this helpful input!
Wishing you a wonderful weekend,
Alexis

--

We acknowledge and respect the Lək^{w} əŋən 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.

Alexis Luko, Ph.D. (she/her)
Director, School of Music

Professor
School of Musicl Faculty of Fine Arts
University of Victoria
T: 250-721-7901
MACB104
musicdirector@uvic.ca
faculty profile

From: Charles Barber <cb0bc@yahoo.com>
Date: Sunday, July 31, 2022 at 8:04 PM
To: Music Director <musicdirector@uvic.ca>, Joseph Salem <salemjr@uvic.ca>, Benjamin Butterfield <benjamin@uvic.ca>
Subject: [EXT] Re: Seeking Your Feedback for New UVIC MMUS in Performance-POV

31 July 2022

Dear Colleagues:

I find that I have little to add to my earlier reply.

POV has a simply first-class reputation. Their commitment to new, Canadian, and worthy repertoire could be nothing but an asset to your students, and to UVic.

If we are to run more than a mausoleum -- and better than a museum -- in the world of opera, we are obligated to introduce and induce gifted young singers to this music. To explore it. To help create it. To add its most stellar moments to their recitals, their auditions, their futures.

Some years ago, we had a fine young singer come to us in audition. Among other works, he presented an aria from a recent Jake Heggie opera. Its presentation was unusually well conceived. I asked the singer to hold for a moment while I called San Francisco: "Jake? Charles. Can you listen to this for a sec?" The baritone sang it again, and the two of them ended up talking for ten minutes.

One career was honoured, a newer career was elevated, and so it goes, one at a time, as we build the art we adore.

Pacific Opera is in a very good place to do all of this. So are you.

all best,

Charles, for
City Opera Vancouver

On Monday, July 18, 2022, 09:58:24 PM PDT, Charles Barber <cb0bc@yahoo.com> wrote:

8 July 2022

Dear Prof Luko:

many thanks for your kind invitation, and no less for your most welcome initiative

as you will already know, Pacific Opera is an excellent partner in every arena. for ourselves, we learned this in co-production with them of MISSING (2017) and its 22 performances to date

more to come, but I note initially that there might be some curricular and experiential advantage in offering/emphasizing the specific field of new opera, and new music

it is increasingly the case that major institutional donors (cf Vancouver Foundation, BC Arts Council, Canada Council) are directing significant and influential resources in this direction. they do so in companion efforts to involve groups that have historically been omitted, if not actually erased, from our art

POV has an estimable national reputation in this field, and it might be advantageous to UVic and its students to leverage and maximize this prospect, and this trend

at City Opera Vancouver, we have produced five commissions in the last ten years, and recognize a change in progress. I know Ian and his people have witnessed the same

more...

Respectfully,

Charles
Dr Charles Barber
(BMus UVic 1966, MA Stanford 1986, DMA Stanford 1991)
Artistic Director
City Opera Vancouver
www.cityoperavancouver.com

On Monday, July 18, 2022, 02:22:45 PM PDT, Music Director <musicdirector@uvic.ca> wrote:

Dear Ms. Wilcott,

I hope this message finds you well!

I'm writing to get your feedback on the UVic School of Music's new proposed concentration in our existing MMus Performance program, titled **MMus in Performance – Pacific Opera Victoria**.

As part of the consultation process at the University of Victoria, we would very much appreciate receiving any comments you may have on the attached (abbreviated) program proposal by August 19th, 2022.

We welcome your feedback and we thank you, in advance, for taking the time to read this proposal.

All best for the summer!

Alexis

--

We acknowledge and respect the Lək̓ʷəŋən 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.

Alexis Luko, Ph.D. (she/her)

Director, School of Music

Professor
School of Musicl Faculty of Fine Arts

University of Victoria

T: 250-721-7903 MACB104

From: **Joseph Salem** musigrad@uvic.ca
Subject: Fwd: Consultation about new program stream, Master of Music in Performance -- Staged Voice
Date: December 5, 2022 at 8:59 PM
To:

MA

From: Jacquie Green <iaceed@uvic.ca>
Date: Monday, December 5, 2022 at 4:53 PM
To: Music Director <musicdirector@uvic.ca>
Cc: "Rob Hancock, IACE Associate Director Academic" <iaceadac@uvic.ca>
Subject: Re: Consultation about new program stream, Master of Music in Performance -- Staged Voice

Yowtz Dr. Luko! It is nice to e-meet you as well 😊

I have reviewed your proposal and signed off on the document as presented. I made no edits or comments as there are concerns or questions about Indigenous knowledge in the proposed program. You do indicate the possibility of attracting Indigenous students and hopefully one day you will 😊. Because there were no Indigenous courses, content, we have no comment. However, in the future if you wish to re-create admissions to attract Indigenous students, we would be more than willing to assist in achieving this.

We wish all the best in your program. Please note, I have included my colleague, Dr. Hancock as we both review these proposals

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



We acknowledge and respect the lək^{w}əŋən 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: Music Director <musicdirector@uvic.ca>
Date: Monday, November 14, 2022 at 4:25 PM
To: Jacquie Green <iaceed@uvic.ca>
Subject: Consultation about new program stream, Master of Music in Performance -- Staged Voice

Dear Dr. Jacquie Green Kundoqk,

Delighted to e-meet you!

I'm writing to ask for your consultation on a new program stream that is now six years in development, a Masters of Music in Performance – Staged Voice.

I'm relatively new to the School of Music (I started working at UVIc on July 1, 2021), but from what I understand from colleagues, the School of Music previously consulted on this proposal with our internal Fine Arts resurgence coordinator. I understand now that your office has become an integral part of academic planning. Please accept my apology for the late notice in asking for your consultation on this proposal.

The School of Music hopes you will find our proposal exciting. We would encourage you to explore Pacific Opera Victoria's current community programming and initiatives, many of which are spearheaded by Rebecca Hass (some of these are linked in the proposal).

Thank you for considering our proposal!

Best wishes,

Alexis

--

We acknowledge and respect the Lək^{w}əŋən 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: **Rachel Strandquist, Director, Graduate Admissions and Records** dirgaro@uvic.ca
Subject: RE: Template consult
Date: February 10, 2023 at 1:05 PM
To: Joseph Salem salemjr@uvic.ca

Hi Joe,

Thanks for sending this on. This all looks fine from the GARO/OREG perspective.

Have a nice weekend!

Rachel

Rachel Strandquist, BA, MA (she/her)
Director, Graduate Admissions and Records
Office of the Registrar | Division of Student Affairs | University of Victoria
PO Box 3025 STN CSC | Victoria BC V8W3P2
T: 250-721-8716 | E: dirgaro@uvic.ca | W: www.studentaffairs.uvic.ca

Please tell us how we did today. Provide your feedback here.

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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Please consider the environment before printing this email.

From: OREG SCP Consultation <oregscpconsultation@uvic.ca>
Sent: February 7, 2023 8:03 PM
To: Joseph Salem <salemjr@uvic.ca>
Cc: Rachel Strandquist, Director, Graduate Admissions and Records <dirgaro@uvic.ca>
Subject: FW: Template consult

Hi Joseph,

Thanks for your message. I've copied Rachel Strandquist, Director of Graduate Admissions and Records, on this email so she can review your proposal and let you know if she has any questions. I hope her job is easy as well.

Best,
Wendy

From: **Bill Blair** blairw@uvic.ca
Subject: RE: a propos meeting
Date: January 23, 2018 at 9:59 AM
To: Joseph Salem salemjr@uvic.ca

BB

Hi Joe,

Nice to see you too. Below is my 'official' statement about these new courses. If you want me to put this statement in a document or if you need more information please let me know.

Regards,

Bill

The proposed new courses 580 A – G and MUS 580H are a resequencing of the current course MUS 580. The library has been acquiring materials for use in this course for many years and therefore, I am confident that the library has sufficient materials to support these new classes. Any additional resources required may be purchased through our regular library funds assigned to Music.

Sincerely,

Bill Blair

Music and Media Librarian

From: Joseph Salem
Sent: January 22, 2018 2:50 PM
To: Bill Blair <blairw@uvic.ca>
Subject: a propos meeting

HI Bill,

Nice to see you today!

I was wondering if you could confirm the deletion of MUS 580 and its replacement with MUS 580A-G and addition of MUS 580H will have no significant repercussions for our library system. As you know, this is more of a calendar formality than anything else: the substance of these courses will not change in any appreciable way and 580H has been piloted for three years without any noticeable issues, so there should be no significant changes in how resources are accessed or used.

Thanks for your help with all of this!

Best,
Joe

Joseph Salem, PhD
Assistant Professor of Musicology

From: **Joseph Salem** salemjr@uvic.ca
Subject: Re: School of Music
Date: October 18, 2017 at 2:25 PM
To: Allison Benner abenner@uvic.ca
Cc: Norah McRae nmcrae@uvic.ca, Claudia Sperling csperlin@uvic.ca



Absolutely, Allison, it would be my pleasure to meet.

I am aware of Ben's projects and am in close contact with him regularly, so it will be easy for us to build on your previous work with him in an efficient manner!

Best wishes,
Joe

Joseph Salem
Assistant Professor of Musicology
University of Victoria
250-721-7910
MacLaurin B118

> On Oct 18, 2017, at 2:13 PM, Allison Benner <abenner@uvic.ca> wrote:
>
> Hi Joseph and Norah,
>
> Thank you for including me in this conversation and (Joseph) for outlining the main factors that need to be taken into account in deciding which approach might work best for students in Music. Earlier this year, I met with Benjamin Butterfield to discuss whether co-op might work for some of the POV students, but we didn't resolve anything at that time. I think this conversation gives us an opportunity to take a coordinated look at what might benefit students across the School of Music.
>
> Joseph, I'm wondering whether you might like to meet with me sometime this month to discuss possible approaches (Norah, if you would like to be part of this meeting, just let me know). If you'd like to meet, just let me know and I will be in touch to find a suitable time. Best, Allison
>
> Allison Benner, Ph.D.
> Co-op Coordinator
> Humanities and Fine Arts
> Co-operative Education and Career Services
> University of Victoria
>
> Sent from my iPhone
>
> On Oct 18, 2017, at 1:10 PM, Joseph Salem <salemjr@uvic.ca> wrote:
>
> > Hi Norah (and Allison),
> >
> > This is helpful and a good start. I had previous found and reviewed the terms of SOSC 300, so I am familiar with that example.
> >
> > In music, our circumstances would differ slightly, but I firmly believe that we have multiple opportunities for courses that would be offered regularly and for the foreseeable future. However, since these courses would affect different students across different sub-specialities, it may be more important for us to have a slightly more flexible model than SOSC 300.
> >
> > I was looking over your course experience glossary, et al., to see if CSL courses were really the best fit. I'm not so sure anymore. I would LOVE to use the CSL rubric, but it is possible that what we are considering is closer to a "Clinic," or "Practicum," or even "Field Placement" or Field Experience."
> >
> > What is unclear to me is the intersection of three important components, each of which needs to be apart of our course offering:
> > 1) Course Credit towards degree;
> > 2) The ability of off-site work to be partially paid in some cases;
> > 3) The ability for a native faculty member to evaluate the course and provide a grade (or pass-fail), but for the work itself to take place under the auspices of an outside organization.
> >
> > To be clear, the central issue here is that work in the arts (specifically, music) is perhaps somewhat exceptional in these regards: there are not many co-ops to be had, and it is important for students and for the market more generally that paid work be allowed (even encouraged), since such opportunities function in a broader market in which volunteer work is often abused. In short, volunteer work or unpaid internships do NOT generally led to a paid position after graduation; instead, unpaid (or paid) work is usually related to specific, temporary projects that come and go in outside organizations. As such, it is important that students be able to benefit from this professional work, build their resumes, and that the university be able to recognize these opportunities as extensions of coursework into the realm of "practice."

Two immediate examples clarify the situation:
1) Our new Music Technology Masters involves student projects that will likely involve short software and technology “internships" at local companies. These internships are more likely to be for 1-3 full-time weeks rather than anything else, and they will not constitute a stable “position,” but will instead relate to student-driven work that requires the resources of a given company and its facilities. In turn, the company receives the benefits of collaborating with the university and student. However, this experience is one that relates to the education of the student and her degree requirements (in terms of supporting a final project), and, as such, it should count for a course/degree credit.

2) Collaborations with the Pacific Opera Victoria. Several graduate vocal students do unpaid, professional work at our local opera. This work is considerably more “professional” and intensive than our own choral ensembles, and is therefore an adequate substitute. However, it is intensive and sporadic: rehearsal schedules cannot correspond to “normal” ensemble hours, and they often occur over the course of a few weeks rather than an entire term (nonetheless, the total number of hours is more than satisfactory for achieving credit). Furthermore, some students are then selected by the opera for paying roles (in the same opera). When this occurs, it is an even better experience for the students. However, since this may occur mid-experience (and mid-term), it is not practical for this to affect the course code or the nature of the course credit: it is still basic professional “practicum” experience in the field of performance.

While these examples differ, many logistics are shared between them (mainly, the three points I highlight above).

My fundamental concern is that students be able to receive course credit for these experiences AND that we might promote them as experiential learning “in the field," which means we need to make sure there are no legal issues and that we are respecting the right types of student experiences as outlined by the university. All arrows currently point to your office as having the best suggestions as to how we should label the course, what is appropriate in terms of the legality and nature of our relationship to outside organizations, and how many remuneration affects these other aspects.

You may also think of this as “checking with the office.” If these types of experiences are generally considered totally fine by the university, it is very easy for us to independently craft these courses! It just seems more appropriate to start by attempting a more collaborative approach with the main office!

Thank you for your continued attention and support,
Joe

Joseph Salem
Assistant Professor of Musicology
University of Victoria
250-721-7910
MacLaurin B118

> On Oct 18, 2017, at 12:46 PM, Norah McRae <nmcrae@uvic.ca> wrote:
>
> Hi Joseph,
>
> Thank you for reaching out about this idea. I was meeting with Susan a few weeks ago and we were discussing how CSL currently works at UVic. The current, and well established, CSL course is SOSC 300. It has been running for a number of years now and provides students with the opportunity to work with community organizations, in this case on community projects during 40 hours of unpaid time. The course description is:
>
> https://web.uvic.ca/calendar2016-09/CDs/SOSC/300.html
>
> What has been really good about this course is how the staff in the Social Sciences co-op program work with the faculty member(s) in charge of the course to source community organizations, assess the service learning component (40 hours unpaid time) and assist in other ways. This is an excellent example of collaboration that has helped make this a sustainable course which has benefits for the students as well as our community partners. It creates a coordinated approach with our community partners which they appreciate. In addition, it is a faculty-level course which allows for students from across Social Sciences (and from elsewhere with permission) to participate. You would have that possibility as well with Fine Arts.
>
> I think it is a great idea as many of our current co-op partners would likely be interested in structured projects within their organizations, and there are many small arts organizations that cannot provide a student salary, but would similarly benefit from 40 hours of project time.
>
> I would be happy to discuss these ideas further with you. I have also copied Allison Benner, your co-op coordinator, in this message so that she is aware of what you are thinking and can also touch base to discuss ways that she can support this initiative.
>
> Norah
>
> Sent from my iPad
>
> On Oct 18, 2017, at 11:53 AM, Joseph Salem <salemjr@uvic.ca> wrote:

Hi Norah (if I may),

I'm writing to inquire about co-op and CSL type courses. Here in the School of Music, we are attempting to implement several courses that involve student work "in the field," as it were. Such courses involve students working under a faculty supervisor, but also in conjunction with an outside organization/persons. In some cases (not all), students may be paid for their work.

These experiences could be considered "co-op," but the reality is that the pay/renumeration would vary, and that many projects are intensive for short periods that correspond well to a class or research project, but do not correspond well to the idea of a term co-op. I'm currently on Senate and active as a research professor, and I am very confident that these courses align with the current agenda of the university on several fronts.

My hope is that the CSL label (or some other label that I may be unaware of) would allow for us to create 1-2 course codes to cover a host of such operations at the graduate level.

Any information you can provide would be very much appreciated!

Thanks,
Joe

Joseph Salem
Assistant Professor of Musicology
University of Victoria
250-721-7910
MacLaurin B118

From: **Allison Benner** abenner@uvic.ca
Subject: Following up
Date: November 21, 2017 at 12:46 PM
To: Joseph Salem salemjr@uvic.ca

AB

Hi Joe,

It was great to meet you a few weeks ago to discuss work placements for students in the School of Music. I've been talking with various people in different departments about how they handle placements (specifically with respect to the issue of pay in credit courses), and thought I'd send a quick update on what I've heard so far. Here are the main points:

- Practicums are never paid by design, but occasionally, situations arise in which students are paid for their practicum (e.g., they are already working for an organization, live in a small community, and can't be placed in a practicum elsewhere; or they start an unpaid practicum and get hired in the middle of the practicum at the employer's suggestion). There is nothing "illegal" about these circumstances.
- Some courses inherently involve revenue generation – e.g., there is a "consulting" course in the Master of Global Business program where the class as a whole completes a paid consulting gig – in that circumstance, the student gets the course credit, and the money for the project gets paid to the Gustafson School of Business.
- From what I can tell in talking to various people, there's nothing inherently wrong with having a work placement in a credit course for which the student gets paid. Your idea of incorporating a work placement of 1-3 weeks into a course (e.g., The Business of Music) and encouraging (but not requiring) the work to be paid is allowed. The difficulty might lie in finding short-term placements for which students could be paid – it is often hard enough to find short *unpaid* placements (e.g., in Community Service Learning courses), because these short-term placement involve a lot of work and commitment from the host organization in supervising and training a student for a very short time, sometimes with little gain to them. That said, when we met, you seemed to be referring to potential situations where the host organization would definitely benefit from the student's labour (e.g., they are bringing an already established marketable skill to an organization).

Anyway, the basic message is: short-term paid placements in credit courses are allowed – there is nothing inherently wrong with gaining academic credit and income at the same time. Let me know if you want to have coffee sometime to extend some of these ideas further. Best, Allison

Allison Benner, Ph.D.
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University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

March 13, 2023

FOR INFORMATION

To: **Operations and Facilities Committee**

From: **Kristi Simpson**
Vice-President Finance and Operations

cc: **President and Vice-Chancellor**

Meeting Date: **March 28, 2023**

Subject: **Status Report on Capital Projects**

Basis for Jurisdiction: **Committee's Terms of Reference**

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

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

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

Attachment(s):
VPFO/FMGT Project Updates: March 01, 2023

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

PROJECT:	STUDENT HOUSING & DINING
Project No:	16-02265
Project Consultants:	Perkins + Will Architects
Construction Manager:	EllisDon-Kinetic

BUDGET STATUS:	Approved Budget April 2020 (in millions)	Known Costs February 2023 (in millions)
Consulting – C1	$21.0	$22.2
Construction – C2	$194.4	$201.8
Completion – C3	$5.7	$6.2
Contingency – C4	$4.0	$0.0
Sub-Total	**$225.1**	**$230.2**
GST (1.65%)	$3.7	$3.8
TOTAL PROJECT COST	**$228.8**	**$234.0**

- Total commitments to date are $230.3M or 98.5%.

SCHEDULE STATUS:	Original Schedule January 2019	Actual / *Forecasted* February 2023
Tender Package 04 - Building Two (SH2 - 385 Beds, Conference, Classrooms)		
Construction – Building Envelope	January 2023	*April 2023*
Construction – Interiors	October 2022	*April 2023*
Construction – Commissioning	January 2023	*April 2023*
Construction - Occupancy	January 2023	*June 2023*
Construction – Operations	February 2023	*July 2023*

Note – all forecasted dates are expected to change following release of EDK schedule.

Major Risks:

- BC Building Code Appeal Board (BCAB) ruled in favour of the District of Saanich (DoS) re the treatment of supply / return air shafts in B2. Costs are estimated at ~$300K, excluding likely schedule-related costs of around $300k/month. Following analysis of schedule impact by the CM, the schedule impacts are now confirmed at between 5 and 8 weeks, with July 18 the new target date for occupancy. This elevates schedule risk, however with mitigations in place it is unlikely to impact student occupancy dates for B2.
- Only essential changes are being considered by the Project Delivery Team (RESS / UNFS / FMGT).

PROJECT:	NATIONAL CENTRE FOR INDIGENOUS LAWS
Project No:	19-04343
Project Consultants:	Two Row Architect
Construction Manager:	Chandos Construction

BUDGET STATUS:	Approved Budget November 2022 (in millions)	Forecasted Costs February 2023 (in millions)
C1 - Consulting	$3.86	$3.86
C2 - Construction	$30.90	$30.90
C3 - Completion	$3.37	$3.37
C4 - Contingency	$1.87	$1.87
Sub-Total	**$40.00**	**$40.00**
GST (1.65%)	$0.65	$0.65
TOTAL PROJECT COSTS	**$40.65**	**$40.65**

- The revised project budget of $40.65M was approved in November 2022.
- The Foundation and Superstructure Trade Packages were awarded in November 2022 and account for approximately 1/3rd of the total construction cost.
- The NCIL Main Tender closed on February 28, 2023. This includes the Building Envelope, Interior Architectural, Mechanical, Electrical, Fire Protection, and Landscape Trade Packages. This tender package accounts for approximately $16.5M of the construction cost.
- Budget clarity will be realized in mid-March 2023 when the tender results are received and evaluated for award.
- The Project Team continues to assess the current market conditions to mitigate financial impact.

SCHEDULE STATUS:	Original Schedule February 2020	Actual / *Forecasted* February 2023
Consultant Selection	May 2020	June 2020
Schematic Design	October 2020	February 2021
Design Development	March 2021	September 2021
Construction Documents	September 2021	June 2022
Tender Complete	November 2021	*April 2023*
Construction Mobilization	December 2021	November 2022
Construction Complete (Substantial)*	March 2023	*November 2024*
Commissioning and Warranty	May 2023	*November 2024*
Fit-up and Move In	July 2023	*November 2024*
Operation	August 2023	*December 2024*

*NOTE: * Substantial Performance as defined in the BC Builders Lien Act*

- In February 2023, Chandos Construction continued to progress the civil excavation scope, site preparation, and site service relocations. Civil work will continue over the next 3-months.
- On March 9th, the NCIL Construction Celebration Event will take place to thank all funding partners and celebrate the beginning of construction.

PROJECT:	ENGINEERING EXPANSION PROJECT
Project No:	19-04057
Project Consultants:	Dialog Architecture/Engineering
General Contractor:	TBD

BUDGET STATUS:	Approved Budget November 2019 (in millions)	Forecasted Costs January 2023 (in millions)
Consulting – C1	$6.6	$11.9
Construction – C2	$69.0	$106.5
Completion – C3	$8.4	$6.4
Contingency – C4	$4.2	$6.1
Sub-Total	**$88.2**	**$130.9**
GST (1.65%)	$1.4	$2.1
TOTAL PROJECT COSTS	**$89.6**	**$133.0**

- Current Provincial Commitment of $64.8M; UVic to provide $24.8M through internal/fundraising. The tender for the project was significantly over budget therefore no contract was awarded.
- Project is changing to to Construction Management (CM) including a design assist and value engineering phase
- The revised forecast reflects market feedback on budget once design- assist work complete.
- The funding model is being developed in order to proceed with the project
- Currently waiting on funding decision before issuing RFP for Construction Manager.
- The forecast schedule includes an RFP period to retain a Construction Manager and conduct design-assist phase. The forecast schedule does NOT account for time associated with: additional approvals or fundraising, or any additional redesign processes that may be required.

SCHEDULE STATUS:	Original Schedule November 2019	Actual / *Forecasted* February 2023
Consultant Selection	October 2019	November 2019
Schematic Design	May 2020	June 2020
Design Development	September 2020	May 2021
Construction Documents	May 2021	March 2022
Tender Complete (not awarded)	July 2021	September 2022
RFP for CM / Design-Assist/VE Phase	N/A	*November 2023*
Construction Completion (Substantial)	December 2023	*May 2026*
Commissioning	December 2023	*Mar – Apr 2026*
Fit-up and Move In	December 2023	*Apr – May 2026*
Operation	January 2024	*May – June 2026*

*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 not drop in immediate future - impacts project scope, schedule, budget.*

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

March 15, 2023

FOR DECISION

To: **Finance Committee**

From: **Kristi Simpson**
Vice-President Finance and Operations

cc: **President and Vice-Chancellor**

Meeting Date: **March 28, 2023**

Subject: **Collection and Remission of Student Fees for the Graduate Students' Society (GSS)**

Basis for Jurisdiction: University Act 27.1

Strategic Relevance:

Strategy 5.5 - Ensure the financial sustainability of the university and our ability to pursue excellence by optimizing existing resources through careful planning, earning public support, attracting partnerships, and pursuing a revitalized program to grow and diversify resources through philanthropic and other means.

Recommendation:

THAT the Finance Committee recommend to the Board of Governors that the Board of Governors collect and remit fees for the GSS in 2023/24 as outlined in the letter of March 07, 2023 from the Executive Director of the GSS to Kristi Simpson, Vice-President Finance and Operations, subject to confirmation of approval of the fees at the GSS Semi-Annual General Meeting on March 21st, 2023.

Background:

As noted in the attached letter, the Graduate Students' Society (GSS) Operating and Capital membership fees will increase by 3.7%.

The collection and remission of fees for the GSS is normally approved by the Board of Governors after the fees have been approved by the GSS Board. This year the fees will be approved at the GSS Semi-Annual General Meeting on March 21st, 2023. The GSS has notified the Board of Governors ahead of time in order to ensure May 1st implementation of the fees.

If the fees are approved by both the GSS Board and the Board of Governors, they will come into effect May 1, 2023. The Board of Governors will be informed of this approval at the March meeting.

Attachment:

Letter dated March 07, 2023 from Kyla Turner, GSS Executive Director, to Kristi Simpson, Vice-President Finance & Operations.

Graduate Students' Society
UNIVERSITY OF VICTORIA

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

Box 1700 STN CSC Victoria BC V8W 2Y2 Canada

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

March 7, 2023

Dear Ms. Simpson,

I am writing to offer preliminary notice of changes to the University Of Victoria Graduate Students' Society (GSS) fees for our 2023-24 fiscal year, and confirm our compliance with the regulations of the *University Act* and *Societies Act*, as they relate to our fees. The fee schedule outlined in this letter will be finalized along with the GSS 2023-24 Budget at our March 21, 2023 Semi-Annual General Meeting (SAGM). Once the budget is approved, the fee changes are effective May 1, 2023, and a final notice confirming approval will be issued after the SAGM.

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

CPI Increase to core operating fees

The GSS Operating and Capital fees will increase 3.7%. This increase is in keeping with our member-approved practice of increasing core fees at the rate of the BC Consumer Price Index, which requires the adjustment to be approved along with the GSS budget at the GSS SAGM on March 21, 2023. Where a referendum is held to increase a fee affected by the CPI increase, the CPI is applied before the referendum changes are applied.

Changes to fees made by referendum

No fee changes were made by referendum in March 2023.

2023-24 Fee Schedule

In accordance with the above, the GSS fee schedule is as follows effective May 1, 2023:

	Regular	Co-op	Distance	Co-op&class
Operating*	$54.16	$27.09	$54.16	$27.09
Capital Fee*	$11.05	$5.53	$11.05	$5.53
Childcare fee	$1.02	$0.51	$1.02	$0.51
Anti-Violence Project	$2.00	$1.00	$2.00	$1.00
Ombudsperson	$1.50	$0.75	$1.50	$0.75

Constituency Groups	$1.33	$0.67	$1.33	$0.67
Clubs	$0.50	$0.25	$0.50	$0.25
WUSC (Student Refugee Program)	$5.00	$2.50	$5.00	$2.50
Campus food bank*	$1.97	$0.00	$0.00	$1.97
CFUV*	$0.60	$0.00	$0.00	$0.60
University 101*	$0.58	$0.00	$0.00	$0.58
Conference Travel fee*	$5.02	$2.51	$5.02	$2.51
Distance travel fee*	$1.17	$0.60	$1.17	$0.60
Student Advocate	$1.00	$0.50	$1.00	$0.50
Food and Beverage Fee	$11.00	$0.00	$0.00	$11.00
TOTAL	**$97.91**	**$40.62**	**$83.76**	**$56.06**

*This fee is increased annually by BC CPI.

Health and Dental Plan fees

The GSS Extended Health and Dental Plan fees changes are subject to our insurance renewal negotiations, which are currently underway. Any increase to these fees will require a referendum, and, if approved, would take effect September 1, 2023. We anticipate the referendum on any increases to these fees to occur in June 2023. The GSS will issue a separate notice regarding these fees.

Audit

I hereby certify that the GSS circulated our 2021 audited financial statements and auditor's report to our membership at our October 25, 2022 Annual General Meeting. The GSS has satisfied the requirements of the *University Act* and of the *Societies Act*; and the GSS remains in good standing with the Registrar of Societies.

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

Sincerely,

Kyla Turner
Executive Director

cc.
Bobby Bickley, *GSS Director of Finance*
Dr. Robin Hicks, *Dean of Graduate Studies*
Carrie Andersen, *University Secretary*
Jim Dunsdon, *AVP Student Affairs*
Joel Lynn, *Director, Student Services*
Rachel Sandquist, *Director, Graduate Admissions and Records*
Tory Hastings, *Manager, Tuition Fee Assessments*
Janice Johnson, *Executive Director, Financial Services*

Document #BOG-Mar28/23-01

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

March 16, 2023

To:	Finance Committee
From:	Kristi Simpson, Vice-President Finance and Operations
	Elizabeth Croft, Vice-President Academic and Provost
cc:	President and Vice-Chancellor
Meeting Date:	March 28, 2023
Subject:	Planning and Budget Framework 2024–2026
Basis for Jurisdiction:	Integrated Planning Committee's Terms of Reference University Act Section 27 (1)

Strategic Relevance: The Planning and Budget Framework reflects the objectives and commitments articulated in UVic's institutional plans, including the draft Strategic Plan, draft Indigenous Plan, Aspiration 2030, the Climate and Sustainability Action Plan, the Campus Plan, the Equity Action Plan and other planning documents.

Previous Consultation:

- Finance Committee August 30, 2022
- Finance Committee November 28, 2022
- Finance Committee January 9, 2023

Recommendation:

> *THAT the Finance Committee recommend to the Board of Governors that the Board of Governors approve the Planning and Budget Framework 2024–2026, including the tuition and other fee increases contained therein, and authorize the President to develop and implement the detailed operating budget for the 2023/24 fiscal year.*

Background:
Attached is the Planning and Budget Framework 2024–2026 as prioritized for the next three years by the Integrated Planning Committee, led by the Vice-President Academic and Provost.

In August, the Board of Governors was provided with information on UVic's 2022/23 enrolment projections and associated financial implications. At that time, the projected tuition revenue shortfall was $17.5 million, largely a result of reduced international undergraduate enrolment. Reduced tuition revenue creates a significant in-year operating budget shortfall. To address the shortfall, the Board supported an approach to draw on one-time funds from faculties and departments, calculated as 6.1% of base budget. As well a hiring hold and review was implemented to manage overall expenses.

In November, the Board agreed that in developing the budget approach for 2023/24 that we should consider a range of potential enrolment and budget scenarios that reflect the enrolment decline in 2022/23 while recognizing that lost enrolment will take more than one academic year to recover. The Board also supported developing a budget approach based on a rate increase for domestic and graduate students that reflects the tuition policy limit and a rate increase for undergraduate international students that reflects actual institutional inflationary cost increases. The Board also recognized the need to increase residence and meal plan rates by 10%, 8%, and 7% over the next 3 years due to high-cost increases (particularly food) in order to ensure the financial sustainability of these units.

In January, the Board was provided with four enrolment scenarios: pessimistic, status quo, pragmatic and optimistic, and the 2023/24 budget projection under each of these scenarios. The Board was supportive of developing the budget based on pragmatic enrolment targets, which provides for modest growth over 2022/23 enrolment levels. The Board was supportive, and wanted to ensure that fee increases were mitigated with supports (i.e., scholarships, bursaries) for students with affordability challenges.

The attached document reflects this approach and the feedback received from the Board in consultation with the Senate Committee on University Budget and Part II which comprises the budget framework and three-year plan. For the 2023/24 fiscal year, the Board is asked to approve fees, consistent with discussions at previous Board meetings, as follows:

- as permitted by government policy, increase domestic student fees by 2% as outlined in Appendix 1;
- increase international undergraduate student fees by 6.75% for all undergraduate students as outlined in Appendix 1;
- increase all graduate student tuition fees by 2% as outlined in Appendix 1;

- increase application fees by 2.0% for all domestic students, 2% for international graduate students, and 6.75% for international undergraduate students as outlined in Table 4;
- increase athletics fees by 2%;
- increase housing fees and housing meal plan fees by 10% as outlined in Appendix 2;
- increase child care fees by 3% as outlined in Appendix 4.

The financial risk section in Part II (section C) includes a discussion on the planning and risk assessments that have been considered in the development of this plan.

Planned Further Action: Following the Board's approval, the Planning and Budget Framework is posted on UVic's Financial Planning Website.

Attachment: Planning and Budget Framework 2024–2026

Planning and Budget Framework 2023/24–2025/26

Part I: Integrated Planning Framework
Part II: 2023/24 Budget Framework and Three-Year Plan



University of Victoria

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Planning process and strategic alignment

Part I of the University of Victoria's Planning and Budget Framework outlines investment priorities and areas of strategic focus over the coming three years. Part II outlines the revenue and budgetary requirements to support those investments.

When preparing Part I, we start with our institutional priorities and where we would like to focus our strategic attention and investments. A budget outlook informs how much funding is available based on the current provincial context, institutional operational needs and previous investments. University Executive members collect and prioritize submissions from each of their units. Then the Integrated Planning Committee—led by the Vice-President Academic and Provost and with representation from all executive portfolios—reviews those priorities and determines key areas of focus based on the Strategic Framework: 2018–2023, the draft Strategic Plan and academic and operational priorities along with their associated resource commitments in the immediate one to three years.

The Planning and Budget Framework is informed by these two high-level frameworks and also reflects the objectives and commitments articulated in other institutional plans, including Aspiration 2030, Campus Plan, Equity Action Plan, Indigenous Plan, International Plan, and Strategic Enrolment Management Plan, as well as other strategic documents like the UVic Health Initiative concept paper and communication and marketing plans.

Some priorities are new while others are continuations, revisions or renewals of previous investments. Typically, the Integrated Planning Committee annual process involves careful evaluation and examination of a wide range of requests to establish investment priorities, balance needs and find opportunities for collaboration. This year, as noted in the section below, we are operating in constrained budget environment, and Integrated Planning oversaw budget reductions and a limited number of strategic allocations. The President then reviews the proposed investments and ultimately recommends their approval to the Board of Governors in March each year.

Part I: Integrated Planning Framework

Context and current environment

The environment and financial outlook for post-secondary education in BC is constrained as institutions emerge from the COVID-19 pandemic. While provincial funding for compensation mandates continues, there is no annual lift to meet other inflationary pressures or cover additional costs incurred as a result of the pandemic. In 2022/23, UVic, along with other institutions in BC and Canada, experienced enrolment declines resulting in a budget outlook for 2023/24 that prioritizes enrolment rebuilding and includes limited scope for other investments.

As UVic concludes bargaining with all its employee unions, including the Faculty Association, we are taking advantage of a historic mandate through BC's Public-Sector Employers' Council to offer competitive salaries and retain talent in a constrained and challenging labour market. UVic is a people-focused organization and recognizes the importance of supporting and retaining a diverse community of faculty and staff, especially through difficult fiscal and enrolment environments.

The recently renamed Ministry of Post-Secondary Education and Future Skills launched a post-secondary funding review last year, which may continue into 2023/24. The current external financial environment is relatively positive as the BC Government has emerged from the pandemic with a large fiscal surplus despite lingering challenges from the COVID-19 pandemic. Although environmental, health and social concerns persist in BC, the province did not experience as many notable environmental events as we did in 2021, such as the heat dome and flooding that resulted in unprecedented damage to critical provincial infrastructure. The province does, however, continue to face an overdose crisis, high rates of inflation, and an inadequate supply and high cost of housing—all of which are affecting the Greater Victoria Area, which is the second largest metropolitan area in BC.

UVic is positioning itself to help address some of these critical environmental and societal issues, including through our teaching and research priorities and institutional plans such as Aspiration 2030, Equity Action Plan, Indigenous Plan and the Climate and Sustainability Action Plan (CSAP). To address affordability concerns, we completed one of two new student housing and dining (SHD) buildings in 2022 and plan to open the second in 2023. We are also completing a Student Housing Expansion Feasibility Study in 2023 to examine an additional 500 beds of student housing. We continue to invest in scholarships, bursaries and work study programs to attract new students in an increasingly competitive post-secondary environment and to make education more affordable for students in need. We have also recently partnered with the province to offer $10 a day daycare.

Government priorities for post-secondary institutions continue to focus on opportunities for provincial and regional recovery efforts in the context of the recent pandemic, including through a micro-credentialing framework for BC universities and colleges to support upskilling, reskilling and job placements. UVic has been building on that framework to reach new learners and develop principles for both credit and non-credit micro-credentials—to complement our existing academic offerings in our faculties and Division of Continuing Studies.

Through the province's upcoming technology programs expansion, we hope to receive incremental funding for UVic's computer science and engineering programs. Some of these programs will likely be offered at the new West Shore campus, currently under construction in partnership with Royal Roads University, Camosun College and government. We expect future investments from the province to continue being highly targeted, although their impacts are felt broadly at the university. For example, we are planning for potential expansions in health-related disciplines to help meet local and provincial primary care needs, including through our nurse practitioner, specialty nursing, and/or our health information sciences programs, as well as new programs related to physical therapy and speech-language pathology in collaboration with UBC.

Notable enrolment changes and expenditures

In 2022/23, UVic experienced a decline in international enrolments, likely due to pandemic-related factors. Unlike previous years, this decrease was not offset by higher domestic enrolments, although we once again saw a modest increase in graduate enrolment, which continues to support our research mission and is an area of focus aligned with our strategic enrolment management goals.

Firstly, for international students, Immigration, Refugees and Citizenship Canada experienced a significant backlog of study permit requests in 2022, leaving many students without study permits before the start of the fall term. As a result, some prospective international students deferred while others chose post-secondary institutions outside of Canada. As well, some countries—particularly China, which has been our biggest overseas recruitment country for several years—continued to experience lockdowns that restricted travel.

Secondly, a recovering Canadian economy has provided new opportunities in the labour market for prospective domestic students. During times of economic contraction, we tend to see an increased interest in post-secondary education, as few jobs are available. Conversely, when there is a strong labour market, students may defer or interrupt their studies to take advantage of increased employment income opportunities. Fall 2021, during a disrupted labour market, saw our largest entering class to-date, and we allocated a record-number of scholarships as a result. To course correct for 2022 and avoid over-spending, we adjusted our scholarship criteria to pre-pandemic levels, which resulted in a decline in new domestic enrolments that was slightly larger than intended.

Finally, now that many pandemic restrictions have eased, more people are traveling and/or exploring overseas opportunities.

These factors, along with many other complexities, contributed to enrolment shortfalls across the sector in BC and Canada in 2022/23, including at UVic, and may also contribute to a shortfall in 2023/24. Enrolment declines directly impact tuition revenues and thus our operating budget. To avoid a budget deficit—something not permitted by the provincial government—UVic implemented a temporary hiring pause and review in fall 2022, as well as one-time contributions from units across campus (e.g., from carry-forwards and equipment reserves).

As we plan for the university's 2023/24 budget, we are taking into account lower enrolments from 2022/23 and an expectation that international enrolments will not fully recover in 2023/24. All of our anticipated enrolment scenarios indicate that we will need to reduce our operating budget to compensate for up the associated tuition shortfall. In consultation with the Board of Governors, we are implementing a four per cent base budget reduction for 2023/24.

Given the challenges with enrolment and associated tuition shortfall, UVic's 2023/24 budget will focus on rebuilding enrolment, with a limited number of strategic investments to support that urgent priority. To support student recruitment and retention, we are investing in and/or protecting a few areas from the base budget reduction, including scholarships and bursaries, some clinical health and wellness supports, and central supports specific for Indigenous students and initiatives. To support Indigenous enrolment and success, we have protected budgets in the Vice-President Indigenous portfolio including Indigenous fellowships and the LE,NONET first-year experience program.

The provincial government continues to limit domestic tuition fee increases to two per cent, and so UVic must look elsewhere if we are to increase revenues to support priority investments and enhance the student experience going forward. International tuition rates, for example, are set by individual institutions rather than the provincial government. Consistent with last year, UVic will increase international fees this year based on a projected three-year average inflation rate. Necessitated by the steep rise in inflation across the country, we reviewed and adjusted inflation rate changes for

2023 to ensure financial sustainability in the coming years. We will continue to offer bursaries and programs like work study to support international and domestic students who demonstrate financial need, which may be increasingly in demand in the context of inflation and affordability more generally.

Inflation and rising costs associated with library acquisitions, software licenses, institutional memberships, and the impact of the lower value of the Canadian dollar relative to the US dollar are examples of ongoing pressures that constrain financial planning. At UVic, these pressures have negatively impacted our budget in a number of areas, including information technology, research infrastructure, facilities management, and the University Libraries' collections and acquisitions budget.

As well, UVic, like other post-secondary institutions, continues to face growing cybersecurity threats, both in frequency and impact. As we adopt and increase use of new technologies to support our academic and research missions, especially in the context of increased access to education, it is critical that we invest in people and technology to protect our information systems and data. Many of these technologies are increasing in cost, in part due to high rates of inflation.

The rising cost of construction and insurance is also an area of concern going forward, and we have several capital projects underway to support our educational mandate.

Investment highlights and priorities

While there are limited funds this year for new budget allocations, the Planning and Budget Framework provides for a three-year outlook and includes indicators of future investments, aligned with our strategic plans and institutional goals. To ensure key university initiatives continue—in particular student recruitment and retention—we will make modest investments this year and look to invest in other strategic initiatives once we have achieved our enrolment goals.

Consistent with previous years, we are investing in our students and their success, prioritizing competitive scholarships and needs-based financial supports to increase access and affordability, including for students who experience barriers. In addition to scholarships, we aim to increase student recruitment through agencies and partnerships, particularly in order to increase and diversify international enrolments. These activities will be supplemented with investments in branding and marketing to assist in internationalizing our campus and recruiting both international and domestic students. We are also prioritizing student health and wellness services and accessibility supports—which students have increasingly needed and accessed, particularly during the COVID-19 pandemic.

In addition to these steps to rebuilding enrolments, we are working with Deans to identify new programming and revenue generation opportunities, including through professional masters programs, new undergraduate programs, micro-credentials as well as innovative partnerships here and abroad. We are also exploring potential improvements to our budget model to ensure that appropriate incentive structures are in place for this type of entrepreneurship and for increasing international enrolments.

Through the UVic Health Initiative, work continues on enhancing the quality and raising the profile of health research, programs and related activities at UVic. Investments in support of this initiative will foster collaborative partnerships and interdisciplinary approaches to both research and academic programs. Academic expansions, as well as how and where we focus our academic programs, will be a priority, such as nursing and health information sciences as well as programs offered in partnership with other institutions and government, including a potential partnership with UBC on physical therapy and speech-language pathology. UVic is also exploring opportunities to enhance on-campus health care and practicum experiences.

In addition to health programming, a priority for government and for UVic will be another expansion of engineering and technology-related programs. Building on the success of our government-funded expansion from 2018/19 to 2022/23, UVic is uniquely positioned to expand several popular programs in high labour market demand, such as computer science and software engineering. Aligned with this expansion, we are exploring opportunities at both our main campus as well as the anticipated West Shore campus to improve access to education for residents of the fast-growing western communities of Victoria.

Another priority for UVic is advancing equity, diversity and inclusion initiatives across the university, aligned with our new Equity Action Plan. The plan's goals provide UVic with strategic direction to advance this work and create the conditions in which everyone feels a sense of belonging, as connected and respected parts of the university community. Notably, we have formed a new accessibility committee to develop evaluation tools and resources to improve campus inclusiveness and ensure UVic meets new provincial legislative requirements related to accessibility and access. Digital learning is one important aspect of accessibility, and new technologies and initiatives will help UVic improve access and delivery of education.

A new Indigenous plan and associated initiatives aim to enhance Indigenous governance and support decolonization as well as deliver on our commitments to truth, respect and reconciliation. The plan, set to launch in 2023, responds to DRIPA and the TRC Calls to Action and outlines ways to create a community of belonging, wellbeing and accountability that honours and supports diverse Indigenous identifies, experiences and teachings.

We also anticipate investments in the coming years to support Aspiration 2030, our research and creative works strategy. The strategy broadens the concept of research impact, beyond traditional metrics, and supports research endeavors from researchers in every stage of their academic career. As well, we will invest in priorities that advance our Climate and Sustainability Action Plan, which integrates sustainability practices in research, academics and operations across the university to address global climate change.

Guided by our Campus Plan and student demand, several projects are underway, with government support, to renew and improve UVic's physical infrastructure. Our second of two new student housing and dining buildings is set to open in time for fall 2023, which will help address affordability and regional housing shortages. We are also completing two housing studies in 2023, the first is a Student Housing Expansion Feasibility Study to examine adding 500 beds of student housing and the second is looking to update the housing deferred maintenance costs to understand future investments needed to ensure our housing accommodations remain to the standard students expect.

We are building an addition to the Engineering and Computer Science Building and an addition to the Fraser Building to house the new National Centre for Indigenous Laws and increase classroom space. UVic leadership is also moving forward on the strategic use of UVic's outlying lands, to diversify our revenue base to support our academic mission and priorities. We are in the early stages of planning for a new mixed use university district including housing and supporting commercial uses at the Ian Stewart Complex and Campus Storage Facility across the road.

Given the current environment and lessons learned from other institutions, we continue to prioritize cyber-security, working to ensure the security of our systems and data. Work is underway to improve data governance and institutional reporting to support effective decision making and transparency around measuring our success relative to our goals and aspirations.

Under the leadership of President Hall, UVic is set to launch a new strategic plan this spring. New strategic investments will be needed in the coming years to support implementation and ensure we achieve our new collective vision. Aligned with this new plan, we are also preparing for a comprehensive fundraising campaign to support UVic's mission and help ensure financial sustainability going forward.

Conclusion

Along with many other post-secondary institutions in BC and Canada, the effects of the recent pandemic and other national and global factors continue to create pressure and uncertainty with our enrolment and budget outlook. Our priority, as we rebuild enrolments and position ourselves for the future with our new strategic plan, is to ensure faculty, instructors, staff and students are well supported. In a constrained budget environment, it is more important than ever to be a fiscally responsible steward of public funds and tuition dollars—focusing investments in our core mission and commitment to students and community, as outlined in our institutional plans. The investments we are prioritizing this year will help us meet our student recruitment and retention goals so that we can continue to invest in the strategic priorities that make UVic and Victoria a great place to live, work and study.

Part II: 2023/24 Budget Framework and Three-Year Plan

Developing and approving an institutional budget ensures that financial resources are aligned with institutional priorities and areas of strategic focus. With advice from the Senate Committee on the University Budget (SCUB), this framework is developed by the Integrated Planning Committee, chaired by the Vice-President Academic and Provost, for recommendation to the President and then approval by the Board of Governors.

The 2023/24 Planning and Budget Framework looks at a three-year horizon and considers a multi-year approach. The current environment and enrolment experience over the last year has had a significant impact on resource levels and funding available for strategic priorities. With limited investments, Part I of this document is briefer than in prior years, with a focus on building back enrolment and supporting recruitment efforts for the coming three years.

The 2023/24 budget was developed after considering a range of potential enrolment scenarios from pessimistic to optimistic, using 2022/23 actual enrolments as a starting point:

23/24 Enrolment Scenarios

Domestic	Pessimistic		Status quo	Pragmatic		Optimistic	
Undergraduate	(2%)	13,641	13,920	2.0%	14,198	3.9%	14,458
Graduate	(2%)	1,830	1,868	1.0%	1,887	2.0%	1,905
International							
Undergraduate	(5%)	1,946	2,048	4.0%	2,130	8.9%	2,230
Graduate	(5%)	1,038	1,092	2.5%	1,120	5.0%	1,147

After consideration of each scenario, including likelihood and risk in achieving the associated enrolment targets, the pragmatic scenario was supported by the Board as the basis for developing the budget because it best balances the risks associated with enrolment planning including:

- protecting against having to make mid-year adjustments or further cuts in future years if enrolments are not met; and
- implementing too deep of a budget cut, limiting our ability to generate new revenue opportunities, address institutional priorities and maintaining campus morale after several years of budget restraint.

With this approach, enrolments are projected to be higher than actual enrolment in 2022/23 but are lower than budgeted in 2022/23 and therefore base budget reductions of 4% across all portfolios (except VP Indigenous) are necessary to balance the 2023/24 budget. As budget reductions are implemented, our budget principles include:

- maintaining high quality education and capacity;
- prioritizing student success and outcomes;
- ensuring that students can graduate on time in their intended program of study;
- Support research and innovation across campus;
- be guided by our values and our draft strategic plan including:
    - maintaining an equity, diversity, inclusion and belonging focus;

    - continue to advance our pledge to reconciliation and the restoration of Indigenous rights; and
- Minimize involuntary staffing reductions through capturing vacant positions where feasible, considering future attrition or retirements or voluntary redeployment, reduction or retirement.

The limited investments within this budget are focused on supporting recruitment efforts and include investments in domestic and international entrance scholarships, bursaries and work study programs. These investments are key to building back our enrolments and supporting students as the cost of living increases. Once enrolment builds back and assuming other key assumptions are realized, funding will be available for new strategic investments.

The university develops its annual budget framework, financial models, and plans within the context of a three-year planning horizon to provide a realistic timeframe for the development of university initiatives and to provide greater flexibility than permitted with an annual process. In developing this framework, unit leaders began by realigning their 2023/24 budget plans to reduce base budgets at the portfolio level by 4%.

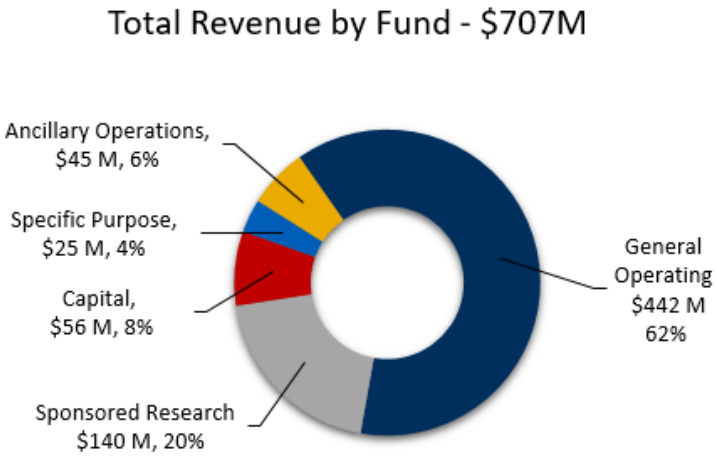
This framework provides summary level information on the university's financial plan for the next three years which reflects the 4% base reduction and is submitted for approval to the Board of Governors in March. The development of a detailed operating budget, consistent with this financial plan, is delegated to the President. Therefore, once the framework is approved, an annual detailed operating budget is developed for approval by the President. A report on this more detailed budget (the Budget Expenditure Allocation Report) is provided to the Board of Governors for information in September of each year.

Financial overview

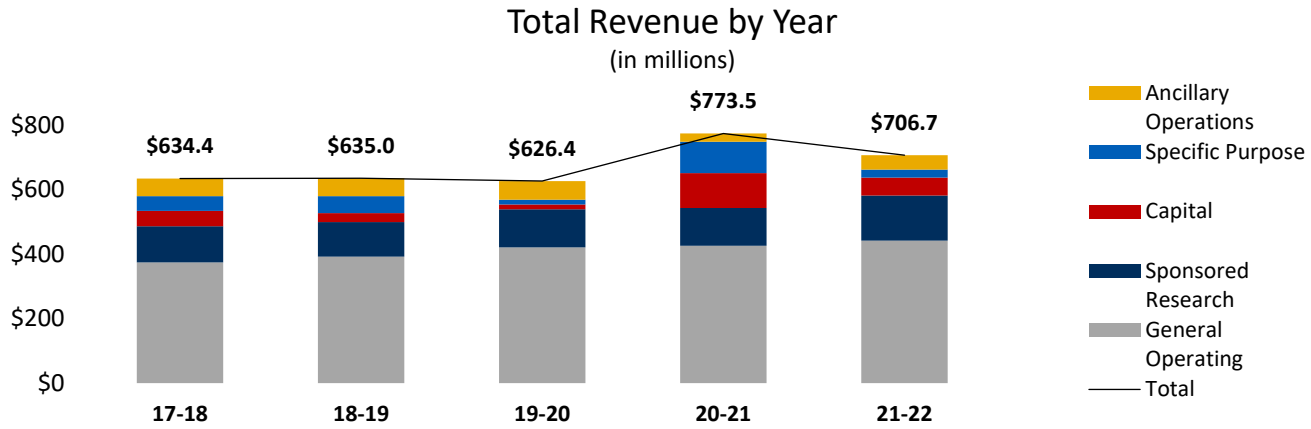
UVic is responsible for the financial stewardship of over $700 million in total annual revenues. To enhance accountability, budgetary control, and oversight of resources, UVic maintains separate funds for its diverse activities, which for reporting purposes are grouped as follows:

- general operating fund – includes the general operations of the university;
- ancillary enterprises fund – includes the operation of service areas that are considered self-funded operations, which includes student residences, food services, parking services, child care services, university bookstore and computer store and off-campus properties;
- specific purpose fund – includes contract services, special projects, and distributions from the university's endowment funds;
- sponsored research fund – includes external grants provided specifically for research; and
- capital fund – accounts for funds provided for the acquisition of capital assets and to conduct major renovations.

For the most recent completed fiscal year, 2021/22, total revenue was $707M and was distributed across the five funds as shown in the chart. Compared to the prior year, total revenue across all five funds decreased by $66M. This decrease is the result of reduced capital borrowing (which under fund accounting is reported as revenue) of $51.8M and reduced investment income of $85.1M due to unrealized losses on endowment investments, offset by increases in ancillary sales, government grants and tuition. Operating fund revenue increased by $16.1M over 2020/21. Increases in government grants and contracts ($9.7M), tuition ($9.1M), sales of services and products ($2.8M), and other revenue ($0.9M) were offset by a decrease of $6.4M in investment income.



The following chart outlines revenue by fund as well as changes across funds for the last five years:



A shortfall of revenue over expenditures is expected in the operating fund in 2022/23, due to lower than budgeted tuition revenue. The extent of this shortfall was mitigated by the hold and review process on all new hires that was implemented in the fall. The remaining tuition shortfall will be offset through the contributions from carry forwards and reserves from academic and administrative units. The proposed 2023/24 budget and three-year financial plan for the operating budget is set out in the general operating budget section.

Overall, current forecasts for 2022/23 indicate that ancillary operations will return to pre-pandemic results, with residence services and parking services ending the 2022/23 year with modest surpluses, with small deficits in food services, child care and the bookstore, which will be covered by existing reserves or future unappropriated funds. More details on these operations are provided in the ancillary budget sections of this document.

Within the capital fund, 2022/23 revenue will be higher than the prior year as it includes $34.7M of proceeds received on settlement of a financial instrument (interest rate swap) related to the SHD loan

which was converted to a 30-year loan during 2022/23. These proceeds are offset by debt service costs associated with the SHD loan over the life of the loan. Revenue within capital, however, is expected to grow in the coming years, reflecting commitments from the provincial government for deferred maintenance as well as funding to support the capital required to meet funded program growth in engineering and computer science and law. On a total fund basis, expenditures are projected to exceed revenues in 2022/23.

The prolonged pandemic environment, current world events, student visa processing times and high inflation makes predicting future revenues exceedingly difficult, especially as it relates to international enrolment. UVic's enrolment results over the last year highlights the impact that volatile enrolment levels can have on university operations, particularly international enrolment due to greater revenue generated from international fees, which is approximately 4:1 as compared to government subsidized domestic tuition. The significant reduction in enrolment experienced this year adds greater uncertainty in predicting future enrolments for 2023/24 and beyond. This continued uncertain environment has informed the development of a pragmatic enrolment target approach noted above.

Tuition revenue for 2023/24 is budgeted to be less than that budgeted in 2022/23. While the pragmatic approach shown above provides for enrolment growth of 2% for domestic undergraduate, 1% for domestic graduate, 4% for international undergraduate, and 2.5% for international graduate, the total enrolment projections are significantly less than budgeted in 2022/23. Although tuition revenue is down, overall operating revenue is projected to increase. This is due to funding from the provincial government for collectively bargained salary and benefits increases, and funded enrolment for the nurse practitioner program and masters of social work program

Resource allocation recommendations and fund information

While financial plans have been developed for the three-year planning cycle to 2025/26, this document focuses on resource allocations for the coming 2023/24 fiscal year, and specifically requests Board of Governors' approval of:

- the operating budget framework which includes:
  - the overall financial plan including projected revenue and high-level expenditure reductions;
  - domestic and international tuition and mandatory fees increases associated with the projected revenue, including application fees and the universal athletic and recreation fee increases;
- the routine capital plan; and
- fee changes included in ancillary budgets.

Budgets for specific purpose and sponsored research funds are individually approved by external agencies, such as federal and provincial governments and the University of Victoria Foundation, and therefore are included solely to provide a more complete financial picture of the university. Major capital projects and research projects (i.e., those greater than $5.0M) are individually approved by the Board of Governors.

Activities related to sponsored research, capital and specific purpose funds, and their impact on general operations are estimated and, where appropriate, reflected in the operating budget plan.

GENERAL OPERATING BUDGET

(a) Budget assumptions

Before developing the operating budget, the university makes assumptions about the planning environment in which it operates. The 2023/24 operating budget has been developed with the following key assumptions:

- UVic will develop a balanced operating budget that provides for some financial flexibility to mitigate potential future financial challenges that may arise because of declining enrolment (domestic or international);
- In the development of this budget, the university will consider the overall impact on its audited financial statements prepared in accordance with Public Sector Accounting Standards and used by the provincial government for consolidating the university into the public accounts;
- Provincial government funding will be provided for the expansion of the nurse practitioner program and the master of social work program;
- Domestic undergraduate and graduate tuition will increase by 2.00% consistent with government policy;
- International undergraduate tuition will increase by 6.75%;
- International graduate tuition will increase by 2.00%;
- We will achieve our budgeted student enrolment levels, which reflects modest enrolment growth from 2022/23 under the pragmatic approach and growth in the nurse practitioner program and master of social work program;
- Research Support Fund (federal funding to support indirect costs of research) projected revenue will remain the same and recovery of indirect research costs from other sources will be consistent with previous years;
- The provincial government will continue to fund current and future PSEC mandates for employees that are covered by collectively bargained agreements as well as exempt support staff;
- Total compensation includes:
    - Salary and associated benefit increases as per bargained collective agreements with the Faculty, PEA, Teaching Assistants, Sessional Instructors, CUPE 951 and CUPE 917;
    - Progression through the ranks or ranges as per collective agreements;
- The current utilities budget can absorb expected rate increases in the coming year due to efficiency programs and the reserve available to protect against harsher winters.
- Future costs related to the additions required for the nurse practitioner program expansion and the master of social work program expansion have been included within this framework and will be funded from incremental tuition and government funding for the programs;
- While the funding for minor routine capital has not yet been confirmed for 2023/24, it is assumed to be $675K consistent with 2022/23; and
- Funding to offset annual incremental inflationary costs will be allocated to those areas that experience high annual inflationary increases (e.g., university insurance, systems, libraries, and facilities management).

(a) Financial summary

The following Table 1 provides a financial summary of the projected operating revenues and expenditures for 2023/24 and the following two years based on the above assumptions:

TABLE 1 (in millions)

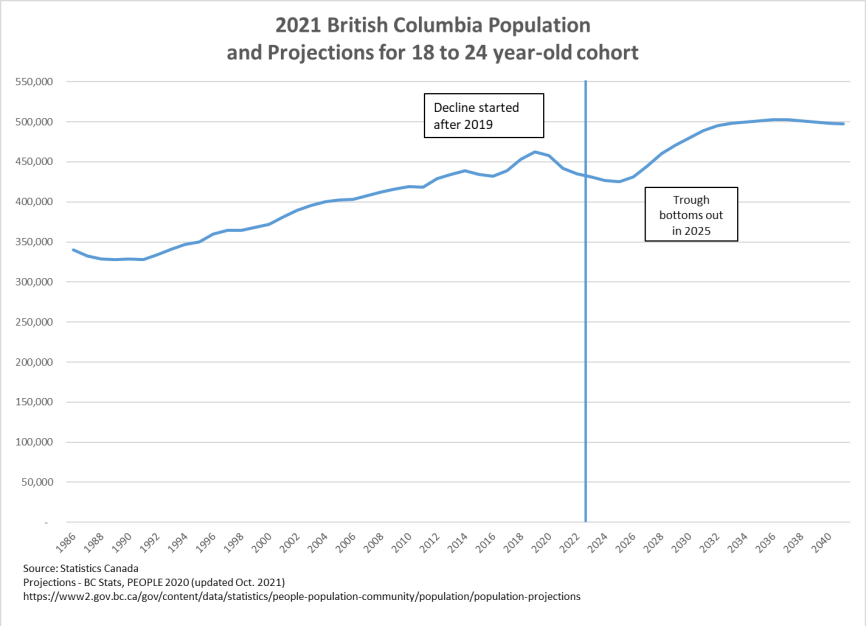
	2022-23 operating budget	Projected 2023-24 operating budget	Projected 2024-25 operating budget	Projected 2025-26 operating budget
Revenues				
Provincial grants	$ 239.3	$ 263.7	$ 278.6	$ 287.6
Federal grant	5.9	5.9	5.9	5.9
Other grants and contracts	8.5	8.5	8.5	8.5
Student fees	175.1	170.7	176.8	183.2
Department revenue	34.9	35.1	35.2	35.5
Investment and other revenue	3.9	3.9	3.9	3.9
Total revenues	**$ 467.6**	**$ 487.8**	**$ 508.9**	**$ 524.6**
Expenditures				
Salaries and benefits	$ 371.2	$ 396.1	$ 406.0	$ 420.9
Operating expenses	96.4	96.4	101.2	101.9
4% base reduction	-	(11.9)	-	-
Scholarships	-	2.5	-	-
Base investments	-	2.2	0.5	0.6
Inflationary costs	-	1.2	0.8	0.8
Program growth	-	1.3	0.4	0.4
Total expenditures	**$ 467.6**	**$ 487.8**	**$ 508.9**	**$ 524.6**

The three-year financial plan outlined In Table 1 above forecasts a balanced budget for the next three years. This was achieved by reducing base budgets in 2023/24 by 4% across most portfolios, and excludes department revenue, central budgets, the VP Indigenous portfolio, and other areas critical to university operations as detailed under Table 8 in the operating expenditure plan section. Revenues are expected to increase by $20.2M, mainly because of incremental government revenue to support collective bargaining increases offset by reduced tuition fee revenue. The annual plan provides for base allocations to support student recruitment and retention, including entrance scholarships for domestic and international students, and a limited number of base investments. Although salary and benefits are projected to increase by $24.9M in 2023/24 as shown in Table 1 above and under Table 6 in the operating expenditure plan section, the base will also decrease by $10.5M due to the 4% base reduction, which is reflected in the 2024/25 budget. The $4.8M increase in operating expenses in 2024/25 reflect base allocations for scholarships, base investments, program growth and inflation, as well as a $1.4M decrease due to the 4% base reduction in 2023/24. Base investments will be made strategically in future years and are expected to increase in line with enrolment growth.

Revenue and expense details are laid out in the revenue information section and expenditure plan section of this document.

There is a direct connection between enrolments and budgets. Our operating grant from the provincial government is contingent upon achieving a particular enrolment level (as outlined below in Table 2), and tuition revenues are sensitive to enrolment changes. Given that a typical undergraduate program takes around four years to complete—or five years with co-op—enrolments are expected to remain relatively stable over the three-year Planning and Budget Framework timeframe with a particular emphasis on returning to pre-pandemic international undergraduate enrolment levels.

This year has been difficult from an enrolment perspective with both domestic and international undergraduate enrolments below levels from the previous year. While we meet targets as set out by the Ministry of Post-Secondary Education and Future Skills, currently we are about 800 students below our expected budgetary levels. International enrolment levels, always difficult to predict as they are impacted by world events, are particularly so this coming year due to study permit processing times, the lingering impacts of the pandemic and other geopolitical disruptions such as the war in Ukraine. This past year, undergraduate international enrolments decreased 15% due to these challenges. Our focus on rebuilding international enrolments includes a range of strategies such as enhancing entrance scholarships and supports for international students, diversifying the countries where we focus recruitment activities, and a new partnership agreement with Kaplan International. Kaplan is one of the largest international education organizations in the world and an expert in international recruitment. The three-year contract will see them lead recruitment services globally, reaching markets we have not previously had the capacity to access. Kaplan will focus on diversifying our international student population and recruiting into a wider range of undergraduate and professional programs. We expect the first cohort of international students from this partnership will join UVic in September 2023.



For domestic students, our enrolment is sensitive to BC population trends for the 18–24-year-old cohort. UVic uses population segment projections provided by Statistics Canada and BC Stats, which are updated every few years. The current projection (see graph,) calls for a modest decline of this demographic beginning in 2020 and continuing to 2025. Domestic enrolment is down 3% in 2022/23 and as UVic relies on enrolment directly from high schools, this demographic trough could continue to pose a recruitment challenge and have a substantial financial impact on UVic over this planning cycle. As the university is partway through the

trough and with positive applications trends, the risks associated with enrolment decline are reduced. That said, UVic should continue focusing on both the recruitment and retention of the highest quality students, as well as continue to develop budgets with some financial flexibility.
This framework covers a three-year planning cycle and requires base budget reductions equal to 4% to balance the 2023/24 operating budget. The framework also provides for investments in student scholarships as a recruitment and retention strategy to build back enrolments, while retaining some future flexibility to help address impacts from current and future enrolment shifts or changes by allocating a portion of those funds as term or non-recurring if enrolment targets are achieved. To ensure that we continue to have financial flexibility to effectively manage potential future enrolment declines, this budget allocates $7.2M in base budget for enrolment contingency, as explained in the student fees section. The operation expenditure plan which outlines the base allocations and reductions in more detail is outlined in section (d) below.

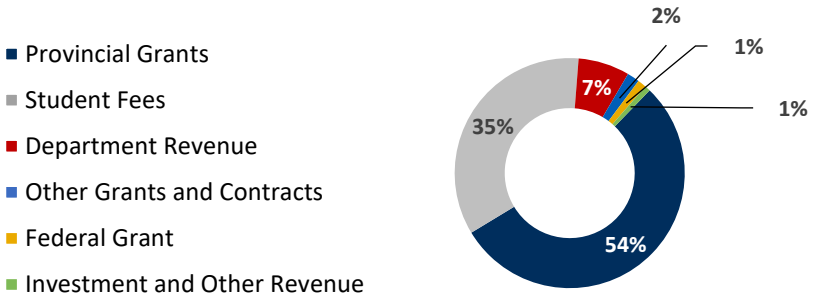
(b) 2023/24 operating revenue information and changes

Operating costs for the university are funded from two main sources:

- government grants, which account for 54% of projected revenues in 2023/24; and
- student fees, which account for 35% of revenues.

Total operating revenue for 2023/24 is projected at $488M from the following sources:

2023/24 Operating Revenue - $488M



The **provincial grant** for 2023/24 is expected to increase by $24.4M. Of that increase, $23.9M represents funding anticipated to cover compensation increases for groups that fall within the Public Sector Employers' Council 2022 Shared Recovery Mandate. The remaining $0.5M is funding to support the nurse practitioner program ($.01M) and master of social work program ($0.4M).

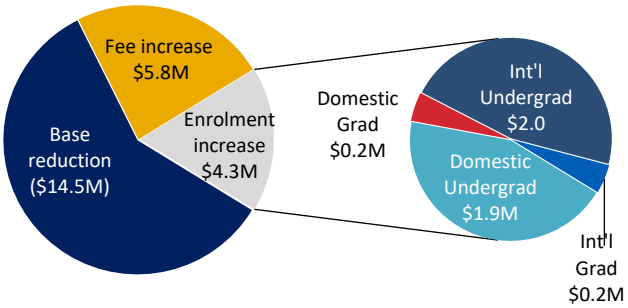
For 2023/24, the province provides the operating grant to the university based on the expected enrolment levels shown on the right in Table 2, which includes the programs noted above. International enrolments are not included in the province's targets.

TABLE 2	FTEs
Undergraduate	14,158
Graduate	2,360
Total funded	16,518

Student fees represent tuition and fees paid by all student groups based on anticipated enrolment targets. After reducing our base tuition budget by $14.5M to align with 2022/23 enrolment levels, and a base increase to reflect modest 2023/24 enrolment targets and fee increases, overall tuition revenue is projected to decrease by $4.4M, as shown in the chart below to the right. The $4.3M in enrolment increase represents incremental revenue recovered under the **pragmatic approach**. It also includes program growth in the nurse practitioner program and the master of social work program, and is summarized as:

	Enrolment increase ($M)	Enrolment change %
Domestic undergrad	$ 1.9	2.0%
Domestic grad	$ 0.2	1.0%
Int'l undergrad	$ 2.0	4.0%
Int'l grad	$ 0.2	2.5%
Total enrolment increase	**$ 4.3**	

Tuition Revenue - ($4.4M)



In May 2017, the university implemented a policy to annually increase undergraduate international fees to reflect actual costs of inflation (international student pay the full cost of education as no government subsidy is provided). The actual cost increases at UVic are higher than the 2% provided under provincial policy for domestic students. To recognize this fact, undergraduate international tuition is adjusted by the pro-rata share of estimated actual increases in costs.

The university committed to reviewing the rate every three years and to adjust it accordingly. The three-year cycle provides incoming students with some certainty with respect to their fees while also ensuring the rate reflects the current environment. The rate was last calculated in 2020/21 and was set at 3.75%, down from 4% previously. As 2023/24 is a review year, this framework reflects a reset of the international rate to recognize actual institutional cost increases.

The approach used to determine the rate increase is to estimate the expected costs across various areas of the university such as salaries and benefits, library acquisitions, software licensing renewal, facilities management, capital renewal, utilities, and general supplies. Actual expected costs are based on this analysis. To ensure that international student fee increases cover their pro rata share of university costs, the annual amount is multiplied by the ratio of international to domestic students.

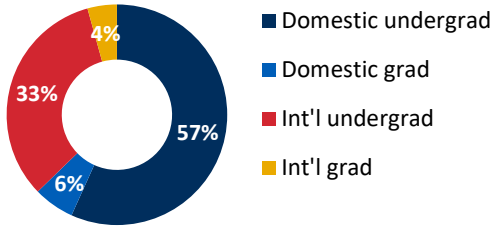
For 2023/24, the inflation rate used is 6.75%. While normally it would be fixed for 3 years to provide certainty on rates increases, due to the higher rate and Bank of Canada signaling a return to more normal levels, the proposal is to review each year with a maximum of 6.75% for the subsequent two years. The increased tuition revenue in 2023/24 due to the

	Fee increase ($M)	Rate increase %
Domestic undergrad	$ 1.9	2.00%
Domestic grad	$ 0.2	2.00%
Int'l undergrad	$ 3.6	6.75%
Int'l grad	$ 0.1	2.00%
Total fee increase	**$ 5.8**	

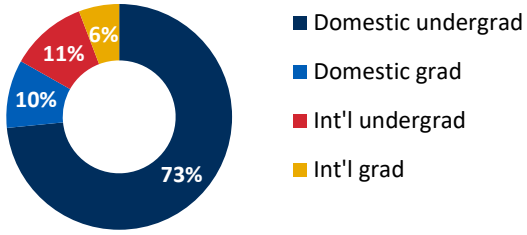
fee increase for domestic and international is shown to the right.

Tuition from international sources makes up approximately 37% of total tuition revenue, whereas international student enrolment comprises 17% of student FTE as shown in the charts below:

Tuition Sources 2023/24



Student FTE 2023/24



The difference between the proportion of tuition revenue and FTE numbers increases the financial risk and sensitivity to fluctuations in international student enrolments. To mitigate this risk, UVic retains an enrolment contingency as protection from enrolment declines.

In 2023/24, the **enrolment contingency** is $7.2M in base funds, or 1.5% of total budget. This level of base funding provides protection from an enrolment decline roughly equal to 242 (about 11.4%) undergraduate international FTEs or 1,168 (about 8.2%) undergraduate domestic FTEs:

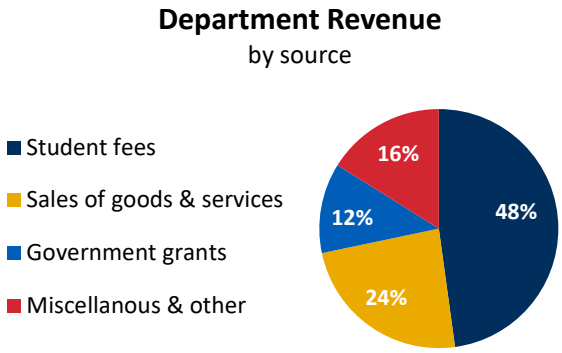
TABLE 3

	Amount	Percent
Base funding retained ($ in M)	$ 7.2	1.5%
International FTE fluctuation absorbed (FTE)	242	11.4%
or Domestic FTE fluctuation absorbed (FTE)	1,168	8.2%

The attached Appendix 1, **Schedule of Tuition Fees** for 2023/24 outlines tuition fees by program and requires Board approval as part of the budget process.

Federal grant revenue is annual funding received through the federal government's research support fund (RSF) to help defray the indirect costs attributable to the research enterprise. The overall goal of the RSF is to help ensure Canada's research institutions remain among the best in the world. By supporting some of the financial impact of the indirect costs of research, the fund helps researchers and universities focus on delivering innovative research and scholarly excellence. This grant is calculated using the three-year average of research grants received from the tri-council funding agencies, comprised of NSERC, SSHRC and CIHR. In 2022, the university was notified that the RSF grant for 2022/23 would decrease by $0.2M, from $6.1M to $5.9M. The base budget for 2022/23 reflects this change.

Department revenue is largely made up of student fees (48%) and sales of goods and services (24%) as shown in the chart. More than 50% of all departmental student fees is generated in continuing studies, the office of the registrar and athletics and recreation services (ATRS). In 2021/22, department revenue increased by $12M, largely due to the post-pandemic revenue recovery in continuing studies and ATRS. These units are considered **hybrid operations**, where most of the revenue earned is needed to cover expenses incurred to generate those revenues. Hybrid units also receive some base funding from the university, to cover ongoing administrative and operating costs or for specific program costs.



The pandemic disproportionately impacted continuing studies and ATRS due to their reliance on on-campus activity to generate revenue. However, 2022/23 financial results project that both operations will recover to pre-pandemic levels of net revenue. **The Division of Continuing Studies** has been on a trajectory of steady net revenue recovery with a projected budget surplus of $2.1M in 2022/23, a growth of $0.4M over 2021/22 year-end results. Adding this to the projected year-end balance will bring the reserve to a healthy balance of $4.7M and will provide scope for investment in revenue-generating opportunities. The positive results reflect growth in professional programs, revenue diversification (almost $1M in government funds for new programs such as micro-credentials), and scaling programs and services, notably online programs with a vision for long-term viability and growth. **Athletics and Recreation Services** has also been on a trajectory of steady net revenue recovery, with improvement to net year-end results over the prior year of $0.8M in 2021/22 and $0.8M projected in 2022/23. Although ATRS is forecasting a small deficit in 2022/23 of ~$0.2M, this will be fully covered by reserve. For the 2023/24 fiscal year ATRS projects a net revenue surplus of ~$0.2M.

Department revenue also includes application fees that are provided directly to the office of the registrar. For the 2023/24 year, application fees will increase by 2% domestic (undergraduate and graduate), 2% for international graduate and 6.75% for international undergraduate. Table 4 shows the changes for these fees:

TABLE 4

Application Type	2022/23*	2023/24*
domestic undergraduate	$82.50	$84.25
domestic graduate	$134.25	$137.00
domestic law	$103.75	$105.75
international undergraduate	$147.00	$157.00
international graduate	$172.00	$175.00

** Domestic fees are rounded to the nearest quarter; international fees are rounded to the nearest dollar.*

The **other grants and contracts** budget includes revenue from the University of British Columbia in support of the island medical program (IMP). The annual IMP budget is approved by the

administrative committee representing the three universities (UBC, UVic and UNBC) and can only be used for the IMP program.

Investment income and other mainly includes interest, dividends and gains/losses earned from university cash balances (working capital) which are invested in more conservative money market, mortgage and bond investments. The remaining revenue is incremental revenue expected from UVic Properties and Heritage Realty, and overhead revenue from research contracts. Income is also generated through internal loans to ancillary services provided to fund capital improvements. A prolonged period of low interest rates resulted in the low working capital investments returns. Recent interest rate hikes have led to the overall yield increasing from 1.8% to 4.5% over the past 12 months. We do not expect additional interest rate changes in the first half of 2023 and believe rates will stay relatively flat over the next six months so we expect 2023 returns to exceed those of 2022.

Table 5 below is a summary of revenue changes by source for 2023/24, projected at $20.2M over the prior year budget:

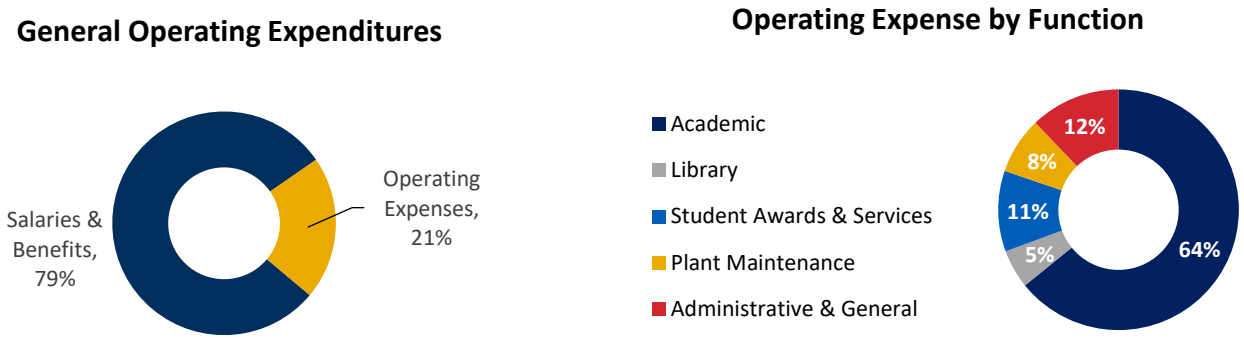
TABLE 5

(in millions)

Provincial grant:	
Compensation	$23.9
Nurse practitioner and master of social work	0.5
Student fees:	
Enrolment decrease - align to 22/23 levels	(14.5)
Enrolment increase - pragmatic targets, growth (NP, MSW)	4.3
Fee increase (2% domestic UG & GR, 6.75% int'l UG)	5.8
Department revenue	0.2
Total incremental revenue increase	**$ 20.2**

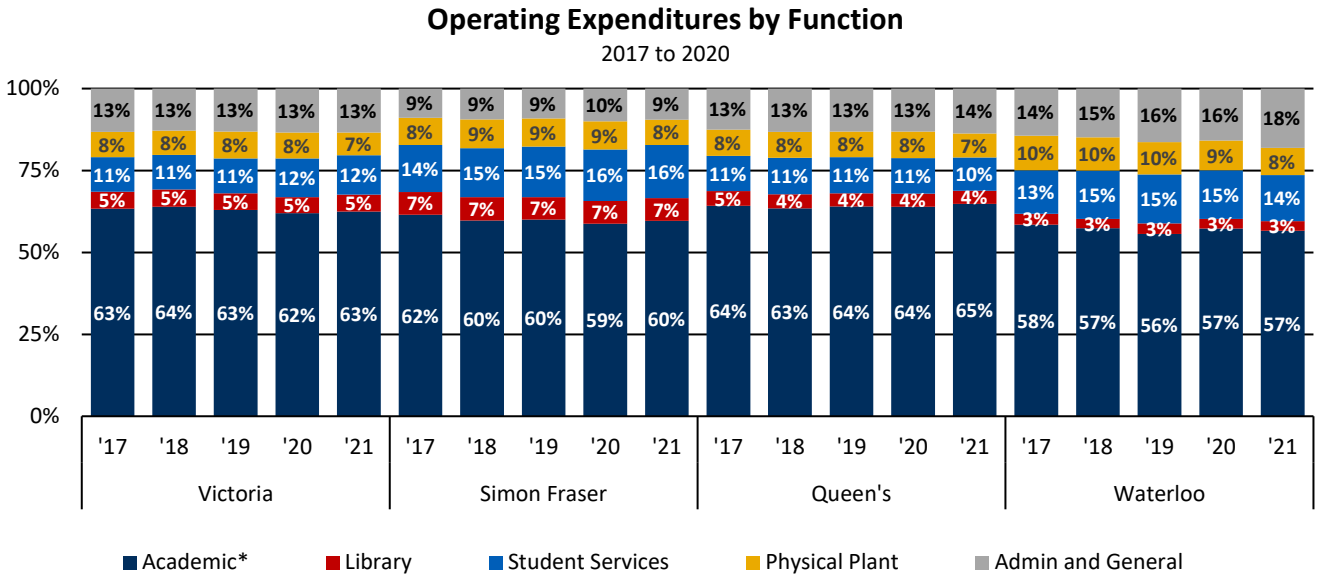
(c) Operating expenditure information

The importance of people to the university is reflected in the operating budget, with 79% of annual operating expenditures allocated to salary and benefits. Reflecting the mission of the university, 80% of the total operating budget is allocated to academic areas including faculties, research, library, student financial aid and student services, with the remaining 20% allocated to maintain and operate facilities and for support functions.



OBJ

Expenses by function have remained consistent over time. The chart below shows that UVic's investment in academic areas over the past five years is comparable to other Canadian post-secondary institutions:



*Includes instruction & non-sponsored research, non-credit instruction, and computing & communications
Source: CAUBO Financial Information of Universities and Colleges 2017-2021

(d) Operating expenditure plan

The annual expenditure budget is adjusted each year to first account for non-discretionary commitments and allocations. These include compensation, infrastructure, and inflationary requirements. The plan also reflects allocations to departments for revenue that is collected for specific areas, such as academic programs (master of social work, nurse practitioner, and differentials) and the athletics fee.

Table 6 details these requirements for 2023/24, projected at $27.4M:

TABLE 6

(in millions)

Compensation (salaries and benefits)	$ 24.9
Program growth	1.3
Library acquisition inflationary costs	0.3
Maintenance and inflation costs	0.9
Total non-discretionary commitments	**$ 27.4**

The $24.9M for compensation represents salary and related benefit increases that have been collectively bargained under the shared recovery mandate. This includes a general wage increase (GWI) of 5.5%, a conditional cost of living adjustment (COLA) of up to 1.25% in 2023/24, and also includes progression through the ranks or ranges. The $1.3M for program growth includes funds required to maintain and operate the new facilities for engineering and the national centre for indigenous laws, $0.8M of government-funded enrolment expansions for the nurse practitioner program ($0.2M) and masters of social work program ($0.4), and funding for differentials and athletics fees ($0.2M). The $0.3M for library acquisition inflationary costs represents additional base funding to address rising costs of acquisitions due to annual inflation on periodicals and subscriptions. The $0.9M for maintenance and inflation includes allocations to university insurance, facilities management, and university systems to address inflationary costs.

The 2023/24 expenditure plan also provides for base allocations for domestic and international entrance **scholarships** totalling $2.5M. This is part of a larger strategy to recover enrolments by addressing affordability concerns through investments in student recruitment and retention. To support undergraduate domestic and international recruitment strategies, we require strong scholarship programs.

The $2.5M base investment will support entrance scholarships for domestic and international students, recruiting agency and student mental health and wellness:

- Domestic students – increase by $1.5M to 6.67M; and
- International students – increase by $1M to 1.3M.

For 2023/24 UVic will meet its undergraduate domestic entering class target of 4,400 and an international entering class of 475 students by admitting students who are academically prepared to be successful at UVic. Entrance scholarships play a key role in offsetting the tuition differential in the first year and are important in establishing the reputation of the institution in specific regions. Entrance awards programs is a strategy to maintain and build enrolment in key markets.

After three years of international undergraduate student enrolment declines, expanding the international entrance scholarship program will support enrolment growth. UVic has committed to building back our international undergraduate student population to roughly 17% of our total entering class while maintaining our commitment to academic quality and first year retention. Through the development of our Academic Plan we will contemplate growth beyond 17% that is more aligned with our comparator institutions. Our international tiering and diversification strategy

focusses areas of growth in India/Bangladesh, Vietnam, and Mexico. Investing continuing base funds for international undergraduate scholarships focused on these key markets will assist in addressing enrolment and tuition challenges. The investment for international students will help support our multi-year plan to increase international undergraduate enrolments.

UVic has hired Kaplan to support our international recruitment efforts; however, additional students recruited by Kaplan have not been included 2023/24 enrolment targets, but have been built into longer-term projections.

We are also making additional investments to help address affordability for students through bursaries and work study programs. Bursary awards are based on financial need and reasonable academic standing for undergraduate and graduate students. We are increasing the amount available to international student bursaries by $100K (to $319K) for the next three years. Food services is also increasing the bursary program for residents on meal plans by $30K annually to $60K annually.

Lastly, we are increasing the work study program funding by $100K to $795K for 2023/24. The work study program provides financial assistance through part-time employment opportunities for students with documented financial need. These part-time jobs are spread throughout the campus, providing opportunities for departments to gain student expertise and assistance, and providing students with much-needed earnings and experience.

The 2023/24 expenditure plan also includes $2.2M in base investments for those items that have been funded non-recurring on a consistent basis over the previous 3+ years. This includes items such as student health and wellness, Indigenous initiatives such as LE,NONET first-year experiences, graduate fellowships as well as Indigenous graduate fellowships, marketing and communications, and global rankings and reputation. This approach ensures that these areas do not face a larger cut simply due to some of their budget being funded with non-recurring funds. Table 7 below outlines these base investments for 2023/24:

TABLE 7

	(in millions)
Student health and wellness	$ 0.4
Indigenous initiatives	0.2
Graduate fellowships	0.2
Marketing and communications	0.5
Global rankings and reputation	0.3
Government and community engagement	0.2
Software, systems and subscriptions	0.3
Retirement planning	0.1
Total base investments	**$ 2.2**

After considering allocations for non-discretionary commitments, scholarships for domestic and international students, and base investments, a shortfall of $11.9M remains:

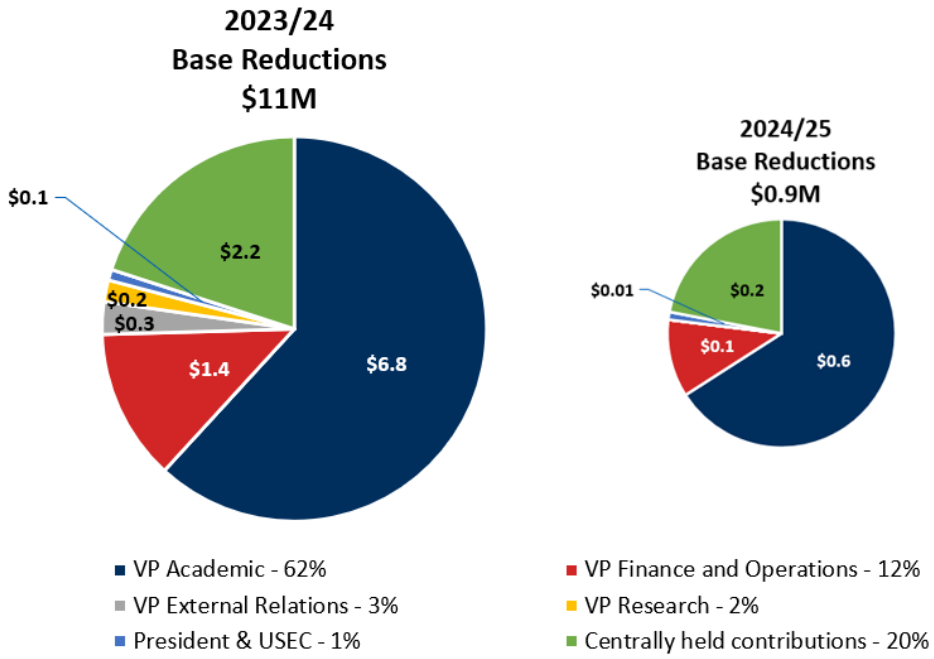
TABLE 8

(in millions)

Total incremental revenue increase	**$ 20.2**
Non-discretionary commitments	(27.4)
Entrance scholarship (domestic & international)	(2.5)
Base investments	(2.2)
Total base available	**($ 11.9)**

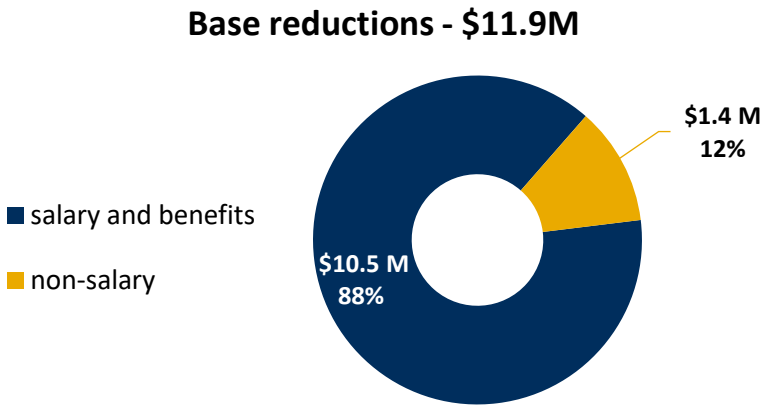
The $11.9M shortfall represents the base reduction that is necessary to balance the budget. The base reduction is applied to most portfolios, except VP Indigenous given institutional direction and that it is a new portfolio, and excludes areas that are critical to university operations, including student health and wellness, student financial aid, library collections, insurance, and utilities. With these exclusions, in order to reduce by $11.9M this budget includes a 4% base cut. Leaders, however, have been provided flexibility within their portfolio to manage the base reduction over two years, provided that at least 75% base is reduced in 2023/24, with the remaining base reduction taken in 2024/25. Each portfolio has submitted an overall draft plan.

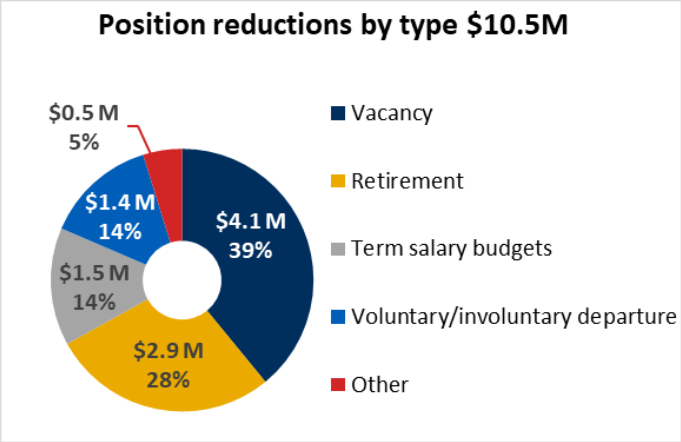
These plans indicate that the $11.9M base reduction will occur over two years by portfolio as shown in the chart below:



Due to a percentage-based approach, the portfolios with the largest reduction are VP Academic at 62% of the total, followed by VP Finance and Operations at 12% of the total. Centrally held contributions represents base budget that funds employee benefits and increases to salary (e.g., GWI). The 20% in this category includes a $1.7M reduction to base budget for benefits associated with positions reductions in departments and $0.4M reduction to base budget for salary increases, also associated with position reductions.

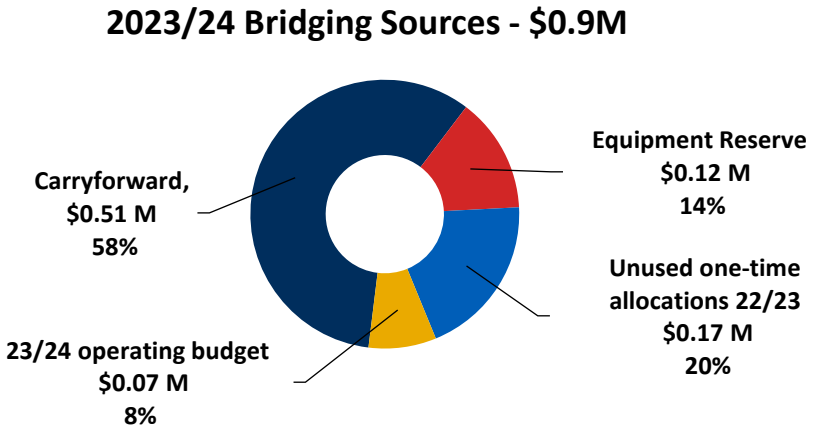
While base reductions can be applied to positions or to non-salary operating budget, base budget associated with positions (salary and benefits) represent 88% of the total reduction at $10.5M, while non-salary makes up the remaining 12% of the total reduction at $1.4M:





The hiring pause and review made it possible for many departments to reduce their base budget without layoffs. Almost 40% of the $10.5M base reduction on salaries and benefits are for vacant positions. Known and upcoming retirements makes up the second largest reduction to positions at 28% of the total, and the majority of these, 98%, are faculty positions. Reductions to term salary budgets represents 14% of the total. Term salary budgets are a pool of base funds that support term position salary costs and pooled position salary costs, such as sessionals and teaching assistants. Voluntary and involuntary departures make up 14% of the total base reduction for salaries and benefits, while the remaining 5% represents reductions supplemented by alternative funding sources. The chart on the right summaries the $10.5M in base reductions on positions.

Areas that are not making the full base reduction in 2023/24 must fund the remaining reduction with one-time funds in 2023/24. As noted above, this amounts to $0.9M with one-time funds from the following sources:



(e) Routine Capital funding

Annually, the provincial government provides post-secondary institutions with funding for the maintenance, renovation, and upgrade of institutional academic facilities. There are two sources of funding from government to address maintenance and renovations within an overall program called Routine Capital.

The first source of funding is called Minor Maintenance and Rehabilitation and is intended for project planning (e.g., studies or design work) or minor projects to address maintenance or rehabilitation issues (e.g., replace flooring). For 2023/24 this funding is expected to be approximately $675,000 and is provided as envelope funding—institutions have full discretion over its allocation.

The second source of funding is Major Maintenance and Rehabilitation (MMR) and it is intended to address deferred maintenance and some functional improvements. This funding is provided through a notional allocation against which each institution submits specific projects for approval. This process allows the institution some flexibility with respect to the use of these funds but also ensures, through the requirement for Ministry approval, that provincial priorities are addressed (e.g., deferred maintenance). For 2023/24, funding from government is expected to be similar to the prior year at about $16M.

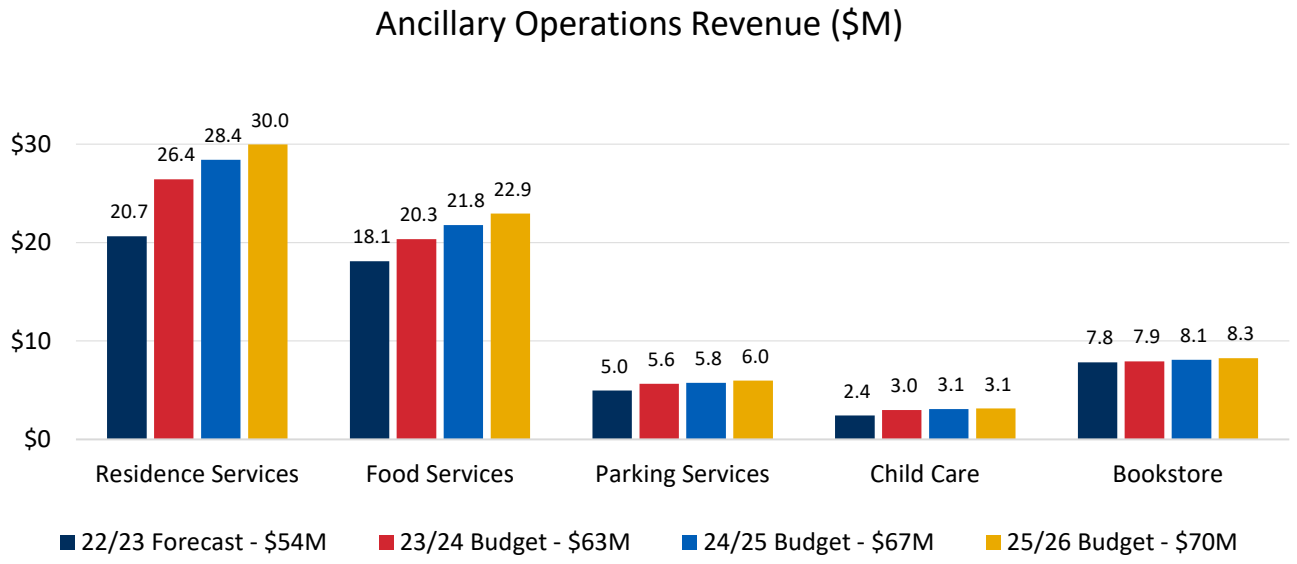
The allocation of this funding is coordinated annually through the office of the Vice-President Finance and Operations and approved by the Vice-President Finance and Operations and the Vice-President Academic and Provost, based on overall campus priorities and ranked submissions from units.

ANCILLARY BUDGETS

An ancillary operation is a unit or department within the university that is required to be financially self-sustaining. Revenues from ancillary operations comes from a variety of operations including residence services, food services, parking services, child care, the bookstore, and off-campus activities. Each ancillary is expected to generate sufficient revenue to fully cover its annual operating costs as well as infrastructure maintenance such as renovation and the replacement of physical

assets, including any required debt servicing costs. Increases in rates are required every year to cover annual incremental costs, including inflationary increases such as utilities and insurance. In developing the recommended rate increases, each of the areas benchmark their rates with similar organizations or services to ensure UVic rates remain appropriate.

Most of the revenue for an ancillary operation comes from the sale of services or products. For 2021/22, this source of revenue accounted for 93% of total ancillary revenue. Other revenue includes government grants (namely child care) 5% and investment income 2%. While ancillary operations were negatively impacted by the pandemic, they are forecasted to recover to pre-pandemic levels for the year-ended 2022/23, with all operations forecasting revenue growth over the next three years:



In planning out three years, each Ancillary operation must determine the annual increase in rates that will be needed to cover cost increases, including salaries and wages, capital renewal and capital expansion. Typically, these rate increases are in line with inflation; however, larger increases are sometimes required to ensure the operation is financially sustainable to cover operating costs and capital improvements. Increases to operating costs driven by unforeseen increases to inflation and higher provincial wage mandate have impacted many of the ancillary operations in 2022/23 and will continue to impact these areas over the next few years. As well, decreased enrolment in 2022/23 and the post-pandemic work from home model has had a negative impact on food sales at on-campus retail food outlets.

The rates proposed for each ancillary operation reflect the need to maintain a balance between affordability for students while generating sufficient revenue to cover wages, higher operating costs and save for capital renewal and expansion. The following sections outline proposed ancillary budgets for the following three years, along with corresponding fee increases that require board approval.

(a) Residence services

Residence services provides accommodation to students and visitors in on-campus dormitory buildings, single student cluster units and self-contained units (apartments/town houses) for students with families. Most of the revenue generated by Residence Services is from students (90%). Residence

revenue has typically been based on a 97.5% occupancy rate in single student housing during the academic year (September to April), with minimal student revenue during the summer session. Remaining revenue is generated from conferences (7%), and other revenues (3%) such as application fees and coin laundry.

The following Table 9 summarizes Residence Services forecasted year-end operating results for 2022/23, and the projected budgets for 2023/24 to 2025/26:

Table 9 (in millions)

RESIDENCE SERVICES	22-23 Yr. End Forecast	Projected Budget		
		23-24	24-25	25-26
Total Revenue	$ 20.7	$ 26.4	$ 28.4	$ 30.0
Expenditures				
Salaries & Benefits	6.7	7.9	8.0	8.1
Operating Expenses	6.0	6.5	6.6	6.9
Debt Servicing	2.9	10.6	13.0	12.2
Capital Projects	2.4	3.0	3.0	8.0
Reserves Provision	2.6	(1.5)	(2.2)	(5.3)
Total Expenditures	$ 20.7	$ 26.4	$ 28.4	$ 30.0
NET	-	-	-	-
Reserves				
Beginning Balance	7.5	10.1	8.7	6.5
Net Transfers	2.6	(1.5)	(2.2)	(5.3)
End Balance	$ 10.1	$ 8.7	$ 6.5	$ 1.2

Residence services total revenues for 2022/23 has increased to over $20.7M, with the opening of Building 1 in fall 2022, which added almost 400 beds to inventory. Single student housing revenue is projected to increase to over $16M this year. The current occupancy rate is 98.4%, which is greater than the 97.4% that is typical. Residence services is forecasted to end 2022/23 fiscal year with a $2.6M contribution to reserves. This contribution is possible primarily due to: the deferral of some debt payments on the student housing and dining project (SH&D), which were reduced from $4.5 million to $2.9 million; and deferred maintenance projects that were postponed, which reduced capital expenditure costs. For the deferred maintenance projects that were completed, costs were lower than budgeted as project scopes were adjusted to deal with construction escalation.

The 2023/24 projected budget assumes an overall occupancy rate of 97.5% and includes a rate increase of 10% for single student housing and 8% for family housing, increasing total revenue in 2023/24 by $5.7M. This rate increase is greater than our typical increases in order to manage the high inflationary costs pressures across almost all expense categories including, labour, supplies, insurance, utilities, construction and debt service. We benchmark ourselves annually to comparator institutions and with the 10% rate increase for 23/24 included we remain below the average relative to peers. Budgeted revenues over the next three years reflect the opening of the second SH&D building in September 2023. The increase in expenses over the next three years reflects increased costs associated with the SHD project, including debt service costs. Salaries and benefits increase proportionally to support the new buildings, and reflect wage increases in line with the provincial wage mandate. The three-year budget includes continued investments in deferred maintenance of $3 million or more annually. Highlights include:

- Cluster appliance and furniture upgrades
- Exterior cameras and security improvements
- Family housing paint and patio upgrades
- Inclusive and accessible dorm style washroom upgrades

- Poole elevator replacement
- Roofing replacements

The current budget for deferred maintenance has not increased in some time and with construction costs soaring and aging, and 30+ buildings to maintain, we anticipate it is no longer sufficient. A detailed study will be undertaken to assess deferred maintenance costs and determine the contribution needed each year to ensure our housing accommodations remain at the standard students expect. The reserve fund at the end of 2022/23 is expected to be $10.1M and maintaining ongoing residence renewal along with increased debt servicing costs means that reserve funds will be drawn upon over the next three years, leaving a projected balance of $1.2M by the end of 2025/26.

New student housing capital expansions are also self funded and a Student Housing Expansion Feasibility Study to examine adding 500 beds of student housing is underway. The budget impacts of expansion will only be included in budget framework once a fully funded project has been approved.

Proposed 2023/24 rate increases for various housing types are outlined in Appendix 2.

(b) Food services

University Food Services (UNFS) provides a variety of food services to students, faculty, staff, and visitors to campus including student resident meal plans, dining options at eleven unique campus outlets and on-campus catering for university functions. The business operations of UNFS has evolved its food offerings over the years to ensure it is aligned to the needs of a diverse customer base and that healthier food options exist to support good nutrition. UNFS is committed to implementing industry leading practices in support of a nutritionally sound campus including capturing caloric, sugar and salt content for all food and drink items within its Food Trak software. UNFS will ensure that plant-based, vegetarian, vegan and gluten-free options and programs are meeting the needs of these customer bases and support institutional climate objectives.

Similar to Residence Services, the costs pressures for UNFS are across almost all expense categories including, food, labour, supplies, insurance, utilities, construction and debt service. Food and labour inflation are having the most significant impact on operations; food inflation alone in 2022 was over 10%. The 2022/23 budget and rates were set prior to the current rise in inflation and before the shared recovery mandate was established and therefore the budget was based on a lower general wage. As a result, revenues are forecasted to be less than expenditures for the 2022/23 fiscal year.

The following Table 10 summarizes UNFS forecasted year-end operating results for 2022/23, and the projected budgets for 2023/24 to 2025/26:

Table 10 (in millions)

FOOD SERVICES	22-23 Yr. End Forecast	Projected Budget		
		23-24	24-25	25-26
Total Revenue	$ 18.1	$ 20.3	$ 21.8	$ 22.9
Expenditures				
Salaries & Benefits	9.1	9.6	9.7	9.9
Operating Expenses	2.6	2.9	3.3	3.4
Cost of Goods Sold	5.8	6.4	6.9	7.3
Debt Servicing	1.1	2.1	2.2	2.2
Reserves Provision	0.0	0.4	(0.4)	0.1
Institutional Support*	(0.5)	(1.0)	0.0	0.0
Total Expenditures	$ 18.1	$ 20.3	$ 21.8	$ 22.9
NET	-	-	-	-
Reserves				
Beginning Balance	(0.2)	(0.2)	0.2	(0.2)
Net Transfers	0.0	0.4	(0.4)	0.1
End Balance	($ 0.2)	$ 0.2	($ 0.2)	($ 0.1)

**Deferral of principal on debt servicing payments*

The three-year budget shows that revenue is expected to increase each year, starting in 2023/24 with an overall increase of $4.8M as compared to the 2022/23 year-end forecast. This is based on meal plan rate increases of 10% in 2023/24, 8% in 2024/25 and 7% in 2025/26. This rate increase is greater than the typical increase and is necessary to offset the costs pressures noted above. We also benchmark our meal plan rates to other university run food service operations annually and with the 10% rate increase for 23/24 included, we are at the average relative to peers. In 2022/23 UNFS introduced a voluntary, easy to load Meal Plan "+PLUS" funds to the Standard Plan in 2022/23. The plan generated an additional $0.3M in revenue and is budgeted to increase by $0.3M to $0.6M in 2023/24, while retail sales are expected to be $4.1M in 2023/24. The post-pandemic work from home model for staff including the option of hybrid classes (remote learning) for students had led to a significant decrease in retail sales. It is anticipated that as remote learning increases over the summer term that retail sales will be negatively impacted further. Salary and benefit expenses are projected to rise in proportion to service and in line with the provincial wage mandate, while cost of goods sold is proportional to food and retail sales.

The majority of UNFS capital plans in 2023/24 will be focused on completing and opening SH&D building #2 for September 2023, allowing for the return of conferencing and meeting space rental. The second phase of the SH&D complex is expected to open in summer 2023 and will return full institutional meeting space capacity and revenue to the university.

The increase in debt servicing reflects UNFS' loan for the new SH&D project, and the existing Mystic Market loan. A modified repayment schedule was developed in order to ensure rate increases beyond 10% were not required in 2023/24 to finance the additional debt UNFS' proposed residence meal plan rate increases for 2023/24 as is outlined in Appendix 2.

(c) Parking services

Parking Services generates revenue from parking permits, parking meters and dispensers and fines/citations to cover the cost of operations including:

- a contribution toward the student UPASS bus pass program;
- parking lot maintenance and repair;
- patrol costs;
- service enhancements;
- travel choices programs (also known as traffic demand management or TDM); and
- capital cost of new/expanded parking capacity.

The 2022/23 fiscal year was a transition year, shifting from an annual permit model to a monthly model. As expected, there was a change in revenue patterns as the historical permit renewal cycle of August and September flattened out to a smaller but more regular monthly revenue flow. This will continue to occur throughout the remainder of this year and next year, as new trends evolve, and a baseline of revenue is established. As a result of this pattern change, permit sales are approximately 15% lower than under the annual permit model.

Transient revenue for 2022/23 is forecasted to return to pre-pandemic levels as well. This is mainly due to the return to in-person classes, and the pay-per-visit for employees attending campus that do not purchase the monthly pass. The return of more employees to campus has also led to an increase in bus pass sales. This is still, however, less than pre-pandemic years, as BC Transit notes a 20% decrease in transit ridership as many employees continue to work from home. Expenses reflect an increase to salary and benefits in line with the provincial wage mandate, while some major capital repairs and maintenance projects were delayed, and major purchases were limited to the Licence Plate Recognition system in a new electric vehicle for parking enforcement. The 2022/23 year-end forecast is favourable compared to budget, with a projected contribution to reserve of $1.2M as compared to a budgeted $0.8M deficit. This will result in a year-end reserve balance of $9.6M.

The following Table 11 summarizes Parking Services forecasted year-end operating results for 2022/23, and the projected budgets for 2023/24 to 2025/26:

Table 11 (in millions)

PARKING SERVICES	22-23 Yr. End Forecast	Projected Budget		
		23-24	24-25	25-26
Total Revenue	$ 5.0	$ 5.6	$ 5.8	$ 6.0
Expenditures				
Salaries & Benefits	2.1	2.2	2.3	2.4
Operating Expenses	1.7	2.4	2.5	2.5
Reserves Provision	1.2	1.0	1.0	1.1
Total Expenditures	$ 5.0	$ 5.6	$ 5.8	$ 6.0
NET	-	-	-	-
Reserves				
Beginning Balance	8.4	9.6	10.6	11.6
Net Transfers	1.2	1.0	1.0	1.1
End Balance	$ 9.6	$ 10.6	$ 11.6	$ 12.7

The budget for 2023/24 to 2025/26 projects no change to parking rates but steady revenue growth as a result of a continued shift to monthly permits sales and growth in the campus population. Overall revenue is projected to increase by 20% over the next three years as compared to 2022/23 levels.

Operating expenses are budgeted to reflect increased activity proportional to revenues and includes an increase to travel and credit card costs to account for an increase in card use for parking transactions. Salary and benefit expenses are projected to rise in proportion to activity and reflect salary increases in line with the provincial wage mandate. Projected budgets for the next three years indicate overall reserve growth of $3.1M, required to fund future capital needs.

In the Fall of 2022, the university adopted a new Climate and Sustainability Action Plan. The Plan sets ambitious medium and long-term GHG reduction targets in order to align university operations with the Intergovernmental Panel on Climate Change (IPCC) *Special Report Global Warming of 1.5°C* to limit global warming to 1.5°C.

Critical to the success of achieving these targets is understanding the plan provides direction to developing systems to measure indirect or scope 3 emissions, which includes GHGs from commuting

to and from campus. The Victoria Regional Greenhouse Gas (GHG) emissions-based Community Energy and Emissions Inventory (CEEI), estimated that 57% of regional GHG's were produced by on-road transportation. Reducing employee commuting therefore is a key component of any institutional or regional plan to reduce GHG levels. A reduction in commuting will also delay the need for new above ground parking structures, which also embody large amounts of CO2 emissions.

The parking budget continues to provide funding for a number of initiatives that support the TDM program. These initiatives are designed to promote sustainable transportation options and assists in managing parking demand on campus. They include Bike to Work Week sponsorship, the subsidized employee monthly bus pass program, the Universal Bus Pass for students, a carshare partnership with Modo, as well as the availability of electric vehicle and electric bicycle charging locations, and carpooling options, all of which are supported by various educational, committee and communication activities. Revenue will also be utilized to assist with funding the implementation of an All Ages and Abilities (AAA) cycling network on campus as recommended in the Campus Cycling Plan. The university also completed two significant capital projects supporting active transportation and transit including the West Campus Greenway, BC Transit Exchange refresh and Ring Road transit stop upgrades.

As noted above, there are no proposed rate changes for 2023/24. Parking rates for 2023/24 and 2022/23 are outlined in Appendix 3.

(d) Child care services

Child care services operates seven child care centres and a family centre at UVic. Child care services operates within small margins, as most of the revenue comes from the provincial child care grant and from parent fees. The operation also receives annual funding from the university to support the director, one staff person, some building operational costs and a portion of the salary costs of the child care workers. The total current subsidy is about $0.8M per year.

Child care services are projected to end the 2022/23 fiscal year with a small operating loss of $0.02M, which is slightly better than the $0.04M budgeted deficit. The loss will be fully covered by the reserve.

Child care services have been accepted into the Province of BC's $10 a Day Child Care Program effective December 1, 2022. Under the two-year agreement, parent fees will pay $200 per month for all current spaces (116 spaces). This will have a significant impact on affordability for families in the UVic community. Of note, 38 international student families (36% of current enrollment) will see their fees drop substantially.

The following Table 12 summarizes Child care services forecasted year-end operating results for 2022/23, and the projected budgets for 2023/24 to 2025/26:

The proposed three-year budget reflects a 3% rate increase for toddlers (18 months to 3 years) and a 3% rate increase for pre-school children (3 to 5 years), and reflects the new child care agreement with the province. Salary and benefit expenses are projected to rise in line with the provincial wage mandate.

See the attached Appendix 4 for the 2023/24 schedule of child care fees.

Table 12 (in millions)

CHILD CARE	22-23 Yr. End Forecast	Projected Budget		
		23-24	24-25	25-26
Total Revenue	$ 2.42	$ 2.99	$ 3.08	$ 3.15
Expenditures				
Salaries & Benefits	2.23	2.75	2.83	2.89
Operating Expenses	0.21	0.24	0.25	0.26
Reserves Provision	(0.02)	-	-	-
Total Expenditures	$ 2.42	$ 2.99	$ 3.08	$ 3.15
NET	-	-	-	-
Reserves				
Beginning Balance	0.07	0.06	0.06	0.06
Net Transfers	(0.02)	-	-	-
End Balance	$ 0.06	$ 0.06	$ 0.06	$ 0.06

(e) Bookstore

The University Bookstore receives revenue through the sale of textbooks, books, computers, supplies (including food and beverages), and services such as regalia rental. Over the past few years, the sale of new and used physical textbooks has decreased as the shift to digital and open educational resources (OER) accelerated significantly post pandemic. Textbooks sales shifted to digital formats (eBooks, bundled with eBooks, and digital access) in support of a hybrid delivery of courses. The shift from physical sales to digital course materials delivered through on-line access utilizes different payment models and results in lower margins.

The bookstore is forecasting a small deficit in 2022/23 of $0.2M, which is slightly less than the $0.01M budgeted surplus. The 2022/23 budget was based on a 12% forecasted increase in textbooks, and a 23% forecasted increase in merchandise sales as customers physically returned to campus. The 2022/23 operating loss will be fully covered by the reserve, leaving a projected balance of $0.7M.

The following Table 13 summarizes bookstore forecasted year-end operating results for 2022/23, and the projected budgets for 2023/24 to 2025/26:

Table 13 (in millions)

BOOKSTORE	22-23 Yr. End Forecast	Projected Budget		
		23-24	24-25	25-26
Total Revenue	$ 7.8	$ 7.9	$ 8.1	$ 8.3
Expenditures				
Salaries & Benefits	2.1	2.2	2.1	2.0
Operating Expenses	0.8	0.7	0.7	0.7
Cost of Goods Sold	5.2	5.2	5.4	5.5
Reserves Provision	(0.2)	(0.2)	(0.1)	0.0
Total Expenditures	$ 7.8	$ 7.9	$ 8.1	$ 8.3
NET	-	-	-	-
Reserves				
Beginning Balance	0.9	0.7	0.6	0.5
Net Transfers	(0.2)	(0.2)	(0.1)	0.0
End Balance	$ 0.7	$ 0.6	$ 0.5	$ 0.5

The 2023/24 budget forecasts a 1.3% increase in revenue over 2022/23. Physical textbook sales are budgeted to decrease by 5% with the shift to OER. In 2023/24, the bookstore will continue to develop and support all-inclusive access for digital course materials through the university's learning management system (LMS), adopt course materials within the BC open textbook initiative, and support access to OER materials. Merchandise sales are expected to increase by 12% and continue to be a core strength for the university.

Salaries and benefits are expected to be 5% higher in 2023/24 as compared to 2022/23, while the subsequent two years are expected to be 2-3% lower. This is a net decrease after applying wage increases in line with the provincial wage mandate and reflects a planned reorganization of the bookstore's workforce to eliminate positions that are no longer required to support physical textbook sales. The reduction in positions will be implemented through attrition with upcoming retirements and transitioning to other open positions within campus services to minimize employee impact. Casual wage budgets have been reduced and shifted from receiving and managing physical textbooks sales to supporting eliminated position responsibilities.

Tighter controls have been implemented to manage operating expenses, which are expected to remain relatively flat over the next three years, while the increase in cost of goods sold is proportional to sales. The bookstore reserve will be drawn on over the next two years to cover projected operating losses and to support the planned two-year reorganization and transition of the bookstore labour model with a return to profitability in 2025/26. The reserve will also be held to fund on-going capital asset renewals, technology renewal, and to invest in digital strategies for course materials to safeguard the business as it continuously reengineers itself operationally to market forces.

(f) Off-campus properties

The university has two profit-oriented subsidiaries: Heritage Realty Properties and the Vancouver Island Technology Park. Heritage Realty Properties manages the rental properties and downtown hotel and brew-pub which were donated to the university by the late Dr. Michael C. Williams. The Vancouver Island Technology Park (VITP) is a research park which leases space to high-technology companies on Vancouver Island. Both these entities have Boards that oversee and approve their annual budgets. These entities, which are recorded in the university's financial statements on an equity basis, are considered investments of the university. Heritage Realty Properties, including properties owned directly by UVic, provides an annual return to the university, expected to be at

least $0.9M, which is invested in university initiatives consistent with the wishes of the donor. A financial return to the university from VITP is also expected each year of at least $0.75M. During 2022/23, the downtown properties on Broad Street were transferred from the university to VITP as part of a plan to redevelop these properties into a 135-room hotel and commercial building. VITP will retain ownership of the properties and lease the land long term to a third party which will build the hotel and commercial building.

Specific purpose funds

The specific purpose fund is composed of revenues and expenditures from:

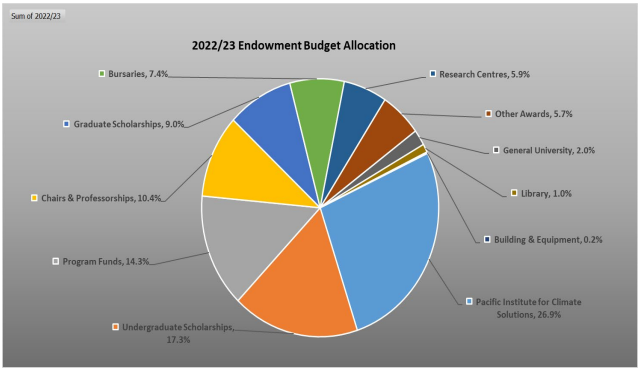
- The University of Victoria Foundation;
- Non-operational department grants from external sources provided for designated purposes (department revenue);
- The Foundation for the University of Victoria;
- The US Foundation; and
- UVic Industry Partnerships (UVic IP).

Total revenue for specific purpose decreased by $72.3M in 2021/22, largely the result of lower investment income within the Foundation of $7.0M compared to $83.9M in the previous year. The majority of revenue in the specific purpose fund is either departmental revenue or revenue from the University of Victoria Foundation.

Departmental revenue is mainly derived from external grants designated for specific purposes such as programs in business and fees from academic and administrative conferences held by departments and are generally non-recurring in nature.

UVic Foundation revenue is comprised of investment income and gains and losses on investments, which by their nature are variable and therefore fluctuate year to year. Given the unpredictable nature of revenue within this fund, it can vary considerably from year to year.

The University of Victoria Foundation holds and invests funds raised for endowment purposes. As at December 31, 2022, there were over 1,500 funds with a market value of ~$484M. Annually, the Foundation Board approves a distribution (budget) from the Foundation to the university based on the terms of each endowment fund and the overall spending policy of the Foundation.

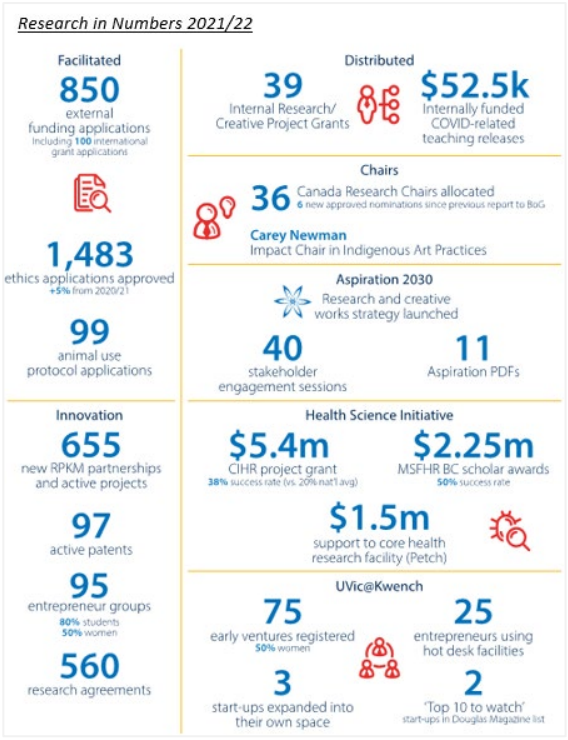


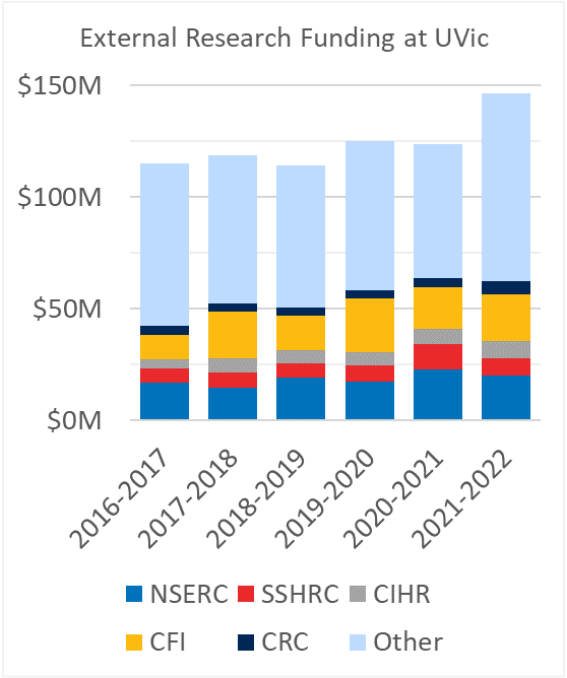
In November 2022, the Foundation Board approved a new endowment spending policy to respond to high inflation and to preserve the intergenerational equity of endowed gifts. The new policy caps the annual inflation adjustment to endowment principal at 3% and introduces a new spending distribution rate of 3% for endowments with a market value of less than 100% of inflation adjusted principal. In 2022/23 the total Foundation distribution was $18.8M and in the 2023/24 budget is expected to decrease by 8% to $17.3M as a result of these changes. The budget will be approved by the foundation in March 2023 and transferred to the university in April 2023.

SPONSORED RESEARCH FUNDS

(a) Research income

There are four major categories of sponsored research funds: 1) competitively-adjudicated funding from the Tri-Agencies (NSERC, SSHRC and CIHR); 2) funding from the Canada Research Chairs (CRC) program; 3) competitively-awarded major research infrastructure support such as the Canada Foundation for Innovation (CFI) and the BC Knowledge Development Fund (BCKDF); and 4) other sources including Research Support Funds (RSF) from the Tri-Agencies, grants from non-Tri-Agency sources, research agreements, and contracts with governments, foundations and industry. Major research activities in 2021/22 is illustrated on the right. In 2021/22, UVic was awarded two Partnership Grants in SSHRC, each worth $2.5M for the life of the project. UVic was awarded an NSERC Collaborative Research and Training Experience (CREATE) program worth $1.65M over the life of the program for Water and Sanitation for Low-Resource Contexts. UVic researchers also had notable success in the fall CIHR Project Grant competition with five funded projects worth $5.4M and a 38% success rate, which is significantly higher than the national average of 20%. As shown in the chart on the left, external research revenues increased by 19% in 2021/22 to $146.9M.





(b) Research highlights

Aspiration 2030: the new Research and Creative Works Strategy

In fall 2021, Aspiration 2030 was launched. This initiative sets out the research vision, values and aspirations, building on UVic's appeal as a university of choice for diverse and high-quality faculty and students. These aspirations reflect UVic's unwavering commitment to research and creative works in all forms.



There are five impact areas where we aspire to make a difference and lead internationally in this decade: climate, environmental change, and sustainability; health and wellness; Indigenous-led scholarship; social justice and equity; technology and the human experience.

We launched one new program in 2021-22 to support early career researchers. The Aspiration 2030 Post-Doctoral Fellowship program provides competitive match-funding for faculty to recruit and support outstanding postdoctoral fellows to conduct leading-edge research at UVic. In this inaugural competition, 11 fellowships were offered in a competitive process out of a total of 29 full applications received in February 2022. Preference was given to postdoctoral candidates who advance Equity, Diversity, and Inclusion (EDI) in their respective discipline(s).

UVic Health Initiative

The UVic Health Initiative began in 2019 and continues to progress in the domains of academic programs and research. A Special Advisor Health Research, working with an advisory group, pursued the following activity streams in the past year:

- Advance success rate with the Michael Smith Health Research British Columbia (MSHRBC). Additional VPRI resources and support resulted in five Early Career Researcher Scholar awards ($2M) in 2021-22, up from our typical one.
- Improve supports and success with Canadian Institutes for Health Research (CIHR) funding. VPRI launched internal peer review and coaching support for the CIHR Fall 2021 and Spring 2022 competitions. We had excellent success with the Fall 2021 CIHR Project Competition, receiving five grants ($5.4M), which was a 38% success rate for UVic, compared to the national average of 20%. One of the grants is a $2 million project in partnership with First Nations Health Authority.
- A new pilot “Bridge Funding” program was also launched to provide rapid responsive grants to support CIHR applicants who were highly ranked but unsuccessful, to improve their applications and re-submit in the next competition.
- Develop plans for a new Core Health Research Facility in Petch. We have established a Steering Committee to transform a currently unoccupied space in the Petch building into a shared core facility for health researchers from across UVic using ~$1.5M to reimagine the 2,000 sq. ft space.
- Partnered with the Ministry of Health in 2021-22 to deliver the University of Victoria Seed Grants for Health Research granting program worth $100K awarded to four collaborative projects.

- Work towards advancing the creation of a new "Institute for Health Futures" at UVic, which is notionally imagined as an overarching structure to increase external visibility and profile and attract partnerships with provincial health authorities and community organizations.

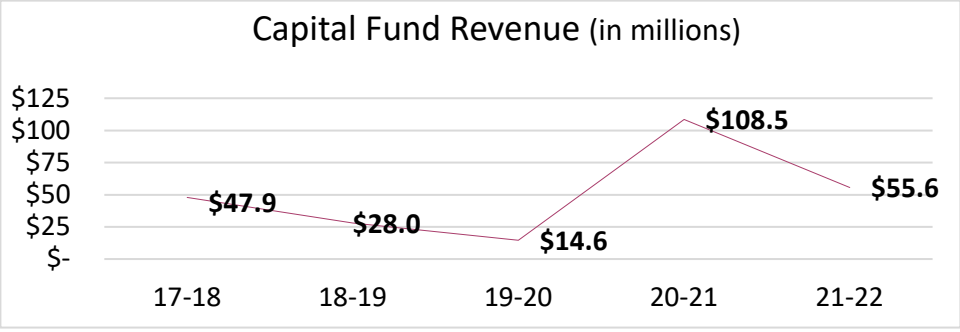
Innovation Network

Research Partnerships and Knowledge Mobilization (RPKM) has continued to build on its entrepreneurial culture. Over the past five years, we have supported 1,300 entrepreneurs, 100 entrepreneurship co-ops, 175 startups and 594 filed patents.

- UVic @ KWENCH, a flexible co-working space in downtown Victoria. The Launch program has included 75 early ventures since May 2021, and 25 entrepreneurs frequently use the space. The impact of the UVic at Kwench program has been significant: three start-ups have expanded and now rent their own space and two start-ups are on the 'Douglas Top 10 to Watch' list. UVic's second "Bio Innovation" hub, created in partnership with the City of Saanich and Vancouver Island Life Sciences (VILS), is slated to open in May 2023.
- Work is ongoing with respect to participation in a Westshore hub in partnership with Royal Roads University and Camosun College, and a potential extended realities hub (i.e., Augmented Reality + Virtual Reality) in the planned Arts and Innovation District of Victoria. An Innovation Steering Committee has been struck to coordinate the launch of this network to support partnership activity within various expertise clusters.
- The university's Coast Capital Innovation Centre expanded its offerings through adding programming, such as the Lab2Market Oceans program and working with various partners such as the Innovation Asset Collective (IAC) on programs that support our start-ups. In summer 2022, to increase visibility and access, CCIC moved to a new location on the ground floor of the library, a high-traffic area, and will be holding Pitch It + Plan It sessions in the university's Welcome Centre.

CAPITAL FUND

The capital fund accounts for the revenues and expenditures that result from the acquisition or construction of major physical assets such as buildings or enterprise information systems. Depending on the nature of the project and activities in this fund, revenues and expenditures can vary from year to year. The chart below illustrates fluctuations in capital fund revenue over the past five years:



Major capital activity over the past year included:

1. **Deferred maintenance program**

As part of the MMR funding program noted above, the university undertook a number of projects

that will improve the conditions of our buildings and support our campus plan. These include:

- Fraser building renovations and upgrades, a multi-year project;
- Engineering Lab Wing renovations and upgrades;
- Bio-level 2 and safety upgrades to science labs and other lab or office renewal to support faculty;
- West campus greenway in support of our cycling plan;
- Conversion of boiler plant to academic space (multi-year);
- HVAC system upgrades;
- Energy transfer stations upgrades to improve building efficiencies;
- Continuation of the roof replacement and elevator renewal programs; and
- Various other smaller deferred maintenance or other projects (fall protection, metering, etc.).

2. Student housing and dining

Building one, which provides the new dining facility and additional dorms style rooms, opened in September 2022. Building two which includes a new pod style room, conference services and an indigenous lounge is anticipated to be complete before September 2023.

3. National Centre for Indigenous Laws

This project includes an addition to the Fraser Building to support the new JD/JID program within the Faculty of Law. The project has been delayed due to construction escalation. Additional funding has been secured and the project is now anticipated to be completed in 2024.

4. Addition to the Engineering and Computer Science Building and High Bay Structures Lab

This project will provide incremental space to support undergraduate student growth within the Faculty of Engineering and Computer Science including new spaces to support the Civil Engineering program. The project was approved by the province in 2021 but has been delayed due to project escalation. Additional funding has been secured, construction is expected to start in 2023 and is expected to be complete in 2026.

The capital priorities in the 2022/23 capital plan for the next five years include:

- Murray and Anne Fraser Building Interior Modernization and Seismic renewal;
- Additional Student Housing;
- Mearns Centre for Learning Modernization and seismic upgrade;
- Campus seismic upgrading program; and
- Active Transportation Improvement Program.

The capital plan is approved separately by the Board each year.

FINANCIAL RISKS

Developing the budget framework requires that we consider risks that may affect the university's financial position and ability to implement strategies outlined in this document. The framework is developed based on certain assumptions and current information. If assumptions don't materialize, there could be significant impacts to both revenues and expenditures. The COVID-19 pandemic and

our enrolment experience in 2022/23 confirmed that significant events are possible, and this strengthens our commitment to exercising caution in our financial planning efforts.

Our key mitigation strategy within this framework is the retention of a $7.2M contingency budget. This budget has not been allocated to provide for some financial flexibility to help address potential impacts enrolment shifts or changes. These funds will only be allocated if enrolment targets are achieved. The flexibility will help to mitigate the financial risks and assumptions outlined below.

- The top institutional risk continues to be enrolment management. Our priority, as we rebuild enrolments is to ensure faculty, instructors, staff and students are well supported. The limited investments this budget includes shows our focus on meeting our student recruitment and retention goals. Our approach to managing the risk of revenue loss due to an enrolment decline (as noted above) is an enrolment contingency budget of $7.2M. We will carefully monitor student enrolment throughout the year so we can respond to enrolment changes, minimize institutional impacts and allocate the enrolment contingency if enrolments exceed the pragmatic scenario goals.

- The operating grant for 2023/24 is not yet known, and the province typically announces funding to post-secondary institutions later in the spring. The budget for the Province has been announced and summary level information indicates that grant funding should be in-line with expectations; however, there is always a risk that the grant may be different than estimated in this budget.

- The budget plan for 2023/24 to 2025/26 has been developed assuming that the province will fully fund upcoming collective bargaining costs. The province is funding the shared recovery mandate which runs into 2025. We expect the province to continue to fund collective bargaining costs beyond this mandate but the impacts on the operating budget would be significant should these not be funded.

- Utility and/or other non-salary expenditures may experience inflation beyond those provided for in this budget. The risk for 2023/24 is more significant than in prior years given world events and current increasing inflation information. Beyond 2025/26 the utilities budget will need to be reviewed and increased as part of implementing the CSAP 2030 as we have a target to reduce campus operation greenhouse gas emissions by 50% below our baseline by 2030 and that will require investing in electric boilers which will increase our annual utility expenses;

- While investments have been made within our facilities to address some of deferred maintenance, overall building conditions remain an issue and construction escalation costs have been significant. Given the age of some buildings, there is a greater likelihood of a large unexpected repair. The university does not have funding set aside for such occurrences.

- A weak Canadian dollar relative to the US dollar has had a negative impact on the university's purchasing power particularly with respect to library acquisitions, software licensing, facilities construction and other supplies. A sustained lower dollar or a worsening of the dollar will further erode purchasing power in these areas and may require realignment of resources.

Compliance with section 29 of the University Act

Section 29 of the University Act requires that the university may not have a deficit in any year. The determination of deficit is in accordance with the standards used in the preparation of the university's external, audited financial statements. As noted above, the university prepares its budgets and manages financial activities using fund accounting. In order to be in compliance with Section 29 of the University Act, the university also completes a forecast of the expected results in accordance with the requirements of the University Act.

Appendices:

Appendix 1 – Schedule of proposed tuition fees
Appendix 2 – Housing fee table
Appendix 3 – Parking fee table
Appendix 4 – Schedule of child care fees

Appendix 1: Schedule of proposed tuition fees

		Effective May 1, 2021	Effective May 1, 2022	Effective May 1, 2023
UNDERGRADUATE TUITION				
Tri Faculty				
Per fee unit -	Domestic	395.08	402.98	411.04
	International	1,788.68	1,855.76	1,981.02
Course Challenge				
Per fee unit -	Domestic	197.54	201.49	205.52
	International	894.34	927.88	990.51
AHVS 488 and HA 499 per unit		492.36	502.21	512.25
Business Faculty				
Per fee unit -				
	Domestic	538.62	549.39	560.38
	International	1,888.52	1,959.34	2,091.59
Co-op program fee -	Domestic	373.03	380.49	388.10
	International	681.77	707.34	755.08
Engineering Faculty ENGR courses				
Per fee unit -	Domestic	395.08	402.98	411.04
	International	1,788.68	1,855.76	1,981.02
CENG, ELEC, MECH, CSC, SENG, BIOM				
Per fee unit -	Domestic	437.18	445.92	454.84
	International	1,930.00	2,002.38	2,137.54
Co-op program fee -	Domestic	373.03	380.49	388.10
	International	681.77	707.34	755.08
Co-op Work Term				
Per work term -	Domestic	746.06	760.98	776.20
	International	1,363.54	1,414.67	1,510.16
Co-op Work Term Challenge				
	Domestic	373.03	380.49	388.10
	International	681.77	707.34	755.08
Law Tuition				
Full-time, per term -	Domestic	5,185.55	5,289.26	5,395.05
	International	19,296.14	20,019.75	21,371.08
Law Tuition				
Part-time, per term -	Domestic	691.42	705.25	719.36
	International	2,572.84	2,669.32	2,849.50

Appendix 1: Schedule of proposed tuition fees continued

		Effective May 1, 2021	Effective May 1, 2022	Effective May 1, 2023
UNDERGRADUATE TUITION				
Audit Fees per fee unit				
Under age 65				
Undergraduate -	Domestic	197.55	201.51	205.54
	International	894.36	927.90	990.53
Graduate -	Domestic	342.94	349.80	356.80
	International	459.10	468.28	477.65
Age 65 or over				
Undergraduate -		66.92	68.26	69.62
Graduate -		112.70	114.95	117.25
Graduate Tuition (per term)				
Full fee installment -	Domestic	2,051.66	2,092.68	2,134.54
	International	2,587.74	2,639.50	2,692.30
Half fee installment -	Domestic	1,025.83	1,046.34	1,067.27
	International	1,293.87	1,319.75	1,346.15
Non-degree -	Domestic	814.86	831.16	847.78
	International	1,030.35	1,050.96	1,071.98
Graduate Re-registration Fees (per term)				
until maximum completion limits				
	Domestic	814.86	831.16	847.78
	International	1,030.35	1,050.96	1,071.98
Thereafter -	Domestic	2,051.66	2,092.68	2,134.54
	International	2,587.74	2,639.50	2,692.29
Graduate Co-op Work Term	Domestic	746.06	760.98	776.20
	International	938.38	957.14	976.27
MBA Daytime Tuition (per term)				
Full fee installment -	Domestic	6,626.15	6,758.66	6,893.84
	International	9,832.85	10,029.50	10,230.08
Non-degree -	Domestic	2,186.85	2,230.59	2,275.20
	International	3,245.17	3,310.07	3,376.27
MBA Daytime Re-registration fees (per term)				
until maximum completion limits				
	Domestic	2,186.85	2,230.59	2,275.20
	International	3,245.17	3,310.07	3,376.28
Thereafter -	Domestic	6,626.15	6,758.66	6,893.84
	International	9,832.85	10,029.50	10,230.08
MBA Weekend Tuition (per term)				
Full fee installment -	Domestic	4,417.44	4,505.78	4,595.88
	International	6,555.23	6,686.34	6,820.08

Appendix 1: Schedule of proposed tuition fees continued

		Effective May 1, 2021	Effective May 1, 2022	Effective May 1, 2023
Graduate Tuition (per term)				
MBA Weekend Re-registration fees (per term)				
until maximum completion limits				
	Domestic	1,457.91	1,487.07	1,516.81
	International	2,163.45	2,206.72	2,250.85
Thereafter -	Domestic	4,417.44	4,505.78	4,595.88
	International	6,555.23	6,686.34	6,820.08
MBA/JD MBA Tuition (per term)				
Full fee installment -	Domestic	4,417.44	4,505.78	4,595.88
	International	6,555.23	6,686.34	6,820.08
MBA/JD Re-registration fees (per term)				
until maximum completion limits				
	Domestic	1,457.91	1,487.07	1,516.81
	International	2,163.45	2,206.72	2,250.85
Thereafter -	Domestic	4,417.44	4,505.78	4,595.88
	International	6,555.23	6,686.34	6,820.08
Master of Global Business (MGB) fees (per term)				
Full fee installment -	Domestic	7,460.24	7,609.44	7,761.64
	International	12,331.52	12,578.14	12,829.70
MGB Partner University Double Degree (one time fee)			5,162.03	5,162.03
MGB Internship Fee	Domestic	373.03	380.49	388.10
	International	469.19	478.57	488.15
MGB Re-registration fees (per term)				
until maximum completion limits				
	Domestic	2,486.74	2,536.48	2,587.21
	International	4,110.49	4,192.69	4,276.55
Thereafter -	Domestic	7,460.24	7,609.44	7,761.63
	International	12,331.52	12,578.14	12,829.70
Master of Management (MM) fees (per term)				
Full fee installment -	Domestic	8,333.32	8,499.98	8,669.98
	International	10,833.32	11,049.98	11,270.98
Master of Management (MM) Re-registration fees (per term)				
until maximum completion limits				
	Domestic	2,750.00	2,805.00	2,861.10
	International	3,575.00	3,646.50	3,719.43
Thereafter -	Domestic	8,333.32	8,499.98	8,669.98
	International	10,833.32	11,049.98	11,270.98
MA in Community Development (MACD)				
	Domestic	2,921.94	2,980.38	3,040.00
	International	3,624.40	3,696.88	3,770.82

Appendix 1: Schedule of proposed tuition fees continued

		Effective May 1, 2021	Effective May 1, 2022	Effective May 1, 2023
Graduate Tuition (per term)				
MACD Re-registration Fees, per term				
until maximum completion limits				
	Domestic	974.00	993.48	1,013.35
	International	1,208.11	1,232.28	1,256.92
Thereafter -	Domestic	2,921.94	2,980.38	3,040.00
	International	3,624.40	3,696.88	3,770.82
Health Informatics fee				
fees per term	Domestic	5,018.70	5,119.08	5,221.48
	International	5,732.76	5,847.42	5,964.38
Health Informatics Re-registration Fees (per term)				
until maximum completion limits				
	Domestic	1,799.40	1,835.39	1,872.09
	International	2,043.65	2,084.52	2,126.21
Thereafter -	Domestic	5,018.70	5,119.08	5,221.48
	International	5,732.76	5,847.42	5,964.38
Master of Public Health (MPH)				
	Domestic	2,486.74	2,536.48	2,587.22
	International	3,136.76	3,199.50	3,263.50
MPH Re-registration Fees (per term)				
until maximum completion limits				
	Domestic	828.94	845.51	862.42
	International	1,045.57	1,066.49	1,087.81
Thereafter -	Domestic	2,486.74	2,536.48	2,587.22
	International	3,136.76	3,199.50	3,263.50
Double Degree in Nursing & Health Informatics (NNHH)				
	Domestic	4,144.48	4,227.36	4,311.90
	International	5,227.86	5,332.42	5,439.08
NNHH Re-registration Fees (per term)				
until maximum completion limits				
	Domestic	1,381.56	1,409.19	1,437.37
	International	1,742.63	1,777.48	1,813.03
Thereafter -	Domestic	4,144.48	4,227.36	4,311.90
	International	5,227.86	5,332.42	5,439.08
MEng Telecommunications & Information Security (MTIS) (per term)				
	Domestic	7,657.92	7,811.06	7,967.28
	International	10,146.58	10,349.52	10,556.52

Appendix 1: Schedule of proposed tuition fees continued

		Effective May 1, 2021	Effective May 1, 2022	Effective May 1, 2023
Graduate Tuition (per term)				
MTIS Re-registration Fees (per term) until maximum completion limits	Domestic	2,527.12	2,577.66	2,629.21
	International	3,348.39	3,415.35	3,483.66
Thereafter -	Domestic	7,657.92	7,811.06	7,967.28
	International	10,146.58	10,349.52	10,556.52
Master of Engineering in Applied Data Science (MADS) (per term)	Domestic	9,710.40	9,904.60	10,102.68
	International	12,831.58	13,088.22	13,350.00
MADS Re-registration Fees (per term) until maximum completion limits	Domestic	3,204.43	3,268.52	3,333.89
	International	4,234.43	4,319.12	4,405.50
Thereafter -	Domestic	9,710.40	9,904.60	10,102.68
	International	12,831.58	13,088.22	13,350.00
Master of Engineering in Industrial Ecology (per term)	Domestic	6,120.00	6,242.40	6,367.26
	International	8,500.00	8,670.00	8,843.40
Master of Engineering in Industrial Ecology Re-registration Fees (per term) until maximum completion limits	Domestic	2,019.60	2,060.00	2,101.21
	International	2,805.00	2,861.10	2,918.32
Thereafter -	Domestic	6,120.00	6,242.40	6,367.26
	International	8,500.00	8,670.00	8,843.40
Master of Engineering in Biomedical Systems (per term)	Domestic	5,333.32	5,439.98	5,548.78
	International	10,400.00	10,608.00	10,820.16
Master of Engineering in Biomedical Systems Re-registration Fees (per term) until maximum completion limits	Domestic	1,760.00	1,795.20	1,831.10
	International	3,432.00	3,500.64	3,570.65
Thereafter -	Domestic	5,333.32	5,439.98	5,548.78
	International	10,400.00	10,608.00	10,820.16
PhD in Health Informatics (HINF) (per term)	Domestic	2,976.68	3,036.22	3,096.96
	International	7,389.58	7,537.38	7,688.14

Appendix 1: Schedule of proposed tuition fees continued

		Effective May 1, 2021	Effective May 1, 2022	Effective May 1, 2023
Graduate Tuition (per term)				
PhD HINF Re-registration Fees (per term)				
until maximum completion limits				
	Domestic	1,488.34	1,518.11	1,548.47
	International	2,438.54	2,487.31	2,537.06
Thereafter -	Domestic	2,976.68	3,036.22	3,096.96
	International	7,389.58	7,537.38	7,688.14
CERTIFICATES / DIPLOMAS				
Graduate Certificate in Medical Physics				
Per fee unit -				
	Domestic	1,435.86	1,464.57	1,493.87
	International	1,811.16	1,847.39	1,884.34
Grad Certificate Health Terminology Standards				
Per fee unit -	Domestic	1,533.46	1,166.70	1,190.03
	International	1,751.28	1,332.42	1,359.07
PROGRAM FEES, PER TERM - UNDERGRADUATE				
Inacademic Program Fee (BCom)				
	International	483.78	501.92	535.80
Professional Specialization Certificate				
in Special Education				
	Domestic	402.06	410.10	418.30
	International	551.72	572.41	611.05
PROGRAM FEES, PER TERM - GRADUATE				
Master of Business Administration (MBA)				
Daytime Program				
	Domestic	861.54	878.77	896.35
	International	1,129.62	1,152.22	1,175.26
Weekend Program				
	Domestic	574.36	585.85	597.56
	International	768.14	783.50	799.17
JD/MBA Double Degree				
	Domestic	574.36	585.85	597.56
	International	768.14	783.50	799.17
Master of Global Business (MGB)				
	Domestic	1,072.08	1,093.52	1,115.39
	International	1,360.24	1,387.44	1,415.19
MGB Partner University Double Degree (one time fee)			2,040.30	2,040.30

Appendix 1: Schedule of proposed tuition fees continued

		Effective May 1, 2021	Effective May 1, 2022	Effective May 1, 2023
Graduate Tuition (per term)				
Master of Management (MM)				
	Domestic	1,166.66	1,189.99	1,213.79
	International	1,666.66	1,699.99	1,733.99
PhD in International Management & Organization				
	Domestic	520.20	530.60	541.22
	International	562.64	573.89	585.37
MEd/MA EPLS Counselling				
	Domestic	402.02	410.06	418.26
	International	417.96	426.32	434.85
Indigenous Ed grad prog in Indigenous Revitalization				
	Domestic	402.04	410.08	418.28
	International	417.96	426.32	434.85
Child and Youth Care MA				
	Domestic	394.14	402.02	410.06
	International	409.74	417.94	426.30
PROGRAM FEES FOR UVIC DEGREE STUDENTS				
LATHE (Learning/Teaching in Higher Ed)				
	Domestic	814.86	831.16	847.78
	International	1,030.35	1,050.96	1,071.98
Indigenous Nationhood Certificate Program				
Degree Students	Domestic	814.86	831.16	847.78
	International	1,030.35	1,050.96	1,071.98
Health Terminology Standards				
Degree Students	Domestic	2,300.17	2,346.17	2,393.10
	International	2,626.90	2,679.44	2,733.03
Evaluation Certificate				
Degree Students	Domestic	814.86	831.16	847.78
	International	1,030.35	1,050.96	1,071.98

Appendix 2: Housing fee table

Single Student Housing	2022/23 Current (per term)	2023/24 Proposed (per term)	% Increase
Single	$3,275	$3,603	10.0%
Single B1 & B2	$3,400	$3,740	10.0%
Double	$2,506	$2,756	10.0%
Cluster	$3,797	$4,177	10.0%
Bachelor	$3,813	$4,195	10.0%
One bedroom	$4,761	$5,237	10.0%
One bedroom B1 & B2	$4,942	$5,436	10.0%
New: Pod Style	n/a	$4,222	n/a
2 bed townhouse	$4,937	$5,431	10.0%

Standard Meal Plan	2022/23 Current (per term)	2023/24 Proposed (per term)	% Increase
	$2,934	$3,227	10.0%

Single Student Housing with Meal Plans*	2022/23 Current	2023/24 Proposed	% Increase
Single room + standard meal plan	$12,418	$13,660	10.0%
Single B1 + standard meal plan	$12,667	$13,934	10.0%
Double room + standard meal plan	$10,879	$11,967	10.0%

*For the academic year (September to April)

Family Housing (monthly)	2022/23 Current	2023/24 Proposed	% Increase
One bedroom apartment	$1,083	$1,170	8.0%
Two bedroom apartment	$1,313	$1,418	8.0%
Two bedroom townhouse	$1,392	$1,503	8.0%
Three bedroom townhouse	$1,636	$1,767	8.0%

Appendix 3: Parking fee table

2023/24 Proposed Parking Rates*						
Long Term	**Monthly**	**Daily**	**Hourly**	**Evening**	**Saturday**	**Annual**
General	$ 75.00	$ 9.00	$ 2.00	$ 4.00	$ 4.00	n/a
General (Phased Rate for Employees)	$ 70.00	n/a	n/a	n/a	n/a	n/a
Reserved	$ 131.00	n/a	n/a	$ 4.00	$ 4.00	n/a
Value	$ 49.00	$ 6.00	$ 2.00	$ 4.00	$ 4.00	n/a
Motorcycle	$ 45.00	n/a	n/a	n/a	n/a	n/a
Night Staff	$ 35.00	n/a	n/a	n/a	n/a	n/a
Family Housing	$ 37.50	n/a	n/a	n/a	n/a	$ 450.00

Short Term	**15 Mins**	**1 Hour**
Inside Ring Road	$ 0.75	$ 3.00
Outside Ring Road	$ 0.50	$ 2.00

*Effective September 1st, 2023

2022/23 Parking Rates						
Long Term	**Monthly**	**Daily**	**Hourly**	**Evening**	**Saturday**	**Annual**
General	$75.00	$9.00	$2.00	$4.00	$4.00	n/a
Reserved	$131.00	n/a	n/a	$4.00	$4.00	n/a
Value	$49.00	$6.00	$2.00	$4.00	$4.00	n/a
Motorcycle	$29.00	n/a	n/a	n/a	n/a	n/a
Night Staff	$38.00	n/a	n/a	n/a	n/a	n/a
Family Housing	$26.08	n/a	n/a	n/a	n/a	$312.90

Short Term	**15 Min**	**1 Hour**
Inside Ring Road	$0.75	$3.00
Outside Ring Road	$0.50	$2.00

Appendix 4: Schedule of child care fees

Child Care Complex A, B and Harry Lou Poy Building Programs*:

	Monthly Fees
Infant Care - Children Aged 6 to 18 Months (Maximum 10 spaces)	
Full-time Student, Staff and Faculty Families	$200**
Toddler Care – Children Aged 18 to 36 Months (Maximum 24 spaces)	
Full-time Student, Staff and Faculty Families	$200**
Children Aged 30 Months to School Aged (3-5 Years) (Maximum 82 spaces)	
Full-time Student, Staff and Faculty Families	$200**

* Effective 1 December 2022. $10 a Day Child Care Programs funded by the BC Provincial Government

** Families who are Canadian Citizens or Permanent Residents are encouraged to check their eligibility for funding under the BC Provincial Government Affordable Child Care Benefit Program

Queenswood Child Care Programs:

	Monthly Fees 2022/23	Monthly Fees 2023/2024	Fee Increase 2023/2024	BC Gov't Child Care Fee Reduction Initiative **	Parent Monthly Fees Owing (Effective 2023/2024)
Toddler Care – Children Aged 18 to 36 Months (Maximum 12 spaces)					
Level A (staff)	$1,343	$1,383	3%	($900)	$483
Level B (students)	$1,210	$1,246	3%	($900)	$346
Children Aged 30 Months to School Aged (3-5 Years) (Maximum 25 spaces)					
Level A (staff)	$1,035	$1,066	3%	($545)	$521
Level B (students)	$865	$891	3%	($545)	$346

** Families who are Canadian Citizens or Permanent Residents are encouraged to check their eligibility for funding under the BC Provincial Government Affordable Child Care Benefit Program

Information about the BC Provincial Government's Child Care Fee Reduction Initiative Program can be found here.

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

March 13, 2023

To: Operations and Facilities Committee

From: Elizabeth Croft, Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: March 28, 2023

Subject: Enrolment Projections for 2023/24

Basis for Jurisdiction: University Act (section 27(r))
Strategic Framework (strategy 1.1)
Senate

Strategic Relevance: Enrolment projections set the overall parameters for the university to actively recruit and retain a diverse community of talented students. Using these projections, the university will develop effective, data-driven student recruitment and retention goals that align with institutional plans and priorities, including the draft Strategic Plan and Academic Plan currently in development.

Previous Consultation: Meeting of Senate on March 3, 2023.

Recommendation:

> *THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve a recommended enrolment level of 18,648 FTE for the 2023/24 academic year, subject to revisions in the event of new information regarding mandated growth, funding levels, application rates and world events.*

Background: Under the University Act, the Board of Governors determines the level of student enrolments upon recommendation from Senate. This memo recommends a level of enrolment that will be subject to review throughout the year in light of changing information regarding government-mandated growth, funding levels, application rates and other factors including world events such as natural disasters, pandemics and military conflicts.

As noted in the attached memo to Senate, the Ministry of Post-Secondary Education and Future Skills (PSEFS) provides post-secondary institutions with an operating grant based on domestic enrolment, per FTE, but does not provide funding for international student FTEs. The connection between operating grants, enrolment and tuition is outlined in the annual Planning and Budget Framework, provided to Board in March.

For 2022/23, the University of Victoria was funded by PSEFS to enrol 16,498 FTE students, which included the final year of the expansion of student spaces in engineering and computer science and the continuing expansion of the nurse practitioner program. We anticipate an additional 15 FTE for graduate social work and 5 FTE for graduate nurse practitioners for 2023/24, bringing PSEFS's total enrolment target for UVic to 16,518 FTE.

Because international enrolments are not included in the PSEFS's target, UVic's total enrolment level will be higher. UVic did not achieve the planned level of 2,450 international undergraduate FTE in 2022/23, with actual enrolment of 2,099 FTE. Enrolment rebuilding efforts are planned for 2023/24 with a target set at 2,130. Therefore, we recommend the overall enrolment for 2023/24 to be set at 18,648 FTE.

Planned Further Action: The Office of the Vice-President Academic and Provost will work with Deans and the University Registrar to determine appropriate admissions requirements and cutoffs to achieve our targets. We will monitor enrolment levels carefully throughout the year, with an official enrolment report presented to the Board in November.

Attachment(s): Memo to Senate dated March 3, 2023.

University of Victoria

MEMO

Office of the Vice-President Academic and Provost

Michael Williams Building
University of Victoria
T 250-721-7013 | provasst@uvic.ca

DATE: March 3, 2023
TO: Members of Senate
FROM: Elizabeth Croft, Vice-President Academic and Provost
CC: Tony Eder, Associate Vice-President, Academic Resource Planning
RE: Enrolment projections for 2023/24

Summary

This memo recommends a level of full-time equivalent (FTE) enrolment for the coming year (2023/24). The levels are subject to review throughout the year in light of changing information regarding application rates, funding, environmental challenges and other factors including impacts from the COVID-19 pandemic.

For 2022/23, the University of Victoria was funded by the Ministry of Post-Secondary Education and Future Skills (PSEFS) to enrol **16,498 FTE** students, which included the final year of the expansion of student spaces in engineering and computer science and the continuing expansion of the nurse practitioner program. For 2023/24, an additional 15 FTE for graduate social work and 5 FTE for graduate nurse practitioners are anticipated, bringing **PSEFS's total enrolment target for UVic to 16,518 FTE**.

Because international enrolments are not included in the PSEFS's target, UVic's total enrolment level will be higher. UVic did not achieve the planned level of 2,450 international undergraduate FTE in 2022/23, with actual enrolment of 2,099 FTE. Enrolment rebuilding efforts are planned for 2023/24 with a target set at 2,130. Therefore, **the overall enrolment recommendation for 2023/24 will be set at 18,648 FTE**. The recommended enrolment level for international undergraduates does not necessarily represent UVic's long-term desired enrolment and will be aligned with our academic, enrolment and budget plans.

Background

Under the University Act, the Board of Governors determines the level of student enrolments upon recommendation from Senate.

The university's operating grant from the province is based on a specified enrolment expectation. The enrolment projections and the funded levels set by government are defined in terms of annualized FTE students, which are calculated by dividing the total unit course registrations of students by the full-time unit course requirements of the program of their registration. The enrolment level is an annual target met through counting FTEs in the summer and winter sessions. FTEs are closely related to EETs (equivalent enrolments taught), which are calculated by dividing

the total unit course registrations of students by 15. This measure is used for internal enrolment monitoring purposes.

Impact of COVID-19 on enrolment

While the worst appears to be behind us, the COVID-19 pandemic that was declared in March 2020 continues to impact the provincial and national post-secondary landscape, particularly with respect to international enrolment. Of note, Immigration, Refugees and Citizenship Canada experienced a significant backlog of study permit requests in summer 2022, which impacted students' ability to gain study permits before the start of the fall term at Canadian universities. Some students deferred until spring term, while others chose post-secondary institutions outside of Canada.

As well, some countries—particularly China, which has been our biggest overseas recruitment country for several years—continued to experience lockdowns that restricted travel. With that in mind, UVic has taken steps to further diversify its international recruitment, in particular working with a new partner, Kaplan, in setting a series of new targets and expanded list of countries and programs in which we'd like to increase international enrolment.

In Canada, a recovering economy has provided new opportunities in the labour market. During times of economic contraction, we tend to see an increased interest in higher education as few jobs are available. Conversely, when there's a strong labour market, students may defer or interrupt their studies due to higher employment income opportunities. Also impacting enrolment are students' expanded travel opportunities as many pandemic restrictions have eased.

These and other factors have impacted our enrolment for 2022/23. Going forward, we will implement strategies to strengthen our value proposition, reach new learners, and diversify our recruitment efforts.

Report on 2022/23 targets

Our fall interim enrolment report to PSEFS shows that we will come close to meeting the 2022/23 funded enrolment accountabilities for domestic undergraduate students (which do not include international students) and that we will exceed our graduate student target. On a domestic undergraduate basis, UVic is at 99.4% of target (14,072 FTE on a target of 14,158) and on a graduate basis, UVic is at 121.5% of target (2,844 FTE on a target of 2,340 FTE). Including international undergraduate FTE (where we are at 85.7% of target), UVic's total enrolment is 100.4% of target or 19,015 FTE on a target of 18,948 FTE.

Each Faculty has undergraduate enrolment targets (EETs) and graduate enrolment targets (FTEs) for which they have been resourced. These internal, Faculty-specific targets are reviewed with the Provost annually and adjustments to the targets and associated resourcing are made based on student demand and approved plans.

Annualized FTE target comparison

	2022/23 projection	2022/23 target	FTE difference	% difference
Domestic undergraduates	14,072	14,158	-86	-0.6%
International undergraduates	2,099	2,450	-351	-14.3%
Total undergraduates	16,171	16,608	-437	-2.6%
Total graduates	2,844	2,340	504	21.5%
Total students	**19,015**	**18,948**	**67**	**0.4%**

Annualized student FTEs over time

	2013 /14	2014 /15	2015 /16	2016 /17	2017 /18	2018 /19	2019 /20	2020 /21	2021/ 22	2022/23 projection	10-yr %chg
Undergrad domestic	13,697	13,608	13,689	14,011	13,902	14,064	13,972	14,239	14,626	14,072	2.7%
Undergrad international	1,368	1,773	2,083	2,179	2,270	2,333	2,573	2,492	2,275	2,099	53.4%
All undergrads	15,065	15,381	15,772	16,190	16,172	16,397	16,545	16,731	16,901	16,171	7.3%
All grads	2,952	2,986	3,002	2,911	2,865	2,732	2,688	2,630	2,791	2,844	-3.7%
All students	**18,017**	**18,367**	**18,774**	**19,101**	**19,037**	**19,129**	**19,233**	**19,361**	**19,692**	**19,015**	**5.5%**

Recommended enrolment levels for 2023/24

The list below shows expected enrolment levels for both PSEFS-funded enrolment accountabilities and UVic's internal enrolment expectations for 2023/24. It is proposed that a recommended enrolment level of 18,648 FTE be approved, which includes an expansion of 15 graduate FTE for social work and 5 graduate FTE for nurse practitioner student spaces. Faculty plans have been developed to accommodate at least this level of enrolment. Admission standards will vary by program, depending on levels of student interest and demand but, as in past years, will be well above the Senate-approved standards (which are 67% for high school graduates and 60% for college transfers).

PSEFS-funded undergraduate FTE	14,158
PSEFS-funded graduate FTE	2,360
Total PSEFS-funded FTE for 2023/24	**16,518**
Planned international enrolments	2,130
Recommended enrolment level for 2023/24	**18,648**

Recommendation to Senate

*THAT Senate approve, and recommend to the Board of Governors that it also approve, a recommended enrolment level of **18,648 FTE** for the 2023/24 academic year, subject to revisions in the event of new information regarding mandated growth, funding levels and/or application rates.*

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

March 13, 2023

To: Operations and Facilities Committee

From: Lisa Kalynchuk, Vice-President Research and Innovation

Kristi Simpson, Vice-President Finance and Operations

cc: President and Vice-Chancellor

Meeting Date: March 28, 2023

Subject: Climate and Sustainability Action Plan

Basis for Jurisdiction: UVic Strategic Framework
Aspiration 2030

Strategic Relevance:
The *Climate and Sustainability Action Plan* (CSAP) contributes directly to the five items Promoting Sustainable Futures in the UVic Strategic Framework. The CSAP aligns with the five aspirations and the impact area of Climate, Environmental Change and Sustainability within *Aspiration 2030*.

Previous Consultation:

- *BOG Operations and Finance Committee (Jan2020)*

Background:
The Climate and Sustainability Action Plan (CSAP) 2030 reflects a new approach to sustainability and climate action at UVic. This Strategy brings all campus portfolios, academics and curriculum, research and innovation, external, Indigenous, international relations, community and

government relations, communications, finance and operations, together – to guide UVic as we address and contribute solutions for the climate emergency.

Advancing climate and sustainability research and academic programs alongside operational planning and practices have been and continue to be key priorities for the university. CSAP is UVic's *first sustainability plan* that provides a cross-portfolio and integrated approach to climate and sustainability *action across campus*. It responds to the urgent call to action on climate change, recognizing that this is an issue that requires leadership, innovation and coordination across all sectors. CSAP is also about honouring relational responsibilities to climate action for past, present and future generations – developing goals and processes that are grounded in local Indigenous Knowledge Systems and worldviews. CSAP is a living document that will be updated as goals are achieved, and new priorities emerge.

Summary:
UVic's *Sustainability Action Plan: Campus Operations 2020-2021* (UVic's third campus operations plan) was released in response to the Intergovernmental Panel on Climate Change (IPCC) *Special Report Global Warming of 1.5°C* and CleanBC Plan (2018), which sets GHG emissions reductions targets of 50% by 2030 and 80% by 2050. This plan was intended to be a bridge plan to provide guidance to operations while the integrated Climate and Sustainability Plan was developed. Despite implementation challenges faced due to a global pandemic, UVic made significant process towards achieving the goals of the *Sustainability Action Plan: Campus Operations 2020-2021,* such as:

- Achieved the target of reducing operational GHG's by 30% below the 2010 baseline
- Reduced campus electrical energy intensity by 23% below the 2010 baseline
- Increased campus waste diversion to 80% by the end of 2021
- Reduced campus water consumption by 31.6% below the 2010 baseline

The university continued to plan for the long-term future of a net zero campus by integrating decarbonization strategies within major capital projects.

In the Fall 2020, planning processes started for the CSAP, guided by the Integration Steering Committee (ISC). The ISC included 17 members, co-chaired by Associate Vice-President Research and Acting Associate Vice-President Academic Planning. The ISC met 22 times from the start of the planning process to the launch of the plan in October 2022.

Beginning in early 2021, broad community engagement was conducted on the plan vision and action ideas. Outreach to and involvement with internal and external communities included Indigenous scholars, practitioners, students, and communities, to effectively integrate Indigenous ways of knowing and being into this plan.

The ISC formed five theme-based Task Force Groups with students, faculty, staff, and community members that developed the goals, strategies and action recommendations that comprise CSAP. The five task force groups were:

1. x̱éʔx̱ə táŋəxʷ | XAXE TEN̲EW Sacred Earth
2. Innovator and Partner

3. Educator and Learner
4. Climate Solutions and Sustainability Leader
5. Community Collaborator

A review team was established, representing participants from each Task Force Group to provide overview and insight of the writing the Plan. A draft plan was prepared and submitted to the Campus Planning Committee in April 2022 for feedback. Final consultations with various UVic leadership and student society committees were completed through summer 2022. CSAP was launched at the end of October 2022 and four open houses were held in early November to introduce the Plan to the UVic community.

CSAP comprises a strategy and an associated actions plan. It outlines our commitments and provide a roadmap for how these goals will be achieved to:

- foster cutting-edge research
- return to sustainable, Indigenous practices
- reduce GHG emissions
- advance the UN SDGs
- model sustainability

To reach the vision for CSAP, and in the spirit of integration and working as a united campus, three new initiatives will require effort and collaboration across campus and within the broader community:

1. The seedling project was conceived of and led by Carey Newman, Impact Chair in Indigenous Art Practices at UVic. The artistic concept for this initiative is straightforward: plant a western red cedar tree, design a virtual 3D totem, and commit to carving and raising the totem when the tree is mature, 600-1,000 years in the future.
2. The campus as a living lab will coordinate academic research and teaching projects to use the campus and surrounding areas as places for students, staff, and faculty to engage with and advance real-world climate and sustainability solutions.
3. The climate & sustainability hub will coordinate, enhance, and promote climate and sustainability solutions across education, research, operations and UVic's internal and external communities.

Planned Further Action:
The CSAP Plan is a first for the university in seeking a cross-portfolio and integrated approach to climate and sustainability action across campus. Both the Campus as a Living Lab program and the Climate and Sustainability 'Hub" initiatives will require further scoping and refinement through the plan's implementation.

An important next step will be to establish accountabilities, governance, and process for the Plan's implementation, including reporting, that build on the existing structures and activities already in place. This will require partnership and leadership from all the Vice-Presidents and will necessitate the establishment of an implementation committee. Various institutional models are available to draw upon for adaptation to UVic.

One of the CSAP goals is the establishment of annual review of progress on CSAP strategic implementation and actions. The CSAP will undergo an annual review, which will include:

- Annual accounting of scope 1, 2 and 3 GHG emissions as part of the Carbon Neutral Government program – legislated under *the Climate Change Accountability Act (CCAA);*
- Annual reporting on progress towards the Sustainable Development Goals, in alignment with the Times Higher Education ranking process.

The CSAP will also undergo a formal review process every three years, in line with the AASHE STARS review cycle.

Attachment(s):
Appendix I: CSAP 2030 Strategies and Goals
Appendix II: CSAP 2030 Actions
Appendix III: 2021 Final Report on the Sustainability Action Plan: Campus Operations 2020-2021

CLIMATE AND SUSTAINABILITY
ACTION PLAN 2030 STRATEGY



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TERRITORY ACKNOWLEDGEMENT

We acknowledge and respect the lək̓ʷəŋən 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.

RELATIONAL RESPONSIBILITIES

As we at the University of Victoria aim for a resilient and sustainable future, we are mindful that we must ground ourselves within our responsibilities. We hold our relationships as sacred and foundational to this climate and sustainability strategy:

The UVic community commits to honouring relational responsibilities to climate action for past, present and future generations. We will develop goals and processes that are grounded in local Indigenous Knowledge Systems, worldviews and protocols. We aim for climate action, justice and sustainable practices for the health and well-being of the lands, waters, air and more-than-human relations.



MESSAGES FROM PRESIDENT HALL AND ELDER DR. SKIP DICK

Advancing climate and sustainability research and teaching alongside operational planning and practices are key priorities for our university. Our multi-faceted approach to sustainability prepares new generations of leaders through our academic programs, develops climate solutions through research, and manages our campus operations to reduce greenhouse gas emissions. The Climate and Sustainability Action Plan pulls together all these elements and sets out specific goals and actions that are the responsibility of the entire university.

The way in which we enact this plan will be key to the success of the outcomes. Elder Dr. Skip Dick teaches us to be careful with our words, that's why, with the guidance of local Elders, the plan has chosen the lək̓ʷəŋən words x̱éʔx̱ ətáŋəxʷ and the SENĆOŦEN words XAXE TEN̓EW, or Sacred Earth as an overarching theme for the plan. Sacred Earth refers to important relational responsibilities, which involve honouring and perpetuating relationships to the lands, waters and Nations of this territory, with a goal to go beyond standard practices of sustainability toward abundance - which entails giving back more than is taken. This plan moves us to embed Indigenous ways of knowing and being and to listen, learn, and to be open to innovative ways of thinking and doing.

When we think about the kind of university we want to be in 2030, I feel emboldened by this plan, not just by the challenges we seek to overcome and problems we seek to solve, but by the way we will work respectfully together to truly feel proud of our accomplishments.

Kevin Hall, PhD
President and Vice-Chancellor

FIRST WORDS: ELDER DR. SKIP DICK

Fifty years ago, we couldn't have this conversation about climate change within the university. Unfortunately colonialism just goes one way and upholds the status quo. Within a colonial context, Indigenous peoples are managed and not served. However, today we can discuss these topics and be heard; our community ways of thinking and seeing things are just as strong as ever.

The *Climate and Sustainability Action Plan* that you are about to read is our blueprint for working respectfully together. We're sharing our ways with you so that the Indigenous students who come into this university are respected as they bring their values back home and are armed with knowledge.

I ask that people read this *Climate and Sustainability Action Plan* with their hearts and listen deeply to the messages within. The lək̓ʷəŋən word lalamut tells us to be careful with our words and to speak thoughtfully to the listener. It's about listening deeply to the words of encouragement and action in this plan. Also, I urge you to be aware of the language we're using when speaking about climate action – we're not "trying" or "attempting" to do something but actually making a commitment to do something. Don't just try – do what you've set out to do in this plan. This document is about walking together and not just talking it. Also, Indigenous peoples are not just program people – we're holistic people. We're remembering and honuoring those who went before us and are welcoming those yet to come.

Finally, remember that our sovereignty is our culture. Indigenous peoples are grounded in family-based values, which are not to be confused with the money-based values of the status quo. Instead of talking about community, we live as community. We look forward to working with you as we take on these future challenges together.

Hay'sxw'qa,
Elder Dr. Skip Dick, Songhees Nation

INTRODUCTION

AN URGENT CALL TO ACTION

The world, including the University of Victoria, must respond to global climate change, which is tightly linked to biodiversity and human well-being. The Intergovernmental Panel on Climate Change (IPCC) *Special Report Global Warming of 1.5°C*[1] states we must limit global warming to 1.5°C to reduce risks to biodiversity, ecosystems, resources and their functions. The global community needs local, immediate action across regions to curb emissions and limit global warming. At the same time, steep losses in biodiversity need to be met as stated under the Convention of Biological Diversity Post-2020 Global Biodiversity Framework[2], and the United Nations Decade on Ecosystem Restoration (2021-2030) Strategy[3]. As well, the UN 2030 Agenda for Sustainable Development *Transforming Our World* provides 17 Sustainable Development Goals and 169 targets to address critical issues of importance to planetary well-being and humanity.[4]

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1 IPCC Sixth Assessment Report: Impacts, Adaptation and Vulnerability 2022: https://www.ipcc.ch/report/ar6/wg2/

2 https://www.cbd.int/article/draft-1-global-biodiversity-framework: outlines global commitments to protect 30 per cent of land and ocean by 2030

3 https://www.decadeonrestoration.org/

4 https://sustainabledevelopment.un.org/post2015/transformingourworld



PURPOSE OF THIS CLIMATE AND SUSTAINABILITY STRATEGY

The University of Victoria is responding to this urgent call to action by working in partnership with governments, communities and industry, valuing Indigenous ways of knowing and being, and offering ambitious, creative and integrated solutions. We are a global leader in environmental, social and institutional climate action and sustainability, and this strategy is our commitment to ongoing, amplified and accelerated action. [5]

As part of the larger university strategy, the *Climate and Sustainability Action Plan 2030* (CSAP) is comprised of a Strategy (this document) and an associated Action Plan, which provide integrated responses to the challenges and opportunities afforded by climate change, and guide the university's contribution to sustainability and planetary health. The CSAP Strategy presents the vision; guiding principles; three Integrated Initiatives that will involve deep collaboration between actors from across campus and the broader community; and three targets supported by 11 goals. Four themes express how we view our place in the world and in the work we are choosing to do:

- xʷéʔxʷə tə́ŋəxʷ I XAXE TEN̓EW I Sacred Earth
- Innovator and partner
- Educator and learner
- Climate solutions and sustainability leader

The Strategy demonstrates the university's leadership within a growing movement of organizations—government, not-for-profit, academic institutions and industry to accelerate responses and impacts.

The Action Plan identifies how people will work across the institution and with many partners and communities to achieve measurable short-, medium- and long-term goals.

WORKING WITHIN OUR COMMUNITIES

UVic is committed to excellence in community-engaged teaching, research and innovation to advance human knowledge, improve and enrich lives, tackle global challenges and promote sustainability of the planet. We know that broad and deep collaboration is the key to success. Our goals, strategies and actions require strong working relationships across campus and with communities locally, nationally and globally. We will work with those communities and forge key partnerships to co-create positive change.

5 See Appendix: Context for regional climate projections, climate and sustainability action progress to date, historical greenhouse gas emissions and the CSAP planning process

OUR COMMITMENT

VISION

From our campus on lək̓ʷəŋən territory, people at the University of Victoria work together on ambitious academic, social, cultural, economic, political, scientific and technical innovations and community solutions to solve social and environmental challenges, integrate climate solutions, justice and sustainability actions across all lands, waters and relationships.

GUIDING PRINCIPLES

UVic's *Climate and Sustainability Action Plan 2030* is a path-based approach to our climate and sustainability targets, goals, strategies and actions. Our goals are evolutionary and interdependent; the success and potential impact of each is informed by the relationships amongst the others as well as by meaningful engagements within and beyond the university.

These principles guide the development and implementation of the Strategy:

Centre local Indigenous Knowledge Systems and worldviews: We recognize the importance and value of Indigenous ways of knowing and how they influence the university's understanding of sustainability. We enhance campus planning and environmental management practices with Indigenous knowledge systems, values and relational responsibilities.

Innovation and excellence: We take bold action to advance low-carbon resilience across the campus, including operations, academic and research programs. We track performance, incorporate learning, lead innovation and respond to emerging best practices. Innovation may also lead us to return to past practices of sustainability, such as those rooted in Indigenous ways of knowing and being.

Integration: We enhance and support collaboration across the campus community amongst people, departments and academic and research programs.

Inclusive and empowered leadership: We build inclusive decision-making structures with a diversity of voices from across campus and the community. We also recognize that responsibility, too, is shared across campus.

Climate justice and equity: We identify and shift cultural norms to advance and support justice, equity, diversity and inclusion. We recognize that there may be barriers to participating in climate action, especially as it relates to extended impact emissions, for under-represented and marginalized communities.

Community engagement: We engage the UVic community and external partners to develop and nurture mutually beneficial, inclusive and strategic partnerships that positively impact people and the planet. Community engagement and collaboration are fundamental underpinnings to achieve the Strategy's goals.

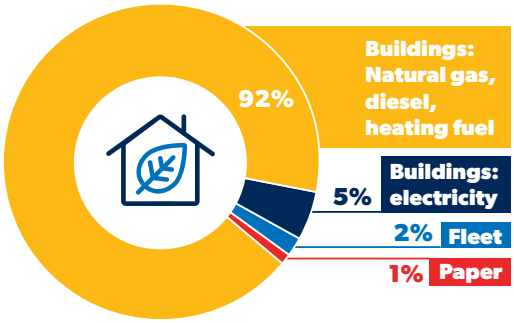
TARGETS

The university has set three ambitious targets in greenhouse gas emissions, sustainability more broadly and the advancement of United Nations Sustainable Development Goals. These will be achieved via 11 measurable and robust short-, medium- and long-term goals.

GREENHOUSE GAS EMISSIONS

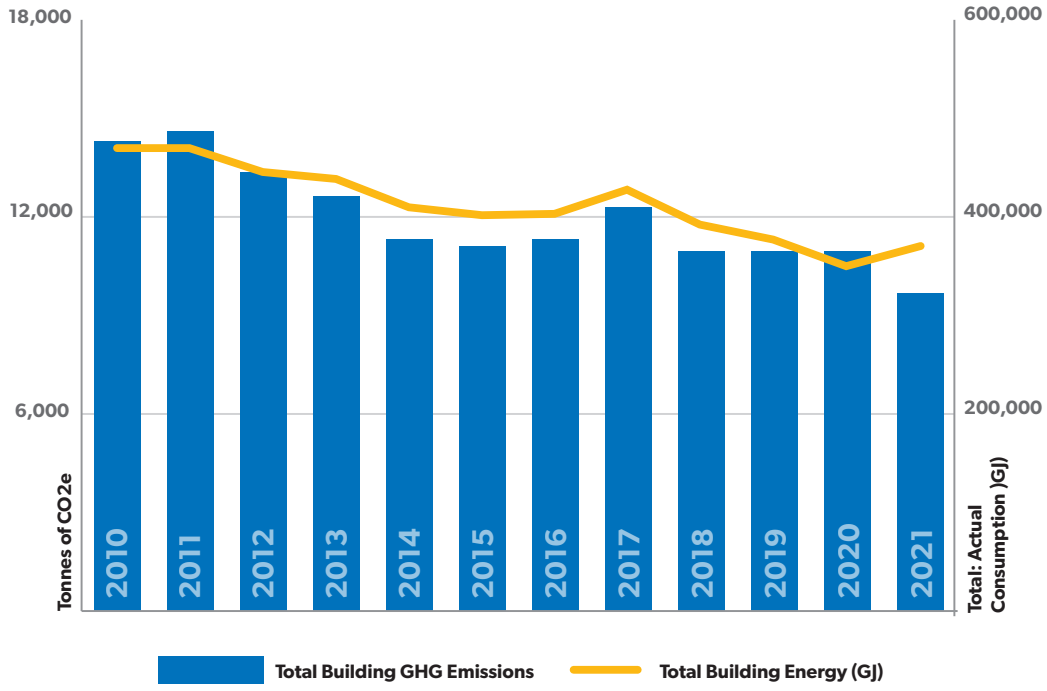
Target 1: Reduce campus operations[6] greenhouse gas emissions (GHGs) by 50% below our 2010 baseline by 2030 and Net Zero by 2040. Further, the university will work with researchers to explore, develop and incorporate emerging technologies and approaches to achieve a climate-positive campus by 2050.

Since 2010, the university has achieved a 30% reduction of total emissions. Buildings have historically been the largest source (97%), followed by fleet vehicles and paper. Figure 2 provides a breakdown of emissions based on source.



Our building portfolio includes all properties owned and leased by UVic and its subsidiaries (including off-campus), such as UVic Properties. Building-related GHG emissions on the UVic Gordon Head campus constitute over 90% of our entire profile.

Figure 2: UVic Buildings: GHG Emissions vs Total Energy Consumption



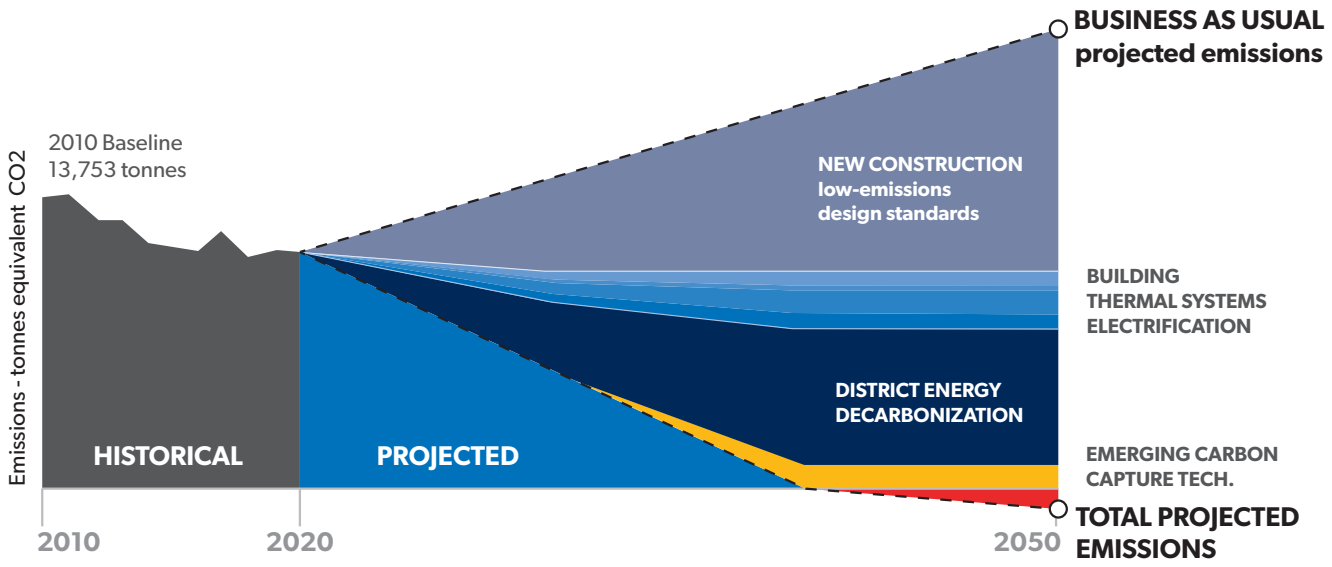
6 Refers to GHG reductions relating to UVic owned and leased building space heating and cooling, hot water heating, lighting, electrical infrastructure, fleet vehicles and vessels, select paper supplies in accordance with the BC Carbon Neutral Program.

Achieving net zero from campus operations will require a multi-pronged approach that:

- reduces energy demand (outreach and communications, space planning);
- continually optimizes building systems (HVAC optimization and renewals);
- transitions to low-carbon energy sources for space heating and hot water; and
- develops carbon capture and storage technologies.

Recognizing that buildings located on the Gordon Head campus account for such a significant portion of our total GHG emissions inventory, the university has explored pathways to net zero emissions, without offsets, for Gordon Head campus buildings that address the existing campus District Energy System and standalone fossil fuel-based infrastructure. This included detailed analysis of the implementation of new infrastructure that supports the use of low-carbon energy sources such as BC Hydro electricity, biomass, geothermal and renewable natural gas (RNG). We have developed multiple technical pathways and will continue to refine, design and implement them to meet our operational targets. Beyond the Gordon Head campus, we will continue to critically review and evaluate procedures and strategies to reduce emissions related to external properties, fleet, and paper.

Figure 1: Gordon Head campus emissions projections



The transition from a net zero to climate positive campus will require that UVic address remaining emissions from low-carbon energy. This will call for collaboration across portfolios to innovate, develop and test new carbon capture and storage technologies, as well as to use nature-based solutions.

Scope 3 emissions are generated by activities that the university doesn't completely control. However, they may be influenced through our policies, plans, guidelines and purchasing decisions. Scope 3 emissions that UVic intends to address include commuting, food, business travel, waste and embodied carbon in building construction. We are currently establishing baseline data and methodologies and when those are ready, we will set emissions reductions consistent with the Paris Agreement to limit global warming to 1.5°C.

SUSTAINABILITY

Target 2: Achieve Sustainability Tracking Assessment and Rating System (STARS) Platinum rating certification by 2026.

The university began reporting with the Association for the Advancement of Sustainability in Higher Education (AASHE)'s Sustainability Tracking, Assessment and Rating System (STARS) in 2014. STARS is a transparent, self-reporting framework for universities to measure their sustainability performance. This comprehensive report is completed every three years and includes the following areas:

Figure 2: STARS university-wide categories

STARS is the AASHE global sustainability standard for the higher education sector, which measures sustainability performance across the following categories:

- Academics
- Engagement
- Operations
- Planning and Administration
- Leadership and Innovation

UVic has continually improved our standings in Gold ratings over submissions in 2014 (67.97 points), 2017 (76.79 points) and 2020 (80.17 points). A platinum rating is 85 points.

UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS

Target 3: Each year, demonstrate advancement towards UN 2030 Sustainable Development Goals (SDGs).

The 17 SDGs are an urgent call for action by all countries — developed and developing — in a global partnership. They provide a shared blueprint for peace and prosperity for people and the planet, now and into the future. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth — all while tackling climate change and working to preserve our oceans and forests.

Every year UVic participates in the Times Higher Education Impact Rankings that assess progress against the UN SDGs. Combined with our additional efforts as a CIFAL campus, we will continue to participate in these rankings as a key indicator to help us track and report our contributions.

Figure 3: 17 United Nations Sustainable Development Goals



INTEGRATED INITIATIVES

To reach UVic's vision for the *Climate and Sustainability Action Plan 2030*, three new initiatives will require effort and collaboration across campus.

THE SEEDLING PROJECT

Conceived of and led by Carey Newman, Impact Chair in Indigenous Art Practices at UVic, the artistic concept for this initiative is straightforward: plant a western red cedar tree, design a virtual 3D totem, and commit to carving and raising the totem when the tree is mature, 600-1,000 years in the future.

Rooted to Indigenous Knowledges and governance, this project involves much more than providing soil, water, and sunlight to nurture a tree. Implementing this promise enables us to consider climate change, deforestation and social challenges, and brings together research initiatives across campus to seek innovative solutions to by expanding our relationships and thinking around land, law, governance, art, time, and technology.

The initiatives that will bring this strategic initiative project to life are:

Initiative 1: Plant a western red cedar tree

Initiative 2: Design a virtual 3D totem

Initiative 3: Commit to carving and raising the totem when the tree is mature, 600-1,000 years in the future



CAMPUS AS A LIVING LAB

Campus as a Living Lab (CLL) will be a university-wide program that coordinates academic research and teaching projects to use the campus and surrounding areas as places for students, staff and faculty to engage with, trial and advance real-world climate and sustainability solutions. CLL programs will be designed to encourage innovation, learning and exchange and to fulfill the aims of UVic's strategic plans and policies. This program will respect, uphold, and uplift Indigenous Knowledge systems and further support Indigenous-led initiatives, such as the Living Lab Project and Campus as Living Lands.

These initiatives will drive the development of UVic's Campus as a Living Lab program:

Initiative 4: Investigate, design and develop formal structures to create Campus as a Living Lab

Initiative 5: Integrate academic research and teaching with campus planning, operations and services to respond to climate and sustainability challenges

Initiative 6: Create opportunities for developing climate solutions on campus so that it becomes an exemplar of climate action and sustainability innovation

Initiative 7: Create opportunities for students and faculty to work with solution seekers from local First Nations, communities, government and industry for collective decision making on equitable climate solutions, mitigation and adaptation projects

CLIMATE AND SUSTAINABILITY HUB

The Climate and Sustainability Hub is an entity to coordinate, enhance and promote climate and sustainability solutions across education, research, operations and UVic's internal and external communities. This hub will uphold and uplift Indigenous Knowledge as well as Indigenous groups and individuals on campus and in surrounding communities. The initiatives to build the hub are:

Initiative 8: Explore, design and develop structures to create a Climate and Sustainability Hub

Initiative 9: Coordinate and enhance university communications to amplify climate and sustainability teaching, research and operational practices at UVic

Initiative 10: Embed community into climate and sustainability policy and programming across the university and act as a nexus of resources and matchmaking to internal and external communities

GOALS

ẋéʔẋə táŋəxʷ | XAXE TEN̓EW | SACRED EARTH

These goals were developed by the ẋéʔẋə táŋəxʷ | XAXE TEN̓EW Task Force and are expressed here in their voice.

When considering the scope of our future work together, we ask how our actions will benefit the lands, waters and communities of this area. The Ləkʷəŋən words ẋéʔẋə táŋəxʷ and the SENĆOŦEN words XAXE TEN̓EW mean sacred earth, and contain important relational responsibilities contained in the goals, strategies and actions below. ẋéʔẋə táŋəxʷ | XAXE TEN̓EW involves honouring and perpetuating relationships to the lands, waters and Nations of this territory and recognizing their self-determination, authority and stewardship. Through an ethic of climate justice, decolonization, reciprocity and generosity, our goal is to go beyond standard practices of sustainability toward abundance, which entails giving back more than is taken.

We also strive to centre local Indigenous Knowledge Systems and worldviews in order to confront the realities of ongoing colonization and climate change. Indigenous Knowledge Systems are not confined to Traditional Ecological Knowledge (TEK) forms of legibility — they are a complex web of relationships grounded in languages, communities, living histories, ceremonial life, governance, stories, laws, lands, waters and more-than-human relations.

Goal 1: Honour and respect the lands, water, air and all living things including the spiritual and interconnected elements of the earth with acknowledgement for the important relationship with local Indigenous Nations and Knowledge Systems

Goal 2: Uplift and amplify Indigenous voices within climate and sustainability conversations and actions both intergenerationally and in ways that reflect the diversity of Indigenous communities

Goal 3: Centre and uplift Indigenous Knowledge Systems in relation to climate change and sustainability



INNOVATOR AND PARTNER

The University of Victoria supports diverse research as it relates to climate and sustainability. This includes seeding new and expanded climate and sustainability research and innovation, advancing research partnerships with industry, business and community, and supporting knowledge mobilization and dissemination to advance climate action and sustainability.

UVic leads research on climate modelling, climate and adaptation, innovative clean energy technologies, and the human dimensions of climate change, ecological restoration, sustainability and planetary health. Across campus, Indigenous researchers are developing decolonizing and community-informed approaches to sustainability and climate solutions, grounded in Indigenous knowledge and perspectives. Further, researchers across all faculties and research centres work in partnership with governments, industry and community groups to find effective public policy and technology solutions to the challenges posed by climate change.

We lead inter- and trans-disciplinary research projects by using our campus as a test-bed of innovation, engaging students and visiting professors in collaborative climate research, supporting entrepreneurs to carry innovation into the marketplace and working with communities on locally-based priorities.

Goal 4: UVic is recognized as an international leader in climate and sustainability research

Goal 5: We lead transformative impact and innovative research on climate and sustainability solutions

Goal 6: We advance and model sustainable research practices



EDUCATOR AND LEARNER

Climate and sustainability are integrated into the university's academic curriculum in nearly every major field. We offer more than 600 undergraduate and graduate courses including either a sustainability or climate theme. Already internationally recognized, UVic will continue to integrate climate and sustainability into existing academic and experiential learning and teaching. We will develop new academic programs and courses, including experiential learning, and focus on educating and inspiring the next climate and sustainability leaders.

This Strategy and the Action Plan will strengthen the university's profile as an educator and learner in the realm of climate and sustainability. We will continue to explore the university's approaches to community-engaged learning and course content and the relationships between sustainability, climate action, equity and reconciliation. Partnerships amongst on-campus leaders will support interdisciplinary and trans-disciplinary curriculum development to further connect educators, learners, researchers and community.

Goal 7: UVic offers education on climate and sustainability that is available to all

Goal 8: Students, faculty and staff are engaged and empowered to be climate and sustainability change agents and leaders

CLIMATE SOLUTIONS AND SUSTAINABILITY LEADER

University operations support climate mitigation, adaptation and sustainability practices across campus operations and planning. This includes targets to reduce Scope 1, 2 and 3 greenhouse gas emissions, and developing goals for university buildings, energy, food, grounds, purchasing, transportation, waste, water, investments, and internal communications and engagement.

Goal 9: UVic prioritizes sustainability and low-carbon resilience in service delivery on campus

Goal 10: Sustainability and low carbon resilience are key considerations in asset acquisition and management decisions at UVic

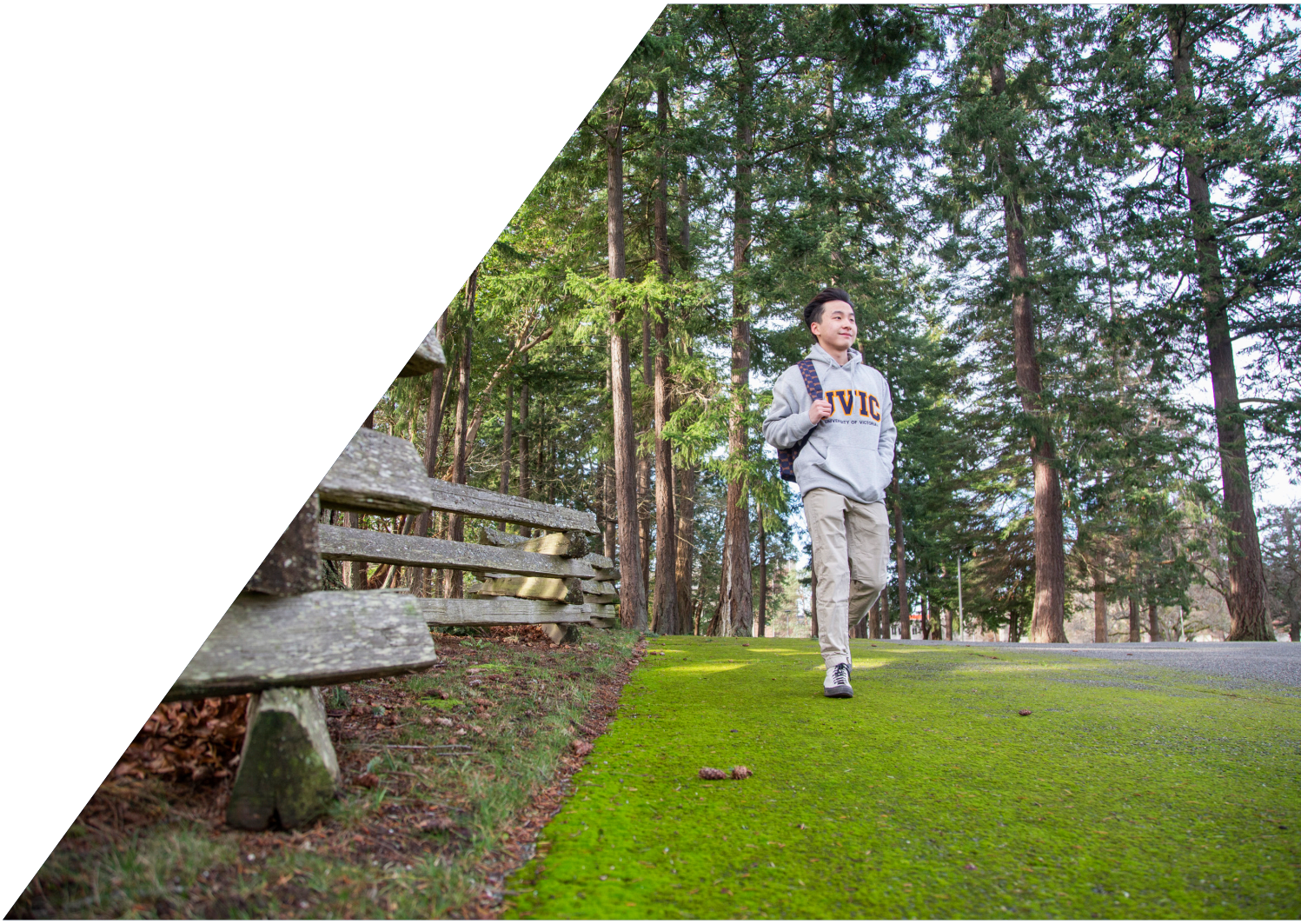
Goal 11: We have established baseline, tracking, reporting and reduction procedures for Scope 3 extended impact emissions



A LIVING DOCUMENT

The *Climate and Sustainability Action Plan 2030* is a new and unique approach to sustainability and climate action at UVic. This Strategy brings all campus portfolios, academics and curriculum, research and innovation, external, Indigenous, international relations, community and government relations, communications, finance and operations together, to guide UVic as we address and adapt to global challenges faced by all universities.

UVic launches CSAP as we embark with a new university strategic plan, global strategy, Indigenous plan and equity and diversity strategy, along with our recently launched research and creative works strategy, *Aspiration 2030*. Our integrated approach to advance climate action and sustainability brings growth and positive change to our organization as a whole. This Strategy is a living document and will respond as our university community continues to learn how to embed sustainability practices and climate action into all that we do, amid the future's ever-changing climate.



APPENDIX: CONTEXT

LOCAL AND REGIONAL CLIMATE PROJECTIONS

We see changes to our climate at local and global levels. More frequent extreme weather events are projected to occur and increase in intensity over the coming decades. According to a regional Climate Projections Report commissioned by the Capital Regional District (CRD), temperatures on the university campus and across the region will increase over the century, resulting in notable temperature and precipitation changes over time.

Specifically, the CRD can expect more extreme heat days, longer dry spells in summer, more precipitation in spring, fall and winter, warmer winters, and more intense extreme weather events. There will also be more variability of climate within and between years.

A changing climate could have many implications in this region, affecting health, infrastructure, water supply, agriculture, ecosystems and species. The scientific community agrees that the more we reduce total greenhouse gas emissions in the short term, the less intense these climate changes will be over time, and that acting earlier is likely to be less costly than delaying action.

Global climate change is also increasing the region's susceptibility to sea level rise. The most vulnerable areas to sea level rise are low lying and have gently sloping beaches, such as Cadboro Bay, adjacent to UVic.

Figure 4: Climate change will have important impacts for our communities, economy, health and wellbeing[7]



7 https://www2.gov.bc.ca/gov/content/environment/climate-change/adaptation#impacts

PROGRESS TO DATE ON CLIMATE AND SUSTAINABILITY ACTION

The University of Victoria is a global leader in environmental, social and institutional sustainability through its research, academic programs, campus operations, and the through the positive impact and influences of its students, faculty, staff, alumni and communities. The timeline below is a selection of climate and sustainability initiatives the university has implemented within the last few decades:

1974:
Environmental Studies program launched

1989:
Institute for Integrated Energy Systems (IESVic) founded; became an interdisciplinary research centre in 1994

1996:
Environmental Law Centre established

Restoration of Natural Systems program established

1999:
UVic Student Society's UVic Sustainability Project (UVSP) formed

Campus Community Garden formed; first university garden in Canada

School of Environmental Studies established

2000:
Awarded first Canada Research Chair (in Atmospheric Sciences)

2004:
First Sustainability Coordinator position created

POLIS Project on Ecological Governance founded

First Canada Research Chair to examine biodiversity (in Experimental and Applied Community Ecology)

2006:
First university Sustainability Report published

First Leadership in Energy and Environmental Design (LEED) Gold building certified (Medical Sciences Building)

2007:
First greenhouse gas inventory completed (overview)

Ocean Networks Canada founded

2008:
Pacific Institute for Climate Solutions (PICS) formed; UVic host and lead organization

2009:
First Peoples House built (LEED Gold)

Centre for Indigenous Research and Community-Led Engagement (CIRCLE) formed (originally known as the Centre for Aboriginal Health Research)

Board of Governors approved first university-wide Sustainability Policy

First Carbon Neutral Action Report published (overview)

First Sustainability Action Plan: Campus Operations (2009-2014) published

2010:

Facilities Management Waste Reduction Unit and Energy Manager Program formed

Greenhouse gas emission for Scope 1, 2, 3 (paper) baseline established for campus and external properties operations (quantitative)

2011:

The Centre for Social and Sustainable Innovation (in the Gustavson School of Business) formed

Revolving Sustainability Fund for energy reduction and water conservation projects created

First campus-wide waste audit conducted

Significant energy upgrading and building retrofit programs begin

2012:

First water audit conducted

2014:

Achieved first Sustainability, Tracking, Assessment, and Rating System (STARS) Gold rating; 67.97 points

Sustainability Action Plan: Campus Operations (2014-2019) published

Green Civil Engineering program created

2015:

Campus Plan published

2016:

Invasive Species Management Strategy established

2017:

Achieved second STARS Gold rating: 76.79 points

2019:

First Campus Cycling Plan published

Campus Greenway: Landscape Plan and Design Guidelines published

Climate Solutions Navigator Initiative formed

2020:

First Times Higher Education United Nations Sustainable Development Goals submission

Sustainability Action Plan: Campus Operations (2020-2021)

Achieved third STARS Gold rating: 80.17 points

Responsible Investment Policy established

Began Climate and Sustainability Action Plan (CSAP) development

2021:

Began Carbon Reduction Plan development

Pledged commitment to Race to Zero campaign, UNFCCC

2022:

First Vice-President Indigenous appointed

Joined UN CIFAL membership / UNITAR-UVic partnership

Opening of first Passive House and LEED V4 Gold Student Housing and Dining (Building 1)

In the fall of 2021, UVic joined 28 other universities in Canada in signing the United Nations Framework Convention on Climate Change (UNFCCC) Race to Zero Campaign, pledging to reach net zero GHGs as soon as possible and by mid-century at the latest, in line with global efforts to limit warming to 1.5°C. The pledge further commits the university to explain what actions will be taken to achieve both interim and longer-term pledges, especially in the short to medium term.

GREENHOUSE GAS EMISSIONS

Greenhouse gas emissions are categorized into three groups or "scopes." For UVic-owned buildings and leased properties, Scope 1 emissions result from the consumption of natural gas (which is mostly methane), diesel, propane and heating fuel, as well as Scope 2 indirect emissions from the generation and transmission of purchased hydroelectricity. For UVic fleet vehicles and vessels, Scope 1 emissions include the combustion of gasoline, diesel and propane. Scope 3 emissions that the university has tracked to date are limited to select office paper supplies.

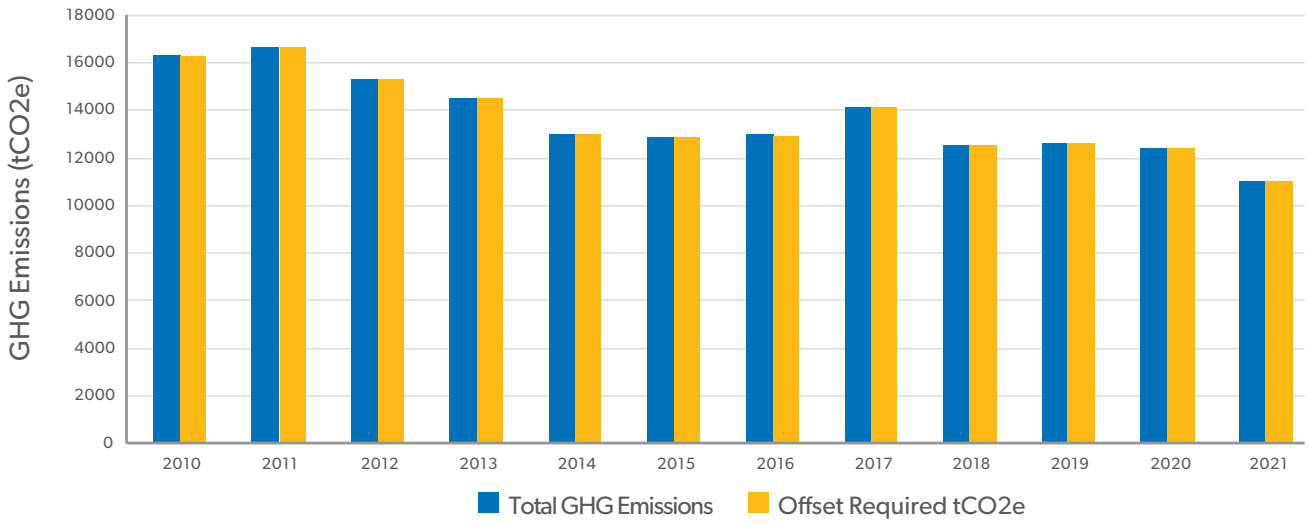
Figure 5: Classification of greenhouse gas emissions



HISTORICAL MEASUREMENT OF SCOPE 1, 2 AND 3 (PAPER) GREENHOUSE GAS EMISSIONS

Since 2010, the university has tracked Scope 1, 2 and limited Scope 3 emissions from campus operations[8]. The university publishes an annual Climate Change Accountability Report that is submitted to the BC government and summarizes the university's greenhouse gas emissions profile, the amount of offsets purchased to reach carbon neutrality, the actions undertaken to reduce greenhouse gas emissions and the university's plans to continue reducing emissions.

Figure 6: UVic's operational GHG emissions from 2010 baseline year to 2020



Since 2010, the university has achieved its target of a 30% reduction in total operational GHG emissions. This was achieved through optimizing and electrifying building systems, a new geoexchange system, fleet electrification and ongoing workplace digitization.

UVic's District Energy System and standalone infrastructure for heating buildings and domestic hot water accounts for 91% of the university's operational GHG emissions. Electrifying this infrastructure and moving away from natural gas as the primary fuel source is a critical step in reducing GHGs in campus operations. The university's new student housing and dining project is an example of decarbonization at scale. Constructed to the Passive House standard, the buildings use heat pumps for space heating and hot water.

8 Space heating and cooling, hot water heating, generators, lighting, electrical infrastructure, fleet vehicles and vessels, 20 lb. weighted paper

BASELINE IN DEVELOPMENT FOR SELECT SCOPE 3 GREENHOUSE GAS EMISSIONS

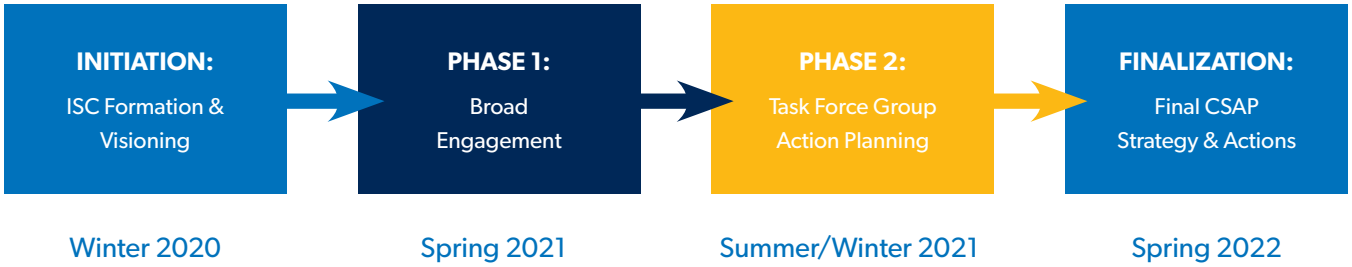
UVic does not currently track additional Scope 3 indirect emissions, also known as extended impact emissions. The university does not always have direct control over these emissions and does not pay carbon tax or offsets toward them. However, as a first step toward addressing them, we are currently developing baseline data collection and methodologies for select Scope 3 GHGs from commuting, food, business travel, waste and embodied carbon in building construction.

PLANNING PROCESS

Creating this Climate and Sustainability Action Plan brought together many groups across the campus and community to develop an integrated approach, in line with the university's 2018-2023 Strategic Framework and with the development of the next university Strategic Plan. The process began by convening the Integrated Steering Committee (ISC), comprised of a diverse set of faculty, staff and students representing research, academics, operations, administration, Indigenous leadership and the student body. This group ensured that the Strategy and Action Plan built on UVic's existing structures, expertise and activities, and sought new opportunities for innovation and collaboration.

To effectively integrate Indigenous ways of knowing and being into this Strategy, CSAP was informed through outreach and engagement with internal and external communities, including engagement with Indigenous scholars, practitioners, students and communities.

Figure 7: The four phases of the planning process



At the start of the planning process, the ISC developed a draft vision to put forward for broad engagment with the UVic campus and communities. The project team engaged more than 1,300 students, faculty, staff, alumni and community members to gather input on a long-term vision for climate and sustainability, and gather ideas to guide sustainability actions and climate solution efforts across the campus and beyond.

Figure 8: Five Task Force Groups of internal engagement

Five Task Force Groups engaged in the planning process:

- x̣éʔx̣ə tə́ŋəxʷ | XAXE TEṈEW Sacred Earth
- Innovator and Partner
- Educator and Learner
- Climate Solutions & Sustainability Leader
- Community Collaborator

Building on broad engagement outcomes, the ISC formed five theme-based Task Force Groups representing students, faculty, staff and community members — all experts in their respective areas of climate and sustainability. These groups developed recommendations for strategies, goals and actions that now comprise CSAP. Input from the Community Collaborator Task Force Group has been integrated across the four themes.

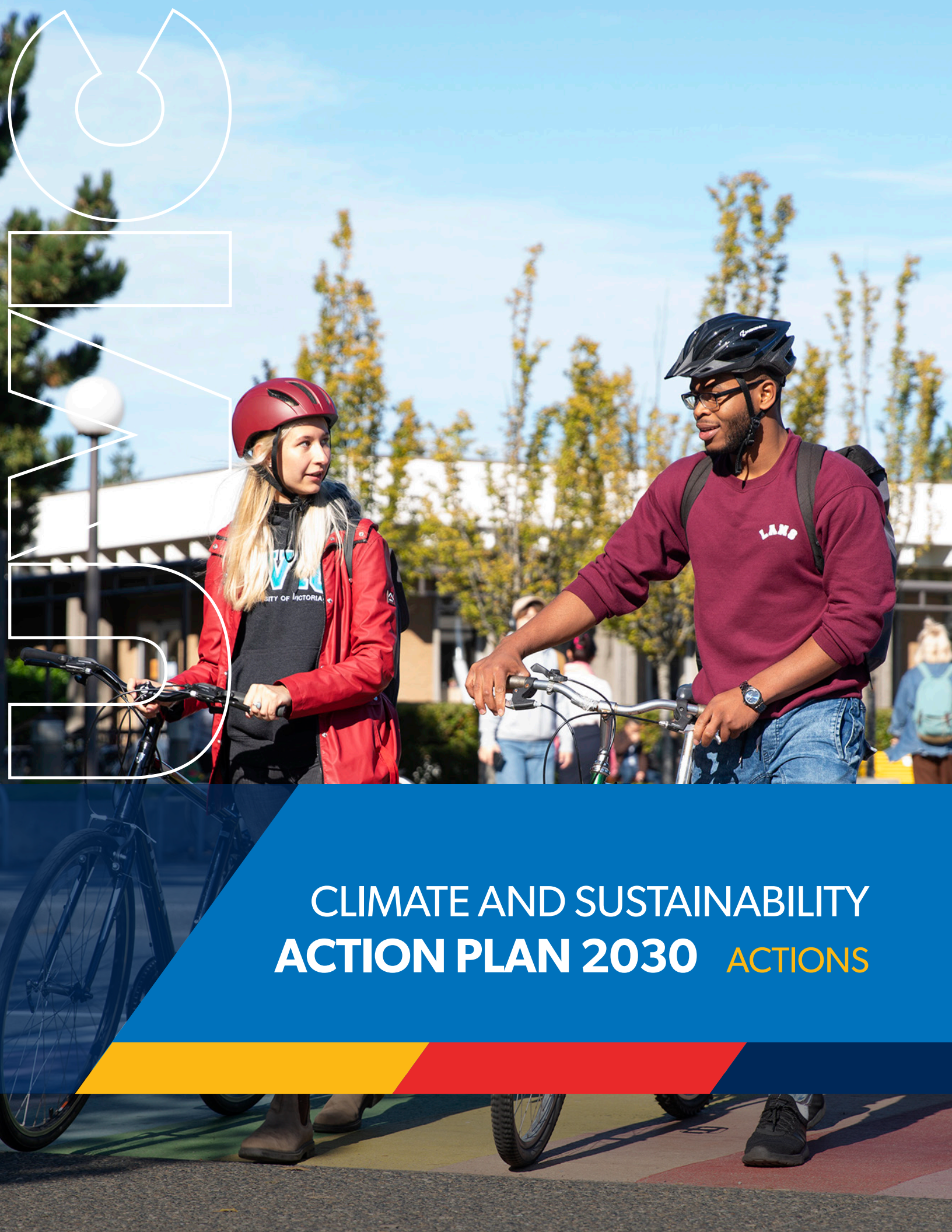
To provide overview and insight during the creation of the Strategy and Action plan, a review team was established with participants from each Task Force Group. UVic leadership and student society committees were also consulted at this stage.





University of Victoria





CLIMATE AND SUSTAINABILITY
ACTION PLAN 2030 ACTIONS

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INTRODUCTION

PURPOSE

The *Climate and Sustainability Action Plan 2030 - Actions* details specific initiatives, strategies and actions to advance the goals identified in the accompanying *Climate and Sustainability Action Plan* (CSAP) strategy.

UVic has developed these initiatives, strategies and actions using an integrated approach, weaving the vision and six guiding principles into each of our four main themes. Taken together, the plan provides clear, actionable next steps for the university community.

INTEGRATION AND COLLABORATION

Integration and collaboration are fundamental to the University of Victoria's climate and sustainability successes. Working with internal and external communities helps us to integrate sustainability and climate change programs, policies and solutions across campus and beyond, and will play a critical role in achieving our goals and targets.

A LIVING DOCUMENT

To achieve our goals, we set out on the following pages a series of actions. We will update them as we complete these activities and as new priorities emerge.

TARGETS

GREENHOUSE GAS EMISSIONS

Target 1: Reduce campus operations greenhouse gas emissions (GHGs) by 50% below our 2010 baseline by 2030, and Net Zero by 2040. Further, the university will work with researchers to explore, develop and incorporate emerging technologies and approaches to achieve a climate-positive campus by 2050.

SUSTAINABILITY

Target 2: Achieve Sustainability Tracking Assessment and Rating System (STARS) Platinum rating certification by 2026.

UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS

Target 3: Each year, demonstrate advancement toward UN 2030 Sustainable Development Goals (SDGs).

INTEGRATED INITIATIVES

THE SEEDLING PROJECT

Conceived of and led by Carey Newman, Impact Chair in Indigenous Art Practices at UVic, the artistic concept for this initiative is straightforward: plant a western red cedar tree, design a virtual 3D totem, and commit to carving and raising the totem when the tree is mature, 600-1,000 years in the future.

Rooted to Indigenous Knowledges and governance, this project involves much more than providing soil, water, and sunlight to nurture a tree. Implementing this promise enables us to consider climate change, deforestation and social challenges, and brings together research initiatives across campus to seek innovative solutions to by expanding our relationships and thinking around land, law, governance, art, time, and technology.

The initiatives that will bring this strategic initiative project to life are:

Initiative 1: Plant a western red cedar tree

Initiative 2: Design a virtual 3D totem

Initiative 3: Commit to carving and raising the totem when the tree is mature, 600-1,000 years in the future

CAMPUS AS A LIVING LAB

Campus as a Living Lab (CLL) will be a university-wide program that coordinates academic research and teaching projects to use the campus and surrounding areas as places for students, staff and faculty to engage with, trial and advance real-world climate and sustainability solutions. CLL programs will be designed to encourage innovation, learning and exchange and to fulfill the aims of UVic's strategic plans and policies. This program will respect, uphold, and uplift Indigenous Knowledge systems and further support Indigenous-led initiatives, such as the Living Lab Project and Campus as Living Lands.

These initiatives will drive the development of UVic's Campus as a Living Lab program:

Initiative 4: Investigate, design and develop formal structures to create Campus as a Living Lab

ACTION
Create a program to coordinate living laboratory projects with internal and external community partners.

Initiative 5: Integrate academic research and teaching with campus planning, operations and services to respond to climate and sustainability challenges

ACTIONS
Create, enhance and support multidisciplinary classes to address topics such as climate adaptation, transportation, energy systems, food, land management, etc. in collaboration with university operations and campus services, and integrate these classes into different programs.
Champion actions that contribute to the health of UVic's surrounding areas.

Initiative 6: Create opportunities for developing climate solutions on campus so that it becomes an exemplar of climate action and sustainability innovation

ACTIONS
Engage and use our campus to pilot highly visible and innovative demonstration projects or create exhibits to educate and inspire the campus and broader community and test new ideas.
Partner with campus operations to embed research and assessment within new capital projects, procurement and campus sustainability.
Actively pursue industry collaboration on climate and sustainability research.

Initiative 7: Create opportunities for students and faculty to work with solution seekers from local First Nations, communities, government and industry for collective decision making on equitable climate solutions, mitigation and adaptation projects

ACTIONS
Provide students with practical experience, career training and skills through course-based projects, and support for work-integrated learning opportunities with community partners.
Identify and address sustainability and climate collaboration opportunities with local governments and organizations where Memoranda of Understanding (MOUs) exist and develop new partnerships where agreements do not yet exist.
Use university spaces to host community events, public lectures, adult/youth/children's education and workshops that introduce new ideas, research projects and actions for sustainable futures within and beyond the university community.

CLIMATE AND SUSTAINABILITY HUB

The Climate and Sustainability Hub is an entity to coordinate, enhance and promote climate and sustainability solutions across education, research, operations and UVic's internal and external communities. This hub will uphold and uplift Indigenous Knowledge as well as Indigenous groups and individuals on campus and in surrounding communities. The initiatives to build the hub are:

Initiative 8: Explore, design and develop structures to create a Climate and Sustainability Hub

ACTIONS
Determine through what structure, processes and governance a hub can act as a climate and sustainability central support and coordinating body for the university and community.
Develop new internal partnerships with researchers, research institutes and ancillary services to deliver climate and sustainability engagement programs, research projects and strategic initiatives.
Coordinate and leverage current teaching offerings of climate and sustainability across faculties to facilitate the creation of multidisciplinary programs and new educational opportunities for diverse groups of students.
Develop institutional infrastructure and appropriate human resources to support the development, testing, tracking and advancement of climate and sustainability solutions across portfolios (research, teaching, learning, operations, Indigenous, community relations).
Provide opportunities for students, faculty, staff and community members to learn, share knowledge and collaborate on climate action and sustainability initiatives through coordinated programs of engagement, events, training, education and celebration.

Initiative 9: Coordinate and enhance university communications to amplify climate and sustainability teaching, research and operational practices at UVic

ACTIONS
Develop communication strategies to report on news and activities related to climate and sustainability research, teaching and operations, including the advancement of the UN Sustainable Development Goals.
Engage with key stakeholders, community members, policy makers and media, and present opportunities to partner or donate toward driving climate and sustainability solutions.
Communicate the positive physical and mental health aspects and intergenerational equity benefits of transitioning to a low-carbon and sustainable campus and community.

Initiative 10: Embed community into climate and sustainability policy and programming across the university and act as a nexus of resources and matchmaking to internal and external communities

ACTIONS
Develop a robust partnership strategy for collaboration on climate and sustainability solutions.
Integrate the principles, values and approach of community-university engagement into climate and sustainability policy and programming to leverage and support community partnerships, community-engaged learning, research impact and place-based challenges.
Advocate for all levels of government to invest in climate and sustainability actions, especially in areas that align with UVic's strategy.
Provide a platform to engage with local First Nations and community groups and to provide expertise to anticipate and respond to government policy needs and development.
Explore opportunities to invest in and facilitate existing and new climate and sustainability projects with internal and external community partners, such as through a new annual Community Initiatives Fund.
Recognize and reward existing university partners in the community who are leading climate and sustainability action.

GOALS, STRATEGIES AND ACTIONS

The following section outlines goals and strategies based on four thematic areas. The goals articulate what the university wants to achieve in each area, while the strategies articulate how we will achieve our goals.

ẋéʔẋə táŋəxʷ I XAXE TEN̲EW I SACRED EARTH

These goals were developed by the ẋéʔẋə táŋəxʷ | XAXE TEN̲EW Task Force and are expressed here in their voice.

When considering the scope of our future work together, we ask how our actions will benefit the lands, waters and communities of this area. The Lək̓ʷəŋən words ẋéʔẋə táŋəxʷ and the SENĆOŦEN words XAXE TEN̲EW mean sacred earth, and contain important relational responsibilities contained in the goals, strategies and actions below. ẋéʔẋə táŋəxʷ | XAXE TEN̲EW involves honouring and perpetuating relationships to the lands, waters and Nations of this territory and recognizing their self-determination, authority and stewardship. Through an ethic of climate justice, decolonization, reciprocity and generosity, our goal is to go beyond standard practices of sustainability toward abundance, which entails giving back more than is taken.

We also strive to centre local Indigenous Knowledge Systems and worldviews in order to confront the realities of ongoing colonization and climate change. Indigenous Knowledge Systems are not confined to Traditional Ecological Knowledge (TEK) forms of legibility — they are a complex web of relationships grounded in languages, communities, living histories, ceremonial life, governance, stories, laws, lands, waters and more-than-human relations.

Goal 1: Honour and respect the lands, water, air and all living things including the spiritual and interconnected elements of the earth with acknowledgement for the important relationship with local Indigenous Nations and Knowledge Systems

Strategy 1.1: Build respectful and meaningful relationships with local Nations supporting self-determination, to understand and uplift their climate and sustainability goals.

ACTIONS
Acknowledge the leadership and knowledge of local Nations as stewards of the traditional territories for past, present and future generations.
Create new University-Indigenous partnership agreements to engage with Songhees, Esquimalt and W̱SÁNEĆ Nations and develop opportunities for collaboration and improve access to the university's research, academic programs and expertise.

ACTIONS
Prioritize local Indigenous Knowledge Systems by developing new, collaborative community-led sustainability projects and guiding the university community toward learning and understanding Indigenous ways of knowing and being.
Uplift Indigenous strengths and stories to external media and communities to increase education and awareness, and illustrate partnerships and involvement that drive positive change.

Strategy 1.2: Identify plans and strategies to transform the relationships with campus lands and waters guided by Indigenous Knowledge Systems.

ACTIONS
Develop a campus natural areas management plan with input and guidance from local Knowledge Holders and local Indigenous Nations.
Continue to engage in environmental restoration projects to remediate damage to natural habitats and species on campus with guidance from Indigenous Knowledge Holders and local Nations.
Foster awareness of Indigenous languages and connections to campus lands and waters with new ləḱʷəŋən place names and interpretive signage.

Strategy 1.3: Engage with Indigenous Knowledge Holders to identify, learn about, celebrate and promote valued natural areas on campus.

ACTIONS
Implement the Seedling Project
Develop new opportunities for land-based learning and sustainable land and water management on campus, such as qʷɬaʔəl | ḰŁO¸EL (Kwetlal |camas) harvesting, pit cooks, native plant gardens and local food systems.

Goal 2: Uplift and amplify Indigenous voices within climate and sustainability conversations and actions both intergenerationally and in ways that reflect the diversity of Indigenous communities

Strategy 2.1: Provide appropriate cultural safety training and learning opportunities to decolonize and create an inclusive campus culture.

ACTIONS
Develop new accessible knowledge-sharing events and resources that offer students, faculty, staff and community, including Indigenous peoples, opportunities to engage and innovate together.
Promote and practice cultural humility across the university community and in our governance structures.

Strategy 2.2: With local Nations, recognize, cultivate and honour Indigenous leadership on climate and sustainability action.

ACTIONS
Create an on-campus support network of Indigenous climate and sustainability action and dialogue that recognizes emerging Indigenous leadership in this field.
Provide more opportunities to engage with Elders and Knowledge Holders to share their expertise in implementing climate and sustainability actions.
Explore the development of formal awards, scholarships, published storytelling and other artistic expressions to recognize the work of Indigenous climate and sustainability leadership.

Goal 3: Centre and uplift Indigenous Knowledge Systems in relation to climate change and sustainability

Strategy 3.1: Identify opportunities to support the development of climate and sustainaibility-related Indigenous Knowledge Systems through research and teaching initiatives including understanding climate risks, baseline data and planning activities.

ACTIONS
Explore opportunities to include Indigenous Knowledge Systems in academic courses and programs.
Facilitate new community-engaged research partnerships relating to land-based learning, Indigenous food sovereignty and the regeneration of local food systems.
Engage Indigenous communities locally and provincially through sharing resources, knowledge and data that build strength and resilience.

INNOVATOR AND PARTNER

UVic supports diverse research related to climate and sustainability. This includes seeding new and expanded climate and sustainability research and innovation, advancing research partnerships with industry, business and community, and supporting knowledge mobilization to advance climate action and sustainability locally and abroad. We have opportunities to build research and innovation capacity across campus, in every department, to ensure UVic is an incubator of solutions across all disciplines.

Goal 4: UVic is recognized as an international leader in climate and sustainability research

Strategy 4.1: Amplify the excellence of the university's researchers and research entities through strategic resource supports in internal services and external communications.

ACTIONS
Incentivize climate and sustainability collaborative research and campus networks through targeted internal supports.
Provide matching funds to leverage external funding opportunities in climate and sustainability research.
Act on opportunities that advance climate and sustainability research and creative works, and lead regional, national and international initiatives by leveraging existing and establishing new partnerships through co-designed projects.
Showcase climate and sustainability research excellence through creative means, awards and events.

Strategy 4.2: Advance UVic as a destination for remarkable talent while strengthening existing and developing new partnerships that build greater capacity in our internal and external communities.

ACTIONS
Bolster UVic's capacity to host climate-friendly, internationally recognized climate and sustainability-focused scholarly events.
Through funding opportunities, proactively seek outstanding early career researchers and postdoctoral fellows focusing on climate and sustainability issues.
Create inspirational spaces and facilities for cross-disciplinary, cross-sectoral collaboration, research and internal networks, including events and creatively designed indoor and outdoor spaces.

Goal 5: We lead transformative impact and innovative research on climate and sustainability solutions

Strategy 5.1: Take bold, informed and strategic risks to lead climate and sustainability research and solutions for societal transformation.

ACTIONS
Promote the Aspiration 2030 Audacity grants program to support bold new ideas in climate and sustainability research initiatives.
Invite external partners to co-design creative climate solutions and sustainability practices, including local, provincial and federal governments.
Bolster climate and sustainability within the university's newly established Innovation Network.

Strategy 5.2: Create opportunities for UVic students, faculty and staff to work with solution seekers from communities, government and industry for evidence-based decision making on equitable climate solutions, mitigation and adaptation.

ACTIONS
Provide opportunities for cross-campus networking through events.
As a research partner, collaborate with and support community and municipal plans, regional strengths, strategies and goals on climate and sustainability for innovative climate solutions beyond campus borders.

Goal 6: We advance and model sustainable research practices

Strategy 6.1: Ensure climate and sustainability research and best practices are shared with and informed by external partners.

ACTIONS
Leverage additional research and industry funds and provide community/industry and student learning opportunities.
Collaborate with other regional institutions of higher education to share research resources and best practices.

Strategy 6.2: Increase networking and research opportunities that are connected across departments and built into university processes and practices.

ACTIONS
Revisit travel policies and internal travel grants to align with emissions reduction targets.
Create a university-wide policy encouraging academic employees to publish scholarly works as open access, or archive final post-peer reviewed scholarly works in an open-access repository with UVic Libraries.
Build a campus toolkit of simple changes to support low-carbon research practices.

EDUCATOR AND LEARNER

UVic's climate and sustainability strategy advances our approaches to community-engaged learning and course content with increased relationships amongst equity, reconciliation, sustainability and climate action. Partnerships with on-campus leaders will support interdisciplinary and trans-disciplinary curriculum development.

Goal 7: UVic offers education on climate and sustainability that is available to all

Strategy 7.1: Provide a new lens to existing and develop new academic programs and learning outcomes to include climate and sustainability content that actively engages with the challenges posed by colonization and inequities.

ACTIONS
Provide all undergraduate and graduate students with access to climate and sustainability-related curricula and programming.
Create a Sustainability Literacy Assessment to evaluate the success of the university's sustainability education initiatives and gain insight into how these can be improved.
Engage with expertise within academic units and programs, relevant research institutes on campus and affiliated organizations to develop climate and sustainability content.
Through the development of a community of practice, offer support and mentorship to instructors seeking to integrate climate change and sustainability into their teaching.

Strategy 7.2: Develop diverse, innovative, cross- and interdisciplinary graduate programs and experiences focused on climate and sustainability challenges.

ACTIONS
Create a climate and sustainability academic working group to review current content, identify existing barriers to cross-disciplinary teaching collaborations at the graduate level, and generate interest and potential for new collaborations.
Expand non-credit options on climate change and sustainability in existing and new areas.

Goal 8: Students, faculty and staff are engaged and empowered to be climate and sustainability change agents and leaders

Strategy 8.1: Expand the range of climate and sustainability initiatives and opportunities for greater student engagement outside the classroom on and off campus, while recognizing the needs of a diverse student population.

ACTIONS
Engage students with opportunities to participate in implementing the strategies and actions.
Explore the development of new programs to support university partnerships with public institutions and governments.
Work with Co-op and Career Services to create additional opportunities with organizations that are working on climate and sustainability initiatives.
Expand local field school experiences to work increasingly with communities on practical solutions.
Develop land-based education opportunities with Indigenous Knowledge Keepers.
Explore the development of new scholarships and grant funding opportunities to support student-led climate and sustainability initiatives.

Strategy 8.2: Explore technologies and create resources for students, faculty and staff to enhance how teaching and learning contribute to the university's goal of achieving a climate-positive campus by 2050.

ACTIONS
Invest in infrastructure to support remote learning and teaching.
Assess and reduce carbon footprint of field trips and practica/internships, where possible.

CLIMATE SOLUTIONS AND SUSTAINABILITY LEADER

UVic supports climate mitigation, adaptation and sustainability practices across campus operations and planning. This includes reducing greenhouse gas emissions associated with campus buildings, energy, food and dining, grounds, purchasing, transportation, waste, water, investments, and internal communications and engagement. UVic has been implementing operationally focused sustainability action plans since 2009[1].

Goal 9: UVic prioritizes sustainability and low-carbon resilience in service delivery on campus

Strategy 9.1: Foster a campus culture that integrates climate and sustainability into operational, administrative and financial planning processes.

ACTIONS
Develop new policies and tools, such as shadow carbon pricing, to assist in financial decision making and new funding to meet both interim and long-term climate targets.
Incorporate environmental, social and governance (ESG) factors into investment decisions in order to manage risk, seek opportunity and generate sustainable long-term returns.
Support the recommendations of the Task Force on Climate-related Financial Disclosures (TCFD) for investment disclosure of climate-related risks and opportunities, including the measurement of carbon intensity of investments to support decarbonization.
Make impact investments that reduce GHG emissions and align with the university's emissions reduction targets.
Ensure that actions within the plan are linked with measurement, reporting and transparency and that progress is shared broadly with the community.
Provide opportunities for employees to be literate in the causes and impacts of climate change and competent in their individual contributions to climate and sustainability action in their roles.

Strategy 9.2: Employ innovative local purchasing initiatives and sustainable operational practices that provide climate-friendly, high quality, ethically sourced, nutritious and diverse food options that sustain the health and well-being of the campus community.

1 Sustainability Action Plans for campus operations: https://www.uvic.ca/sustainability/resources/policy/index.php

ACTIONS
By 2030, decrease food-related GHG emissions by 50% from the 2019 baseline.
Make plant-based foods the default on 60% of campus menus.
Review purchasing practices and menus in campus food outlets to decrease the purchase of meat and dairy products and increase purchase and provision of plant-based foods.
Increase local suppliers to 30% of the supply chain by developing new and existing partnerships including Feed BC and Indigenous-led organizations.
Develop new community campaigns and online content to educate the campus community on healthy and climate-friendly diets.
Develop a climate and Fair Trade food labelling program and ensure University Food Services (UNFS) franchise agreements incorporate Fair Trade practices and products.
Develop a collaborative education and awareness campaign that focuses on waste reduction in UNFS operations.

Strategy 9.3: Employ purchasing and supply management services that apply sustainability principles resulting in the lowest negative environmental impact and the highest positive social outcomes.

ACTIONS
Engage faculty, staff, suppliers and service providers to understand and consider the social and environmental impact of procurement decisions.
Establish metrics to assess and monitor the performance of major suppliers and service providers on four sustainability dimensions: environment, ethics, labour and human rights, and sustainable procurement.
Develop training programs in Purchasing Services to promote and support sustainable procurement practices in alignment with the UN Sustainable Development Goals.
Establish a working group to promote collaborative scholarship, progressive operations management, and experiential learning on sustainable procurement practices within the university.
Develop sustainable procurement capacity and integration in collaboration with all units, promoting experiential learning on sustainable supply networks.

ACTIONS
Establish purchasing guidelines for the procurement of low-emissions fleet vehicles and ground maintenance equipment.

Goal 10: Sustainability and low carbon resilience are key considerations in asset acquisition and management decisions at UVic

Strategy 10.1: Construct, renovate, maintain and operate campus buildings and infrastructure in a manner that promotes whole systems thinking and innovation.

ACTIONS
Transition all facilities on the Gordon Head campus from fossil-fuel systems to low-carbon energy systems to achieve net zero by 2040.
Establish partnerships and strategies that will financially enable investment in low-carbon energy systems by finding common goals with other university initiatives, faculties, institutions, governments and energy providers.
Achieve the standard of LEED V4 Gold certification or equivalent certification for all new buildings and major additions to existing buildings.
Accelerate efficiency and conservation measures to reduce energy consumption.
Update the Buildings and Grounds Usage Policy (BP3105) to standardize building temperature during daily occupied and unoccupied periods.
Create a formal certified Green Cleaning Policy that covers multiple attributes (cleaning, energy and water conservation operations and maintenance practices) and follow the Green Building Council rating system.
Develop a strategy to consolidate servers on campus and virtualized into the Enterprise Data Centre to improve computing energy efficiency.
Develop green building design guidelines, including exploration of strategies for GHG and energy intensity targets based on building typology and new third-party standards such as CAGBC Zero Carbon Standard.

ACTIONS

Improve the project delivery process to include the following climate action elements:

- Integrated design processes to examine opportunities for reductions in operational emissions and embodied carbon;
- Assessment of a project's potential impact on campus energy use, GHG emissions and development of energy conservation measures;
- Lifecycle analysis during the schematic design process to understand the total cost of ownership, operational GHG emissions, and embodied carbon of various design options;
- Occupant thermal comfort analysis under predicted future climate conditions, using 2050 and 2080 as benchmarks.

Promote sustainable futures with increased efficiency in space utilization, striving for innovation and modern workplace environments, including open, collaborative work areas.

Identify energy optimization and GHG reduction strategies at the program stage for all new buildings, major additions and renovations that include HVAC upgrades.

Strategy 10.2: Advance the university's capacity to reduce and manage risks from climate change while improving the ability to anticipate, respond to and recover from extreme weather events and emergencies and contribute to the health and well-being of our local communities and environment.

ACTIONS

Carry out a climate risk assessment for the campus to assist the prioritization of investment in adaptation measures.

Plan, design and develop campus buildings, utilities and infrastructure that consider the impacts of climate change over the life of the asset in order to minimize disruptions to campus operations caused by extreme weather events.

Strategy 10.3: Support and promote sustainable transportation choices and infrastructure for the campus community and visitors, lower emissions, support healthy communities and act as a hub in a regional sustainable transportation network.

ACTIONS

Strategically implement push policies (disincentives) for single occupancy vehicle travel that balance with pull policies (incentives) for sustainable travel through the Travel Choices program.

ACTIONS
Monitor parking pricing and review sales structure in order to provide commuters with greater flexibility in transportation choices.
Carry out biennial campus traffic survey to report on progress toward the 70% modal split target.
Develop a communications strategy for the university community to learn about and participate in active transportation research and supporting infrastructure programs.
Continue to support and advocate for improved transit service to UVic (including bus rapid transit).
Provide additional charging infrastructure for electric vehicles (EVs) and explore parking incentives for commuters to use EVs.
Explore new policies and IT supports related to remote meetings and conferencing that reduce demand for travel.

Strategy 10.4: Reduce water use and increase recovery, reuse and stewardship practices.

ACTIONS
Improve data availability and accuracy for water use on campus through new building-level water monitoring systems.
Reduce the use of potable water in buildings and infrastructure.
Engage the campus community on best practices in water conservation and sustainability practices.
Improve data availability and accuracy for water use on campus through new building-level water monitoring systems.
Reduce the use of potable water in buildings and infrastructure.
Engage the campus community on best practices in water conservation and sustainability practices.

Strategy 10.5: Create and maintain a campus landscape and natural areas that support Indigenous Knowledges, values and management principles, nature-based learning opportunities, and enhance resiliency, biodiversity and ecosystems.

ACTIONS
Reduce the quantity and monitor the quality of campus storm water that enters local drainage and stream networks.
Minimize the impacts of invasive species through ongoing management and removal, prioritizing natural areas identified in the Campus Plan and supporting volunteer-led initiatives.
Build a greater understanding and inventory of threatened and endangered flora and fauna on campus.
Support improved public access, pedestrian management, restoration activities and nature-based learning opportunities in Mystic Vale.

Strategy 10.6: Provide services, infrastructure and engagement opportunities to advance the university toward a zero-waste campus.

ACTIONS
Through community engagement and waste-reduction initiatives within University Food Services and Residence Services, reduce the total amount of waste produced per campus user (students, staff and faculty).
Develop new and improved waste management policies, processes and infrastructure to support waste reduction targets.
Engage suppliers and Purchasing Services to explore alternatives to single-use packaging and containers, phase out the sale of plastic bottled water beverages and ensure all to-go utensils, dishes and packaging are compostable.
Establish a surcharge for single-use food containers and beverage cups.
Develop a pilot project for reusable food containers in University Food Services outlets.

Goal 11: We have established baseline, tracking, reporting and reduction procedures for Scope 3 extended impact emissions.

Strategy 11.1: Develop new policies, strategies and programs to support the IPCC-recommended 1.5°C pathways for the reduction of Scope 3 emissions in employee air travel, commuting, waste, food systems and embodied carbon within new buildings and update the CSAP accordingly.

IMPLEMENTATION AND REPORTING

IMPLEMENTATION

Implementation of the *Climate and Sustainability Action Plan* (CSAP) will take place during the years leading up to 2030, with short, medium and long-term actions identified and resourced annually. An implementation committee will be appointed to be responsible for the evolution of the identified actions and for determining immediate next steps. This will include the development of a Collaboration and Resourcing Strategy to ensure appropriate internal and external partnerships and adequate resources are made available to advance the CSAP.

REPORTING

CSAP 2030 Actions is a living document that will be updated as actions are completed and as new priorities emerge. The CSAP will undergo an annual review, which will include:

- Annual accounting of scope 1, 2 and 3 GHG emissions as part of the Carbon Neutral Government program – legislated under the Climate Change Accountability Act (CCAA).

Annual reporting on progress towards the Sustainable Development Goals, in alignment with the Times Higher Education ranking process.

As well, the CSAP will undergo a formal review process every three years, in line with the AASHE STARS review cycle. The implementation committee will develop a reporting template to assist with cross-functional reporting.

GLOSSARY OF TERMS

Biodiversity: A characteristic of an ecosystem that describes the diversity of life it contains, and directly correlates to the function and resilience of that ecosystem. Biodiversity is manifested at all levels of the organization and functioning of biological life, from the micro to the macro level, including genetic diversity, diversity of species, ecosystems and biomes, and cultural diversity

Business As Usual (BAU): A situational context or scenario that does not undergo any change; a scenario where no climate action is taken.

Operational Emissions: Emissions generated through operations, defined as emissions from sources directly controlled and operated by UVic, including combustion of natural gas (scope 1), and from upstream emissions from electricity consumed (scope 2).

Carbon Dioxide (CO_2): A naturally occurring gas that is also a by-product of the combustion of fossil fuels and biomass, land-use changes, and other industrial processes. It is the principal anthropogenic greenhouse gas. It is the reference gas against which other greenhouse gases are measured and therefore has a Global Warming Potential (GWP) of 1.

Carbon Offset: A tradable credit that is used to counterbalance – or offset – greenhouse gas emissions. A B.C. Offset Unit represents a tonne of carbon dioxide equivalent that was either removed from the atmosphere or not released into the atmosphere as the result of direct, beyond business-as-usual action by a project proponent. These actions are validated and verified by an independent, accredited third-party to ensure they are real, permanent and additional. Organizations that have an obligation or desire to offset their greenhouse gas emissions can purchase B.C. offset units to meet emissions reduction or net-zero targets. UVic currently purchases offsets at a rate of $25 per tCO_2e emissions under the Carbon Neutral Program.

Carbon Sequestration: The process of capturing and storing atmospheric carbon dioxide. It is one method of reducing the amount of carbon dioxide in the atmosphere with the goal of reducing global climate change.

CleanBC: A plan developed by the British Columbia provincial government that sets 2030 climate goals through energy and industry emission reduction innovations and initiatives.

Climate Adaptation: An approach aimed to mitigate the suffering and destruction of climate change through adapting ecological, social, economic and physical environments to withstand threats such as rising sea levels, severe storms, higher temperatures and changes in rainfall patterns.

Climate Justice: A holistic approach to climate action that acknowledges the ways in which climate change and its consequences affect underprivileged and marginalized populations more strongly, compounding and exacerbating the existing inequalities experienced by these populations.

Climate Mitigation: A human intervention to reduce GHG emissions produced, or enhance carbon sequestration of greenhouse gases (GHGs).

Carbon Neutral: Under the Carbon Neutral Program, legislated by the Climate Change Accountability Act, UVic is required to achieve carbon neutrality by measuring operational greenhouse gas emissions, planning and taking action to reduce emissions, offsetting the remainder, demonstrating transparency through annual public reporting of these achievements and being subject to independent verification to ensure completeness and accuracy. The requirements for achieving carbon neutral status are:

- Pursue actions to minimize the relevant GHG emissions for the reporting period; and,
- Net the remainder GHG emissions in accordance with the Carbon Offset program.

Climate Positive: Activity goes beyond achieving net-zero carbon emissions to create an environmental benefit from removing additional carbon dioxide from the atmosphere. This is also referred to as Carbon negative.

Climate Resilience: The degree to which a socio-ecological system can withstand and adapt to the adverse effects of a changing climate.

District Energy System: A heating system that produces hot water and distributed it through a network of underground pipes between buildings to provide space and hot water heating to buildings on campus. The District Energy System is the primary heating plant on campus.

Extended Impact Emissions: Carbon emissions from activities that are not always fully controlled by UVic, but that the institution impacts and influences through purchasing decisions, plans, policies, guidelines, behavioral change programs, and others. These emissions are generally referred to as scope 3 emissions and include sources such as commuting to and from campus, business air travel, food consumed on campus, waste, and the embodied carbon associated with the construction of new buildings and retrofits.

Greenhouse Gas (GHG) Emissions: Gases emitted from fuel combustion and other sources, that contribute to the greenhouse effect and global warming. This includes carbon dioxide, methane, nitrous oxide, ozone, and chlorofluorocarbons.

Low carbon energy: Energy that is generated using lower amounts of carbon emissions into the atmosphere than conventional fossil fuel-based energy sources. The hydro-electricity produced by BC Hydro to power the integrated electricity grid is considered low carbon energy.

Net Zero: Reducing and negating operational GHG emissions from human activities to as close to zero as possible, and matching any remaining emissions with an equivalent amount of carbon sequestration.

Renewable Natural Gas (RNG): A biogas (or biomethane) that results from bacteria breaking down organic waste from sources such as landfills, agriculture and wastewater treatment facilities, and is upgraded to a quality similar to fossil natural gas. Because of its biological source, it is considered a carbon neutral energy source.

Resilience: An ongoing process of diverse, interconnected relationships and processes that activate and build up resilience-enhancing capacities within and across a community for short-, medium- and long-term sustainability and wellbeing.

Sustainability: UVic has defined sustainability as the state of achieving the ecological balance that allows social development and economic prosperity to be achieved across generations. This definition includes the following terms:

- Ecological Balance is the equilibrium between, and coexistence of, all organisms and their environment.
- Social Development encompasses a commitment to create social opportunities for individuals and groups to enhance overall community health and well-being.
- Economic Prosperity is a financially healthy state.

Sustainability Tracking and Rating System (STARS): A transparent, self-reporting framework for colleges and universities to measure their sustainability performance. It was created by the Association for the Advancement of Sustainability in Higher Education (AASHE), a non-profit organization designed to support the advancement of sustainability in higher education.

Traditional Ecological Knowledge: The knowledge, practice, and belief concerning the relationship of living beings to one another and to the physical environment, which is held by peoples in relatively nontechnological societies with a direct dependence upon local resources.

UN Race to Zero Campaign: A UN Framework Convention on Climate Change (UNFCC) supported global campaign, driven by science, to rally international leadership and support from businesses, cities, regions, investors and universities to reach a zero-carbon recovery that prevents future threats and unlocks inclusive, sustainable growth.

University of Victoria



University of Victoria

2021 FINAL REPORT

SUSTAINABILITY ACTION PLAN: CAMPUS OPERATIONS 2020-2021

May 2022

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Land acknowledgement

The University of Victoria acknowledges and respects 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.

Introduction

In 2020, the Office of Campus Planning and Sustainability (OCPS) developed the *Sustainability Action Plan (SAP): Campus Operations 2020-2021* as an interim plan for the period between the close-out of the 2019 plan and the development of the Climate and Sustainability Action Plan 2030 (CSAP).

This report illustrates the final progress and achievements made towards the completion of each of the actions and reviews the status of the Plan's goals, leading up to the new CSAP. Progress on UVic's path to carbon neutrality is available in the annual Climate Change Accountability Reports and in the Sustainability Tracking Assessment & Rating System (STARS) report submitted in 2020.

The eleven SAP 2020-21 categories are:

- Planning, Coordinating, And Administration
- Engagement
- Buildings
- Energy
- Computing
- Dining Services
- Grounds
- Transportation
- Waste
- Water
- Purchasing

When the interim plan was first released, it was not known that the world would soon be responding to multiple waves of the COVID-19 global pandemic. The university community had to pivot to online learning and research, buildings closed, and campus operations slowed down significantly. It was unclear how long these changes would last, and despite transitioning slowly to regular operations, many programs, projects, and engagement events have remained modified to adapt to these changes.

Progress on goals

This report highlights efforts over 2020-2021 academic year. The table below summarizes the status of the goals identified within the SAP 2020-2021. While many have been achieved, there are others that will be carried forward into the CSAP.

Status			2021
Completed		Goal has been achieved.	**15**
In progress		Work has been undertaken; however, the goal has not yet been achieved.	**7**
Requires re-examination		Work has been undertaken and it has been determined that the goal requires re-examination.	**1**
Not achieved		Goal has not been achieved.	**1**

1.0 Planning, Coordination, and Administration

Mission: *To create a campus culture that provides for sustainability to be integrated into operational, administrative and planning processes, and advanced through collaboration and coordinated decision-making across the university.*

Goal 1.1: Develop a new Sustainability Action Plan that meets the highest standards of sustainability and explore opportunities to develop a comprehensive and integrated approach with researchers and academic units.



Over the years of 2020-2021, the development process for a new *Climate and Sustainability Action Plan 2030* (CSAP) was underway. While previous Sustainability Action Plans have been operational in nature, CSAP provides an accelerated and integrated approach to the challenges and opportunities afforded by climate change, and guides the university's approach to sustainability in every domain: Academics, Research, Indigenous, External Relations and Operations.

The university must respond to global climate change. The Intergovernmental Panel on Climate Change (IPCC) *Special Report Global Warming of 1.5°C* [1] states we must limit global warming to 1.5°C to reduce risks to biodiversity, ecosystems, resources and their functions. The global community needs local, immediate action across regions to curb emissions and limit global warming. As well, the UN 2030 Agenda for Sustainable Development, *Transforming Our World,* provides 17 Sustainable Development Goals and 169 targets to address critical issues of importance to planetary wellbeing and humanity.[2]

UVic's *Climate and Sustainability Action Plan 2030* presents a path-based approach to the UVic's climate and sustainability targets, goals, strategies and actions.

Although this goal was intended to be completed by the end of 2021, due to the ongoing challenges related to the COVID-19 pandemic, the Plan was completed and published in Fall 2022. The planning process was guided and informed through extensive internal and external engagement, and most notably, engagement with Indigenous communities to emphasize the importance of valuing Indigenous ways of knowing and being, particularly on Vancouver Island.

[1] IPCC Sixth Assessment Report: Impacts, Adaptation and Vulnerability 2022: https://www.ipcc.ch/report/ar6/wg2/

[2] https://sustainabledevelopment.un.org/post2015/transformingourworld

Goal 1.2: Enhance responsible investment policies to reflect industry best practices.



In 2019, the Treasury Office, in consultation with student and faculty representatives reviewed the Short Term Investment Policy and the policy that guided it – the Responsible Investment Policy. The intent of the review was to ensure that UVic's investment objectives were achieved, responsible investment practices were updated, and each of the policies were aligned with the University's Strategic Framework (2018-2023).

UVic adopted both a new Responsible Investment Policy in 2020, and a new Working Capital Investment Policy for its $225-million short-term investment funds to materially lower the carbon emissions across the entire portfolio by 45% in 2030, allocate 25% of the funds to thematic investments, and encourage better disclosure of carbon emissions and climate-related risks.

Achievements of these policies include:

- Abiding by and reporting on implementing the six guiding principles of responsible investing as a signatory of the Principles for Responsible Investment (PRI).
- Aligning the disclosure practices of investment managers with the Task Force for Climate-Related Financial Disclosures (TCFD) recommendations.
- Continuing to commit to collective engagement on climate issues through the University Network for Investor Engagement (UNIE).
- Transitioning $80-million to the RBC Vision Fossil Fuel Free Short Term Bond Fund, freeing the working capital fund of any fossil-fuel investments.
- Increasing impact investing for sustainable projects, including:

    - ✓ $500,000 investment into the Raven Indigenous Impact Fund, created by the Raven Indigenous Capital Partners, an Indigenous-led and owned financial intermediary that invests in Indigenous enterprises as a catalyst for social change and prosperity.
    - ✓ $80,000 investment for the Vancouver Island Impact Investing Hub (VI3Hub), which is designed to help accelerate private investments into climate solutions and climate-focused innovation on the island. Combining climate action, sustainable finance and impact investing in a single integrated hub, its activities will include developing research insights and generating awareness for the public and within the world of investing on how to accelerate the transition to a net-zero inclusive future on Vancouver Island and beyond.
    - ✓ $180,000 research partnership for the Climate Finance Project, funded by Uvic-led and hosted by Pacific Institute for Climate Solutions, in collaboration with British Columbia Investment Management Corporation. The goal is to co-develop decision-making tools and frameworks for integrating climate change risk evaluation and climate mitigation opportunities into investment portfolios.
    - ✓ $10-million investment into the BlackRock's Global Renewable Power III Fund, which supports 250 renewable power projects across the globe. All projects in the fund align with the United Nations' Sustainable Development Goals (SDGs).

- Committing to report on responsible investment activities and their related goals at least annually:
    - ✓ 2020 Holdings Report
    - ✓ 2020 PRI Report

- ✓ 2020 Responsible Investment Report with progress updates on decarbonization and impact investment targets

The University of Victoria Foundation is a separate legal entity that manages long-term endowment funds to generate funds for the University to provide scholarships, bursaries and to use for other university purposes. In 2021, the University of Victoria Foundation released a new Responsible Investment Policy to consider the opportunity and risk that climate change presents and focuses on decarbonization across all investments and sectors. The list of Responsible Investment Beliefs was updated to recognize climate change as a key global issue of our time.

In November, 2021 the University of Victoria Foundation announced that as of Sept. 30, 2021 it no longer had holdings of companies in its equity portfolio involved in the extraction and processing of coal, oil or natural gas.

Key elements of the new policy include:

- Committing to reviewing UVic's decarbonization approach and carbon emissions reduction targets at least once every five years.
- Ongoing engagement – such as the continued participation in investor coalitions and collaborations to enhance ESG standards and disclosure requirements by joining the University Network for Investor Engagement (UNIE) and supporting the Task Force for Climate-Related Financial Disclosures (TCFD).
- Continued selection of investment managers committed to climate change who actively, often through proxy voting, engage with companies to drive down emissions and increase disclosure.
- Increasing impact investing such as the continued financing of the new student housing and dining project (LEED V4 and passive house standards).

2.0 Engagement

Mission: *To provide opportunities for students, staff, faculty and community members to learn, share knowledge and collaborate through coordinated programs of engagement, events, training, education and celebration.*

Goal 2.1: Continue to develop and implement programs and activities that assist the campus community in contributing to the achievement of sustainability goals.



During 2020/2021 the Office of Campus Planning & Sustainability (OCPS) completed a review of previous engagement events and updated the department's Engagement Plan. Several engagement programming opportunities were identified for implementation on an ongoing basis and will be carried forward for consideration in the CSAP.

Due to the COVID-19 global pandemic, in-person engagement programs with other departments was extremely limited during the 2020/2021 academic year; however, efforts were made to collaborate virtually where possible.

Highlights include:

- Greater Victoria Green Team (GVGT) – over the duration of 2020/2021, the GVGT hosted twelve invasive species removal events between Mystic Vale and Cunningham Woods, engaging with 361 volunteers.

- Supplier Sustainability Assessment Tool - UVic Purchasing Services and the OCPS collaborated on a pilot project using EcoVadis to carry out the evaluation of corporate social responsibility for UVic's suppliers. The one year pilot, which was also supported by the Campus Sustainability Fund, was successful and EcoVadis was approved for the 2022/2023 fiscal year.
- Energy Wise Network – since 2016, UVic has been a member of the Energy Wise Network, a collaborative program run by BC Hydro and Fortis BC. In 2021, the university organized a Fall sustainability pledge campaign that involved several in-person mini campaigns related to topics like transportation, energy, waste reduction, etc. Modified Holiday Shutdown campaigns were also implemented during the holiday campus closure for both 2020 and 2021.
- Green Labs – an ongoing program that encourages lab users to reduce waste and promote sustainable practices such as energy conservation, chemical substation, lab glassware recycling, and Mercury thermometer replacement projects.
- Default Veg – supported by the Campus Sustainability Fund, this campus initiative involved participation from the OCPS, Food Services, and the Default Veg team to determine UVic's carbon footprint. There was a successful Chili Popup event in October 2021.

UVic continued to provide funding allocations for projects submitted and approved by the Campus Sustainability Fund, which was created in 2016 by an initial investment of $100,000 by the VP of Finance and Operations. The purpose of the fund is to provide financial support to time-limited sustainability projects at UVic. Four projects were approved since 2020 that are anticipated to be finished by end of 2022 and almost all program funding has been allocated.

3.0 Operations, Facilities and Services

3.1 Buildings

Mission: *To construct, renovate, maintain and operate campus buildings to green building standards and practices.*

Goal 3.1.1: All new buildings will achieve the standard of LEED V4 Gold or equivalent certification. Major additions to existing buildings will also strive to achieve LEED V4 Gold or equivalent certification.

All nine new academic and administrative buildings constructed since 2007 have been designed to the LEED Gold building standard. The District Energy Plant was officially certified in summer 2020.

Construction for the new student housing and dining project began in January 2020 and will continue until mid 2023, with move-in for student residences taking place in September 2022 for Building 1 and September 2023 for Building 2. Design and construction of the buildings will meet LEED V4 Gold standards, as well as Passive House standards – the most rigorous global building standards for sustainability and energy efficiency. Completion of the project will contribute to reducing the university's greenhouse gas emissions through various different decarbonization strategies and will offer lessons learned as the university moves forward with its comprehensive plan to phase out fossil fuel energy for low-carbon energy.

The Engineering and Computer Science Building Expansion Project is the university's first major capital project to pursue the CAGBC Zero Carbon Building Standard and LEED V4 Gold certification. The new National Centre for Indigenous Laws is also targeting LEED V4 Gold certification.

Goal 3.1.2: All new building projects and major building additions will provide for a high performance building envelope and passive design strategies to promote energy efficiency, climate resilience and greenhouse gas emissions reductions.

The National Centre for Indigenous Laws (NCIL) is targeting LEED V4 Gold certification. As part of the LEED certification, the project team is preforming energy modeling on the expansion. A lifecycle cost analysis report was prepared during the schematic design phase of the project to consider various heating and cooling plant options. The existing natural gas boiler will be replaced with an electric air source heat pump. The new heat pump will service both the original building and the expansion. Both major renovation/addition projects will offer valuable insight as to how the university can better align operational goals with provincial emissions reduction legislation. This is also being analyzed within the planning process to decarbonize building energy on campus. The project features mass timber construction practices, greatly reducing embodied carbon within the building structure. Construction is expected to be completed summer of 2024.

For the Engineering and Computer Science Expansion project, a new High Bay Research and Structures Lab will be constructed as a new building. The design phase of the project explored various sustainability strategies to promote energy efficiency, climate resilience, and greenhouse gas emissions reductions. Examples include: high performance building envelope with massing, air-side energy recovery, heat pump technology, thermally active slabs etc. In order to reduce the embodied carbon in both buildings, a series of strategies have been incorporated into the design that were identified within a life cycle assessment report (LCA). These include: mass timber, concrete containing supplementary cementitious material (SCM), low carbon cladding (terracotta). Mass timber has lower cradle-to-grave emissions compared to alternative building materials, such as steel or cement, and mass timber buildings have the potential to store carbon over long product lifecycles.

Due to construction cost pressures, the procurement process for the project was delayed until winter 2023. It is expected that the project will conclude by 2026.

Goal 3.1.3: Evaluate the suitability of capital projects at the project planning and project management phases for opportunities to integrate measures that improve energy efficiency and reduce greenhouse gas emissions.

The university's Manager of Energy Programs acts as a subject matter expert and is involved in various capital projects to determine complementary energy conservation measures with the ultimate objective to reduce the environmental impact of fuel, natural gas, electricity, and water use on campus. The department monitors and analyses data, researches and assesses opportunities to use cost-effective, low-carbon alternative energy measures that are compatible with campus energy infrastructure, and researches new technologies.

Information is provided to faculty and staff online, such as a list of technologies currently used to reduce energy and water consumption.

Over 2020-2021, the Manager of Energy Programs led a planning project to identify decarbonization strategies to guide Gordon Head campus development and operations to net zero. The plan will outline a technical pathway, combining specific and complementary energy measures, to achieve the plan's target of 50% reduction in emissions by 2030 and a strategy to achieve a net zero operations by 2040.

Goal 3.1.4: Utilize sustainable operational and building maintenance practices in all campus buildings and facilities.

In January 2020, Facilities Management updated the Green Cleaning Policy to meet the requirements of LEED's Building Operations and Maintenance Rating System and Green Seal's Environmental Standard for Cleaning Services. It has been in effect as of January 1, 2021 and applies to the cleaning procedures, cleaning material purchases, cleaning equipment purchases, and cleaning services that take place on campus. The policy outlines a number of sustainability criteria that must be met as well as strategies and goals to reduce toxicity of chemicals used, conserve energy, improve staff training, and track overall performance.

The Maintenance and Operation unit in the Facilities Management department continued to maintain and improve the efficiency of building systems. These systems include the:

- Energy Management program, which provides data monitoring, analysis and continual re-commissioning of buildings.
- Modernization of campus lighting systems.
- Facilities shop that respond to thermal comfort requests.
- Grounds shop that manages the building landscapes according to Integrated Pest Management principles.
- Building water conservation program.

Building maintenance at UVic also includes the ongoing expansion of waste reduction and recycling services, and building air quality management through collaborations with other UVic units. Between May 2020 and February 2021 the construction of the student housing and dining building project achieved a total waste diversion rate of 94.66%.

More broadly, construction waste continues to be tracked for all LEED-certified building projects, which typically achieve a waste diversion rate greater than 90%.

Goal 3.1.5: Promote an extraordinary academic environment by evaluating all new buildings and major additions for opportunities for research, education, innovation and continuous improvement.

The university also continues to identify learning opportunities and student involvement in new building and major addition projects. Students were involved in the design development stage for the Engineering Expansion Project, in which undergrads studied specific technical issues and graduate students worked on case studies.

An important feature of this capital project is that the learning opportunities will be ongoing. Sensors will be incorporated into the structure to measure seismic activity, loading, heat, light, humidity, etc. The integration of green roofs and solar panels also will offer faculty and students the opportunity to study how green buildings operate and identify best practices/lessons learned. This demonstrates the university's commitment to the campus acting as a living laboratory.

3.2 Energy

Mission: *To maintain a campus that fosters an energy conservation culture that utilizes innovative technologies and promotes occupant engagement to continually improve building performance, as well as providing a comfortable learning and work environment.*

Goal 3.2.1: Achieve a total institutional greenhouse gas emissions reduction of 30% by Dec. 31, 2021, relative to 2010 as the baseline year.

The university tracks greenhouse gas emissions resulting from buildings (scope 1 and 2 emissions), fleet vehicles (scope 1 emissions) and select office paper (scope 3 emissions). In the 2020 Climate Change Accountability Report (CCAR), the university reported a 30% decrease in greenhouse gas (GHG) emissions relative to the 2010 baseline. There were above average reductions in scope 1 fleet emissions and associated scope 3 paper procurement emissions, likely due to the impacts of COVID-19 on the university's operations such as the transition to remote working in March 2020, and the reduction in research and field-schools.

Data collection to calculate the GHG emissions for 2021 commenced in February 2022. Factors such as fluctuating COVID-19 restrictions and the reopening of campus for the Fall 2021 term, including supporting hybrid work arrangements, were anticipated to have an impact on the university's emissions for the 2021 calendar year as well. Updates to align electricity emissions factors with CleanBC's Industry program approach were also made in June 2021 under the Carbon Neutral Government Program, impacting historical emissions data from 2010-2020. This will be reflected in the 2021 CCAR.

While remote and hybrid work arrangements may lead to significant reductions in direct (scope 1 and 2) emissions for the university, indirect (scope 3) emissions can increase, which is not widely measured. The District Energy Plant was also completed in summer 2019, which provides heat and hot water to 35 buildings across campus using natural gas. While the plant provides increased capacity to UVic's heating system, final commissioning of the district energy system are underway to improve overall efficiency and reduce campus natural gas consumption. Fossil fuels for university buildings accounted for 92% of GHG emissions (9,853 tCO2e) reported in 2020.

A planning process was initiated in 2021 to determine the appropriate technical pathway to transition the Gordon Head campus to low carbon energy. Recommendations will form the development of a comprehensive and long-term framework to guide campus development and operations and phase out of fossil fuel energy.

The university will continue to explore and support decarbonization opportunities, which will be integrated within the new Climate and Sustainability Action Plan 2030. A framework to begin benchmarking Scope 3 emissions not reported through the BC Carbon Neutral Program will also be explored. This includes accounting for reporting inconsistency, boundary incompleteness, and activity exclusion.

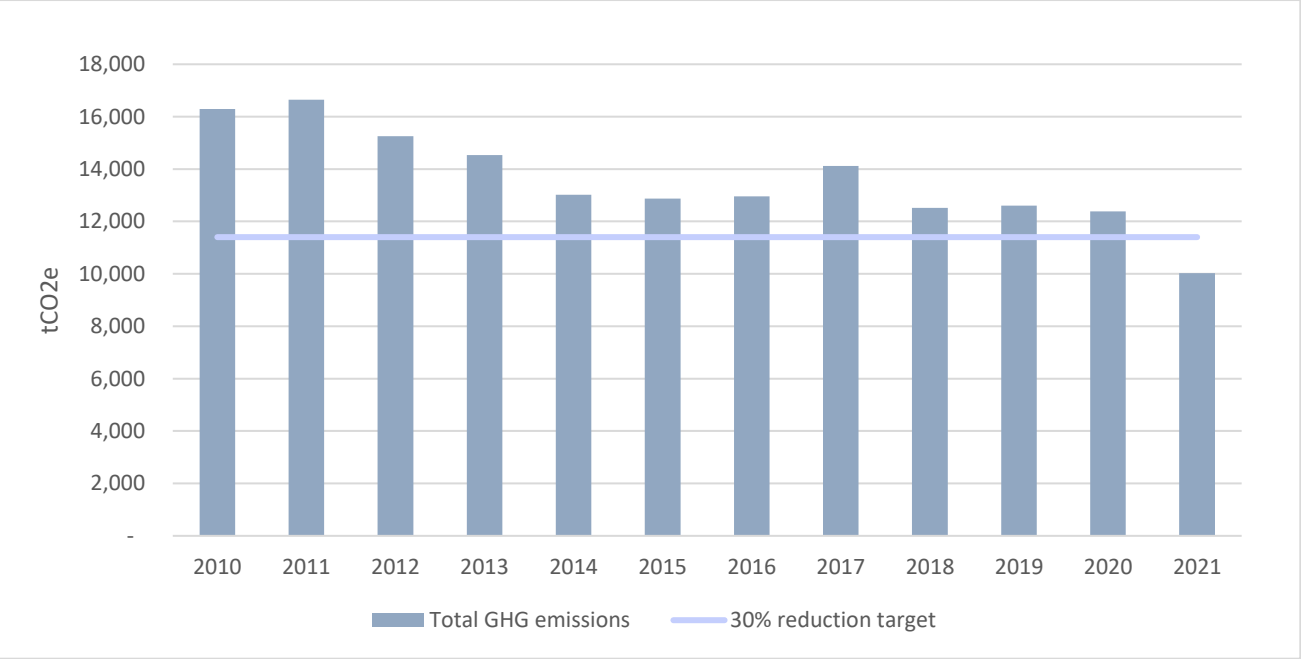


Figure 1 - UVic GHG emissions 2010-2021[3]

Goal 3.2.2: Reduce campus electrical intensity by 18% by Dec. 31, 2021, relative to 2010 as the baseline year.

Electrical energy intensity is measured as the number of kilowatt hours consumed per year to power a square meter of building on campus. Figure 2 demonstrates the university's downward trend in electrical energy intensity.

The electricity consumption intensity reported in Figure 2 is not weather corrected, as only 12 per cent of the university's building portfolio utilizes electricity for space heating. Seasonal weather variation, therefore, has a marginal effect on UVic's overall campus electricity consumption. Data monitoring and analysis is conducted by Energy and Water Management Services.

[3] Graph data was updated in June 2022 to align with the 2021 CCAR

Goal 3.2.2 was achieved in 2020 when the campus electricity consumption intensity was reduced by 26 per cent, relative to 2010. Electrical intensity increased slightly in 2021, likely due to the reopening of campus in Fall 2021; however, maintained a 23 per cent reduction relative to 2010 as the baseline year.

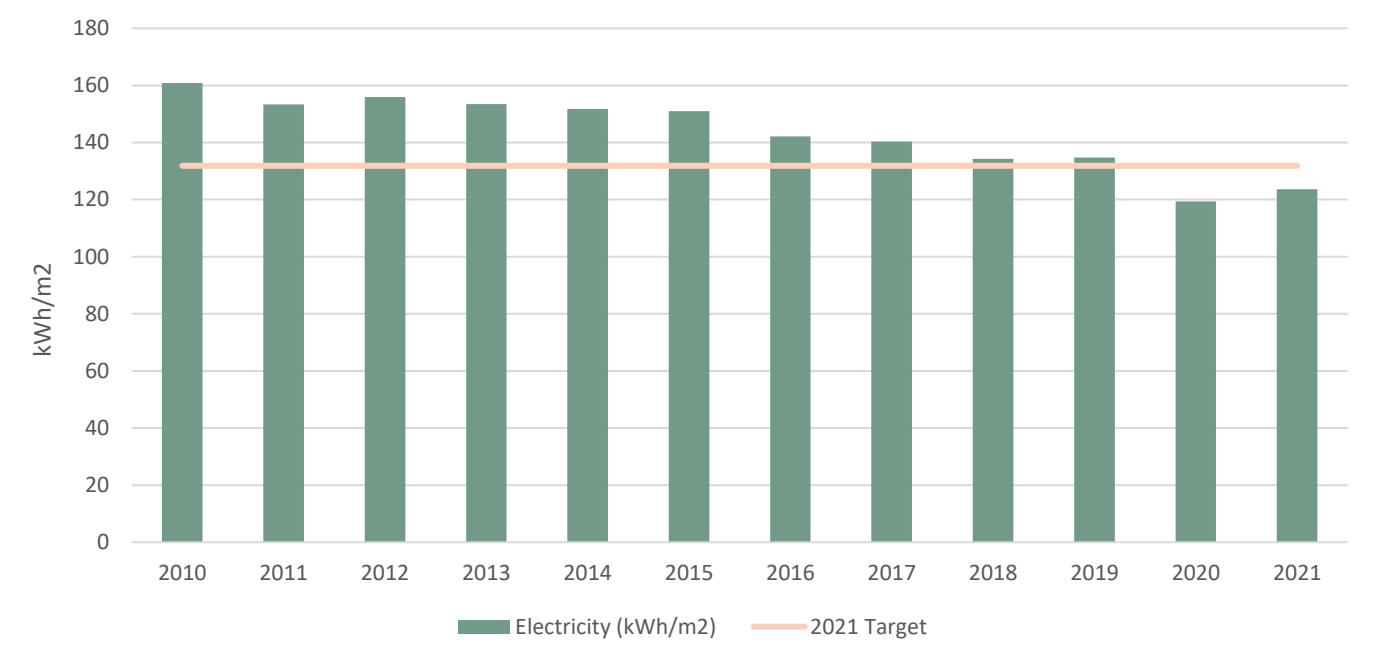


Figure 2 - Gordon Head campus electricity energy intensity 2010 to 2021

Goal 3.2.3 Reduce campus natural gas consumption by 30% by Dec. 31, 2021, relative to 2010 as the baseline year.

Natural gas consumption intensity is measured as the number of kilowatt hours consumed per year to power a square meter of a building on campus. Although the university continued to achieve the 2019 target of a 12 per cent reduction, relative to 2010 as the baseline year, Figure 3 reveals that the target to reach a 30 per cent reduction by 2021 was not achieved. It was anticipated that once construction of the new District Energy Plant was completed in 2019, natural gas consumption would continue to decrease as a result of the high efficient gas boilers. By the end of 2021, the university reached a 25 per cent reduction.

The opening of the Modular Dining Facility (MOD) in September 2020 may be a contributing factor as to why the target was not achieved. The facility is serviced by natural gas and operated temporarily until July 2022, while the new dining hall was under construction.

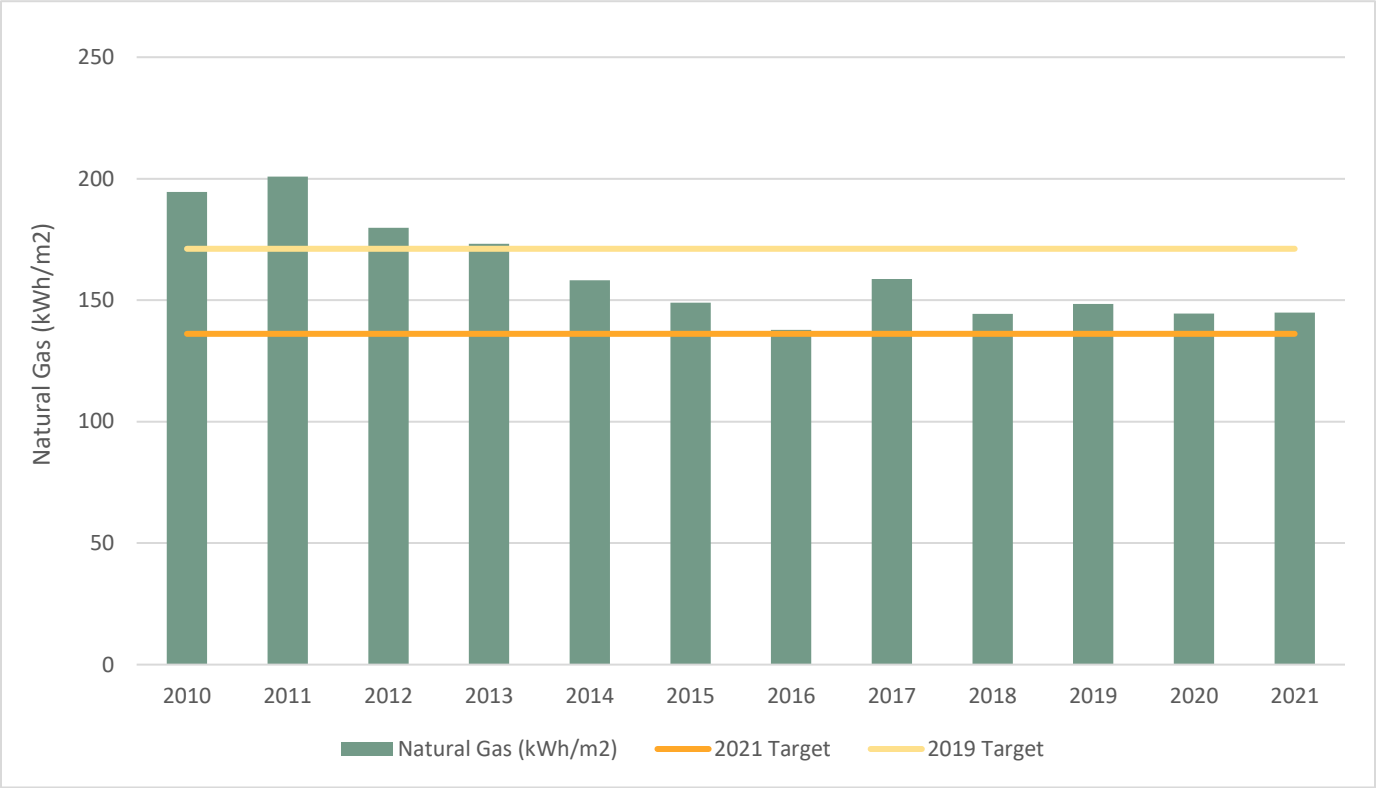


Figure 3 - Gordon Head campus natural gas energy intensity 2010 to 2021

3.3 Computing

Mission: *To deliver computing services and infrastructure that meets the teaching, research and administrative needs of the campus community, while advancing the sustainability goals of responsible procurement, energy management and waste reduction.*

Goal 3.3.1: Ensure that green manufacturing standards and energy-saving criteria are applied to all computing services purchasing decisions.



Based on the actions identified in the SAP 2020-2021, preliminary progress has been made to achieve this goal. The final report for the previous SAP 2014-2019 identified that EPEAT no longer provides a sufficient tracking metric, prompting the need for additional reporting techniques/certification.

Reviewing the SAP 2020-2021 computing goals in order to meet the two actions while exploring emerging trends in sustainable computing practices was initially assigned to a summer co-op student in OCPS; however, due to COVID-19 global pandemic impacts and staff capacity, it was delayed.

Since EcoVadis was first approved as a supplier sustainability assessment tool, the university has gained visibility of their suppliers for IT related procurement. Moving forward, the university should explore developing policies that require suppliers meet specific sustainability criteria and use sustainability performance reports to make purchasing decisions.

3.4 Dining Services

Mission: *To be an institutional model of sustainability, leading the way through innovative local purchasing initiatives and operational sustainable practices that minimize our carbon footprint and provide high quality, ethically sourced, nutritious and diverse food options that sustain the health and well-being of our community.*

Goal 3.4.1: Prioritize waste reduction practices, while enhancing diversion in campus food outlets.

As highlighted throughout this report, the COVID-19 global pandemic has disrupted progress towards many of the SAP 2020-2021 goals and, in particularly, has skewed data, regarding waste diversion and reduction efforts.

Throughout 2020 and 2021, the university was not operating at normal capacity and a significant portion of campus users (students, faculty, staff) were at home. The increased volume of single-use items (e.g. plastic cutlery) as well as the reduction in overall waste produced (due to the fewer people on campus) will impact results.

Despite these factors, the university continued to implement waste reduction practices where feasible, while enhancing diversion in campus food outlets. In Fall 2021, campus users were welcomed back and Food Services began the process of transitioning back to 100% compostable/biodegradable cutlery and are currently having discussions with suppliers to seek more sustainable alternatives to plastic for many products and packaging.

Efforts include:

- Introduction of a standard price of $2.00 to fill any size reusable mug with drip coffee or tea at the Bibliocafe;
- Customers receive a 25 cent discount on coffee when using their own mug at any Uvic Food Services outlets;
- Continued removal of all single-use plastic bottled water from Mystic Market Point-of-Sale kiosks;
- Introduction of glass containers in certain areas of Mystic Market (e.g. Jarritos and Mexican Coca Cola beverages);
- Utilization of the "FOOD TRAK" inventory management tool to reduce food waste. Food Services reviews monthly data to monitor food coming out of the kitchens.

On-going initiatives include:

- Working with current cold beverage campus partners (e.g. Coke and Ryan's Vending) to reduce, replace (with glass), or eliminate plastic beverage containers;
- Working with Coca-Cola to include a transition of all plastic bottled water containers to 100% rPET (100% recycled plastic); and
- Working with UVic Surfrider Club towards a Break Free from Plastics pledge, which includes a bottled water commitment for the university.

Future initiatives include:

- Expanding the $2 fill up charge at Biblio Café to all Food Services outlets and introducing a fee for single-use cups; and
- Implementing a reusable cup for fountain drinks and reusable food container program for the new student housing and dining facility, in which residence meal plan students will be given and incented to use a reusable cup and food container for takeaway meals.

Since the university returned to regular operations, the amount of waste produced is expected to increase relative to 2020-2021 and the use of single-use materials to decrease. UVic plans to continue to promote initiatives that support the ultimate goal to become a zero-waste institution. In alignment with this goal and best practices, UVic will explore ways to implement a holistic framework to measure waste reduction, including establishing a methodology to benchmark Scope 3 emissions, and move beyond waste audits as the sole measurement of diversion benchmarking.

Some of these considerations will be reflected in the Climate and Sustainability Action Plan 2030.

3.5 Grounds

Mission: *To create and maintain a campus landscape that minimizes environmental impacts, enhances biodiversity and maintains aesthetic values.*

Goal 3.5.1: Protect and manage the ecological diversity of the natural areas on campus and enhance the use of native species in campus landscape management.



The University continues to work on the UVic invasive species management program and work on long-term program goals and strategies. Between January 2020 and November 2020, the Greater Victoria Green Team hosted 7 on-campus events at Mystic Vale. Due to the increased COVID protocols around events on campus, the remaining events under the previous partnership agreement were cancelled.

Since then, the University renewed its partnership with the GVGT to schedule 12 campus events taking place between July 2021 and July 2022 and five events were successfully completed in 2021. In 2022, events will take place at Mystic Vale and the Queenswood Campus.

A total of 887 volunteer hours were dedicated to restoration efforts, and more than 1410 m^2 of area was cleared of 123 m^3 of invasive plant species between January 2020 and November 2021. Invasive plant species largely comprised of English Ivy, Himalayan Blackberry, English Holly, and Spurge-Laurel. The program will continue into 2022 and native plantings will augment restoration projects to facilitate regrowth of native species from existing seed banks in the soil.

Also in 2020, a summer co-op student was hired at the University of Victoria to assess restoration efforts in Mystic Vale, prioritize areas for ivy management, and plan best practice monitoring strategies. The position was a success. The student produced a comprehensive map of ivy invasion through Mystic Vale, overlaid priority characteristics such as public visibility, access, and slope, and was able to produce a spatial map of areas that should be targeted by the Greater Victoria Green Team (GVGT) pull events. The information is available as spatial data files permanently stored with the Restoration of Natural Systems Program. The student also created monitoring plans and lay the groundwork for methodical tracking of restoration outcomes and trajectories.

In 2020, the Office of Campus Planning and Sustainability (OCPS) partnered with the restoration of natural systems program, which is a dynamic, interdisciplinary credit diploma program, to hire a CO-OP student to work on a biodiversity report for the STARS 2023 submission. The report includes a compilation of species and ecosystem data, curated to satisfy reporting requirements for the AASHE STARS Program, and currently serves as a baseline of current campus conditions to assist with natural area management planning and future study within the Campus' "Living Laboratory."

Other notable highlights for the 2020/2021 year include:

- Implementation of a minimum 2:1 ratio (or greater) for tree planting for all new projects on campus – Phase 1 of the Ring Road South Pathway Project (Campus Cycling Plan);
- Demonstrated commitment to retaining and restoring naturalized landscapes on campus and within the surrounding community in new building and expansion projects – Student Housing and Dining, Engineering Expansion, Fraser Expansion; and
- Construction of the West Campus Greenway, which followed the Landscape Plan and Design Guidelines. Sustainability practices are embedded into every design solution within the document. The Campus Greenway expands to reinforce the connection between the natural and build environments and use restoration nodes to emphasize sustainability, and enhance environmentally significant natural areas.

Goal 3.5.2: Develop a formalized Integrated Pest Management Plan as part of the overall grounds management system.



The university strictly controls the use of pesticides on its grounds and reports the use of chemicals as per the *BC Integrated Pest Management Act*. The university developed a draft Pest Management Plan (IPM) in 2018 and it was anticipated that a final document would be completed and implemented in 2020. This expectation was not met. The document remains in draft form in 2022 until it is made final; a consultant has been retained to finish the project. With an anticipated 2023 release, the document will identify current practices in pest management and will be reviewed annually based on ongoing monitoring in order to evaluate progress and identify areas of improvement.

Goal 3.5.3: Reduce the quantity and improve the water quality of stormwater on campus that enters the local drainage and stream networks.



The university continued to participate in the Bowker Creek Initiative and provide support for the *Bowker Creek Blueprint: a 100-year Action Plan*, which includes providing information about ongoing stormwater management activities at UVic to include in their 10 Year Achievement Document. Blueprint 2.0 is being planned for in 2022 and outreach activities will continue.

Specific stormwater opportunities include:

- Where feasible, permeable paving solutions to allow runoff to infiltrate, provide moisture to the ground below, and reduce the stormwater infrastructure blueprint;
- Stormwater features to collect and filter stormwater prior to it percolating into the subsurface. Designs include shallow vegetated depressions with native plants to promote natural ecosystems; and
- Vegetated or rock bioswales at grade changes to slow runoff of stormwater. Designs include shallow, meandering channels, plants, roughened surfaces, and check-dams. These strategies should be avoided within the rootzones of mature existing trees.

New buildings on campus continue to follow LEED and municipal bylaw requirements for stormwater volume control. The new Student Housing and Dining building, Engineering and Computer Science Building, and Fraser Building all include stormwater management features in their design.

3.4 Purchasing

Mission: *To provide purchasing and supply management services to the campus community that achieve best value and apply triple bottom line principles to procurement initiatives, incorporating financial, social and environmental considerations to supply management decisions.*

Goal 3.6.1: Harmonize fleet purchasing with the Clean BC goal of 40% reduction in fleet emissions by 2030.

The Office of Campus Planning and Sustainability (OCPS) initiated a Fleet Purchasing Policies Research Project over the course of 2020-2021. The goal of the project was to collect and summarize background information related to fleet purchasing policies as well as guidelines in order to be presented to the University's Campus Security, Facilities Management, and Purchasing Services Departments – with the intent to begin formalizing a low emission vehicle purchasing policy. Procurement policies would be compliant with the CETA trade agreement

The low emission vehicle purchasing policy was not completed over the duration of this interim plan. Additional background work was warranted to first determine the current status of the university's fleet and identify a roadmap to electrification. This plan is currently being drafted and is anticipated to be completed by the end of 2022. The document will be used to inform a future low emission vehicle purchasing policy, which will also be consistent with the university's Supplier Code of Conduct and in alignment with the EcoVadis supplier assessment tool.

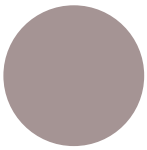
Overall, the use of EcoVadis has enabled the Purchasing Services Department to evaluate and improve the sustainability performance of UVic's trading partners. The goal of the pilot was to improve the sustainability performance of UVic's supply chain while ensuring that suppliers meet the requirements of the Supplier Code of Conduct. EcoVadis is a global services provider of business sustainability ratings.

The university will continue to utilize EcoVadis in its procurement processes, assessing suppliers based on 21 sustainability criteria that are grouped into four themes: environment, labour and human rights, ethics, and sustainable procurement. Broader sustainable procurement strategies and goals will be identified in the upcoming CSAP.

3.5 Transportation

Mission: *To offer sustainable travel options for every campus community member and visitors, and to act as a hub in a regional sustainable transportation network*.

Goal 3.7.1: Continue to increase the use of transit, cycling, walking and carpooling to 70% of the transportation modal split.



The University continues to increase the number of campus users choosing sustainability transportation options over driving alone through a combination of push (disincentives) and pull (incentives) policies. The next Transportation Survey, set to take place in Fall 2022, will formally calculate the most up to date modal split, which was 62% in 2018.

Following the development of the Campus Cycling Plan (2019), a number of pedestrian upgrades and end-of-trip facilities were implemented that were identified as short-term and ongoing projects and programs. The University Drive Connection Pathway officially opened in March 2021 after undergoing major upgrades, including the installation of a new two-way bike path, new lighting and crosswalk improvements. The project was the first of seven major active transportation network improvements to be completed as part of the Campus Cycling Plan and the first step in developing in All Ages and Abilities (AAA) Cycling Network on campus.

Construction also began in 2021 on the western most segment of the Campus Greenway from Gordon Head Road and Midgard to Ring Road near Fine Arts. This work was completed in December 2021 and a number of pathway design and crossing improvements were made.

Other notable highlights of the University's actions to increase sustainable transportation are:

- CARSA, McKinnon, and Centennial Stadium bike rack installations and Share the Space cycling and pedestrian zones adjacent to the CARSA building
- End-of-trip facilities located at the Student Health and Wellness building (change room and shower)
- Installation of a Capital Regional District Eco-Counter in 2021 located at the South Campus Entrance multi-use pathway north of Ring Road. A second Eco-Counter will be installed in 2022.
- BC Active Transportation Infrastructure Grant Program funding in the amount of $316,380 to support the new two-way bike pathway and separate pedestrian pathway as part of the University Drive Connection Pathway project, thanks to a co-application with the District of Oak Bay.
- ICBC Road Improvement Program funding in the amount of $25,000 for the cross-walk improvements at University Drive and Ring Road.
- Ongoing promotional events such as Go By Bike Week.

Parking services updated parking rates for September 2021 and the cost of an annual parking pass increased by 5%. The parking fee increase is an example of a push incentive that not only helps offset rising costs of operation/maintenance, but supports UVic's sustainable transportation programs. The Flexi-Pass Program continues to be available at $150 for 25 single-day permits with no expiry date.

In September 2021, UVic employees were able to use their ONECard as a bus pass through the E-Pass Program

and purchase multiple months at a time (up to 4 months). The university continues to explore opportunities to have online purchasing as an option, rather than having to purchase at Campus Security during business hours.

Evo Car Share became available in Victoria, which provides a 100% hybrid fleet. Students are eligible for a free membership and 45 free driving minutes using the code "SCHOOLVIC" during registration. There are ten dedicated parking spaces for Evo parking, all located in parking Lot 2.

The action to explore opportunities for access to micro-mobility sharing network on campus has not progressed over the 2020-2021 duration. As of the publication of this closing report, no opportunities have presented themselves, as the University is waiting to partner with local municipalities as they develop their micro-mobility sharing networks.

In 2021, ownership and operations of the SPOKES Bicycle Program transitioned from an informal volunteer-led collective to a new formal program operated by the university. The university acknowledges the significant role that the program has had in providing affordable and sustainable transportation options for students, faculty and staff, and the positive impact the program has had.

The decision to transition the program to one that is formally operated by the University was made in order to ensure the long-term success of the program. Since its operation took place on university-owned property, policies/procedures related to financial management, privacy, safety and conduct had to be considered as part of UVic safety and risk management.

Additionally,

- The Office of Campus Planning and Sustainability was successful at receiving approval under the Strategic Framework Impact Fund in 2020 for $13,500 to support a 2-year Employee E-Bike Program.

  Initially the program was intended to launch in 2020; however, due to COVID-19 impacts, and staffing transitions, the project was delayed. It has since been extended until 2024 and the pilot program intake will launch Spring 2022. Under the pilot program, up to 100 of eligible employees will have the opportunity to apply for a max. $3,000 loan towards the purchase of a new E-Bike, which would be repaid via regular payroll deductions during the 2-year program window.
- Ten (10) new public EV charging stations were installed and are scheduled to be operational by the end of February 2022. Five are located in parking Lot 4 and five are located in parking Lot 1. The University continues to plan for the installation of additional EV charging stations, as well as maintain/replace old charging stations.

Goal 3.7.2: Harmonize fleet management with the Clean BC Plan goal of a 40% reduction in fleet emissions by 2030.



In 2021, Facilities Management began developing a fleet management/electrification plan (2022-2031), which is anticipated to be completed in 2022. Facilities Management will present recommendations for future budget planning and the results of the plan will help inform opportunities for fleet EV charging infrastructure opportunities and future fleet purchasing policies.

This plan addresses the SAP action to conduct an "E3 Fleet" energy savings and emissions reduction audit of fleet vehicles. "E3 Fleet" is a Canadian program that helps public and private sector fleets of vehicles meet green standards for performance. However, the university was able to action this internally.

The University continued to work with BC Transit to develop plans for transit infrastructure upgrades:

- U-Pass Electronic Fare Collection – new contactless payment methods will be introduced in 2023
- Transit Exchange Upgrade Project 2021-2022 – new upgrades will be coming to the UVic Exchange, amounting to nearly $3.5 million. Upgrades include refurbishments, layover bays for buses, and bus shelters for commuters waiting for their bus. The surrounding area will also be upgraded for pedestrians – including improved pathways and additional bicycle storage. The project will be completed in Fall 2022.

The action to conduct two pilot projects addressing fleet functionality needs should be re-evaluated due to the limited availability of EV vans. Due to changes in priorities, progress was made on purchasing/modifying an equipment trailer for Nissan Leaf fleet vehicles, the Facilities Management department started to transition to electric versions of the equipment they currently use. The intent is to demo a few pieces of equipment and if successful, slowly transition all equipment over to electric. Examples include: hedge trimmer, lawn mower, leaf blower.

Recommendations on electrifying smaller fleet equipment will be included under the fleet management/electrification 2022-2031 plan.

3.6 Waste

Mission: *To provide services and infrastructure that advance the university as a Zero Waste campus.*

Goal 3.8.1: Increase the waste diversion rate to 82% by Dec. 31, 2021

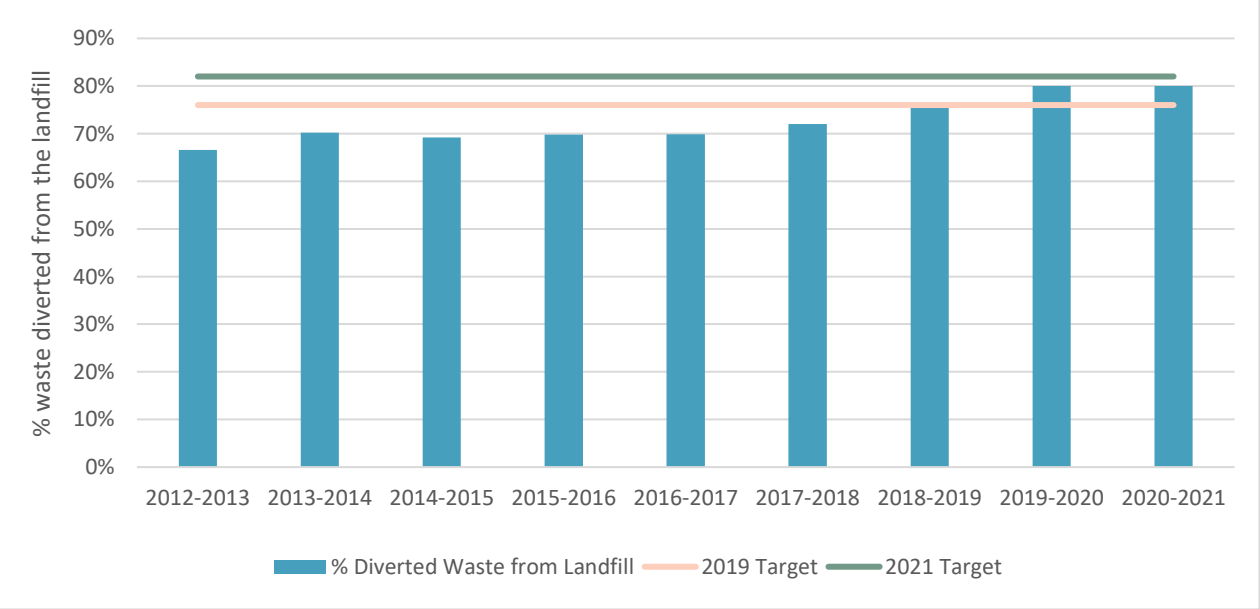


Figure 4 - UVic waste diversion rate 2012 to 2021

The Waste Reduction Unit was established in 2009 and has helped the university increase its waste diversion rate, which has continued to improve between 2016 and 2019. By the end of December, 2021 the university reached an average waste diversion rate of approximately 80 per cent. This average reflects fluctuating monthly waste diversion rates over the course of the calendar year, which have ultimately been impacted by the COVID-19 global pandemic and remote/hybrid learning and working. The percentage of waste composted, though, has increased compared to previous years.

Additionally, waste diversion metrics do not consider when campuses eliminate disposals, and therefore does not measure waste reduction or accurately represent waste generated per person. The university should explore pursing a campus-specific zero waste plan.

Depending on the results of the rescheduled waste audit for 2022, this goal may need to be re-evaluated due to the impacts of the COVID-19 global pandemic.

Goal 3.8.2: Reduce the total amount of waste produced as measured in kilograms per campus user (students, staff and faculty) by 2019, relative to 2010 as the baseline year.

The reduction/fluctuation of the campus users during 2020-2021, and increase in single-use products due to Provincial Health Orders related to COVID-19, ultimately affected many of the SAP actions related to waste reduction. The following were unable to be actioned during the 2020-2021 timeframe:

- Waste assessment audit on outdoor sort-it-out stations – this will be completed in Fall 2022 as part of a campus-wide audit.
- Collaborative education and awareness campaign with Food Services focusing on waste reduction – this action was initiated but has since been paused.

Due to COVID-19 impacts and the limited access to buildings, the University was unable to conduct the inventory of waste signage. However, two research projects were developed with OCPS work-study students to summarize waste initiatives taking place in other Canadian institutions, as well as a waste minimization behaviour report to summarize peer-reviewed articles on strategies for waste behaviour changes. Outcomes of both research projects will assist with the planning of future waste reduction campaigns and initiatives on campus.

Moving forward, the results of the campus wide waste audit in 2022 should inform a targeted collaborative education and awareness campaign focusing on waste reduction. A number of big changes are being proposed to commence in Fall 2022 with the opening of one of the buildings as part of the student dining and housing project. It will be an opportunity to tie research on best practices and data to inform behaviour change on campus.

Goal 3.8.3: Incorporate waste reduction engagement in the Residence Services resident survey or educational programming.

In 2021, the Office of Campus Planning and Sustainability met with Residence Services to discuss opportunities to include waste reduction engagement in the resident survey and other educational programming. Due to COVID-19 impacts, particularly the transition to online learning, this work was not completed. There are plans to re-engage Residence Services and work with the Residence Green Team to have waste and general sustainability questions included within the resident survey in 2022-2023. The results of the campus-wide waste audit will help inform these questions and influence educational programming.

3.7 Water

Mission: *To be an innovator in water use reduction, recovery, reuse and stewardship practices.*

Goal 3.9.1 Determine the causes of increased water usage in 2018 and 2019.



Detecting and repairing leaks is a major component of water conservation. In 2020, Facilities Management completed an assessment to determine the source of major leaks that resulted in significant increases in water usage in 2018 and 2019. End-of-life and rusting/corroding underground infrastructure can cause underground leaks, triggering unexplained sudden increases in water use. However, without water meters, leaks are often only discovered and resolved when water reaches the surface or property is damaged.

Based on their assessment, major leaks were resolved at the following locations:

- Water main distribution system near McPherson Library
- Grey water distribution system
- CARSA

As shown in Figure 5, since 2019, the university has surpassed its 2019 goal of reducing water consumption by 25%. Between resolving the major leaks and the closure of campus throughout the COVID-19 pandemic, water consumption dropped significantly. By the end of 2021, water consumption was 31.6% less than 2010 as the baseline year.

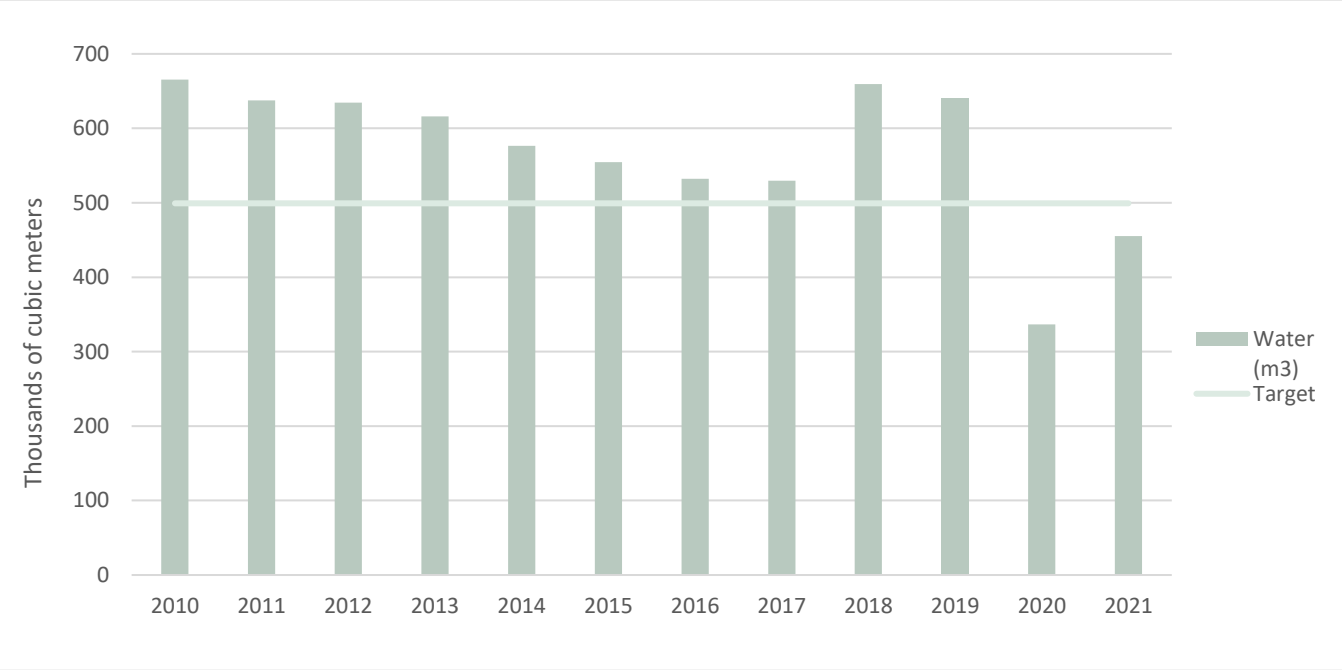


Figure 5 - UVic water consumption 2010-2021

The exact root cause for the increased water usage in 2018 and 2019 may never be confirmed - due to the chance that leak(s) may remain undetected underground. As a method to detect water distribution system leaks, Facilities Management have begun to explore opportunities to use sonic leak-detection equipment, which should continue into the future.

In the meantime, additional water meters have been installed on campus which will help detect and resolve leaks sooner. It is planned to have water meters installed in all new buildings on campus.

Locations of water meters installed in 2020	Locations of water meters scheduled for 2021
• McKinnon (MCK) • Elliott (ELL) • Engineering Lab Wing (ELW) • McLaurin A-Wing • Business & Economics Building (BEC) • Jamie Cassels Centre (JCC)	• Clearihue (CLE) • Cornett (COR) • Cunningham (CUN) • Petch (PCH) • Michael Williams Building (MWB) • Modular Dining Facility (MOD) • Fraser (FRA) • McPherson Library

The Facilities Management Department also engaged a consultant to complete a Hydraulic Water Distribution and Leakage Study, which will be completed later in 2022. The need for this study was identified through discussion with the District of Saanich in order to formally investigate building code requirements related to installing back-flow preventers designed to relieve water pressure at entry points.

Funding was allocated for the 2022/2023 fiscal year to implement projects that will be identified in the Hydraulic Water Distribution and Leakage Study as well as to support a campus storm water and domestic water condition assessment, and utility metering upgrades. In the future, additional funding will be required for other water reduction measures identified for several other buildings and to install water meters for the main pipes on campus.

As reported on above, it is evident that these efforts have had a significant impact on reducing the university's water consumption and validates that the university should continue to explore additional water saving measures. This includes investigating the development of an asset management plan for underground infrastructure that includes age, condition, and replacement timeline.

Goal 3.9.2: Retrofit 25 water fountains in campus buildings for easy refilling of personal water bottles.



In January 2020, an OCPS work-study student completed an inventory of all water filling stations on campus. From this inventory, 19 potential retrofits were selected and completed in early 2021.

Locations of water fountain retrofits	Selected locations for new water fountains
• Clearihue B-Wing • Clearihue C-Wing • Elliot Building • Engineering Office Wing (EOW) • Engineering & Computer Science Building (ECS) • Human & Social Development Building (HSD) • MacLaurin, A-Wing (MAC)	• Medical Science Building • CARSA • Cornett A-Wing • Cornett B-Wing • Resource Center for Students with Disabilities

Six new water fountains were also selected based on priority of either a request being placed by the administrative department in a building or by lack of water fountains available in the building. The 6 water fountains were ordered and placed in storage for future installation.

Budget for each installation will need to be confirmed based on drainage, venting, and water/power supply. The OCPS should continue to coordinate with the project management department to plan for the installations for the 2022-2023 fiscal year.

Conclusion

Of the Plan's 24 goals, 16 goals have been achieved, six are in progress, one require re-examination, and one goal has not been achieved. The global COVID-19 pandemic resulted in many challenges over the duration of the Plan. Despite this, progress was made in many areas – particularly related to integrating decarbonization strategies within major capital projects, and planning for the long-term future of a net zero campus. A number of exciting targets were reached, such as meeting the 30% reduction in GHG emissions, and exceeding the 2019 water consumption reduction target.

The last two years have reinforced the importance of "building back better," respecting and valuing Indigenous ways of knowing and being, and has positioned the university to rethink how future generations are prepared and educated for climate action. These are some of the themes that will be incorporated into the new CSAP, and the university is looking forward to accelerating actions through ambitious, creative, and integrated solutions.