



University  
of Victoria

## Board and Board Committee Meetings Monday November 27 and Tuesday November 28, 2023

---

Open Session

Tuesday November 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 November 28, 2023 be approved.*

**2. Approval of Summary Record of the Meeting held September 27, 2023 (attached)**

**MOTION:**

*THAT the summary record of the open session of the regular meeting held September 27, 2023 be approved.*

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

**4. Chair's Remarks**

**5. Correspondence**

**6. President's Report**

**7. External Relations Update**

BOG-Nov28/23-15

### CONSENT

**8. Operations and Facilities (Brian Cant)**

**a. New and Revised Awards**

BOG-Nov28/23-09

**MOTION:**

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

- Hawkes-Little Graduate Scholarship\* (Revised)
- Maurie Jorre de St. Jorre Prize (Revised)
- Carfra Lawton LLP Scholarship (Revised)
- Law Foundation of B.C. Public Interest Award (Revised)
- Philip K. H. Wong Scholarship\* (Revised)
- Georgia Klap Award (Revised)
- Jack Howard Jackson Memorial Bursary (Revised)
- Marilyn McCrimmon Scholarship in Education\* (New)

- James H. Coward Award (Revised)
- Religion, Culture and Society Student Travel Enrichment Award (New)
- Loretta Warnsby Memorial Award in Law\* (New)
- Inez St. Dennis Memorial Music Education Service Award (New)
- Kris and Pushpa Tangri Memorial Bursary in Theatre\* (New)
- Sara Spencer Foundation Graduate Scholarship\* (Revised)
- Stephen Canning Memorial Scholarship\* (Revised)
- Birdwood Fund Award\* (New)
- Kenneth L. Avio Honours Prize (Revised)
- Victoria Korean Presbyterian Church Award (New)
- Colin Jones Prize in Canadian Public Policy (Revised)
- Leonard Laudadio Prize in Environmental Economics (Revised)
- TELUS Friendly Future Foundation Social Impact Bursary (New)
- Mackenzie Rigg Men's Soccer Award\* (Revised)
- Working for a Better World Award (Revised)
- Audain Travel Award (Revised)
- Andreas Antoniou Medal for Digital Signal Processing (Revised)
- Muriel Ford Memorial Bursary\* (Revised)
- Y.P. Heung Foundation Post-Secondary Scholarship (New)
- Coastal Climate Solutions Leaders Graduate Scholarship\* (New)
- J. Prospero Scholarship for Sustainable Mining (Revised)
- Peter Liddell Award in Humanities Computing\* (Revised)
- Vancouver Island Trails Information Society Scholarship (Revised)
- Derrick and Gwen Mallard Scholarship in Environmental Protection\* (Revised)
- Ferguson Graduate Research Award in Digital Health (Revised)
- WIN Self-Sufficiency Bursary (Revised)
- Vicky Husband Scholarship\* (Revised)
- Marilynne Convey Scholarship\* (Revised)
- UVic Retirees Association Award\* (Revised)
- Elaine Gallagher Award\* (Revised)
- Alice Lou-Poy Graduate Scholarship\* (Revised)
- Neena Chappell Scholarship\* (Revised)
- Dr. David Chuenyan Lai Scholarship\* (Revised)
- Empresa Properties Vikes Cross Country & Track Award\* (Revised)
- Stacey Reginald Ball Prize\* (Revised)
- Lucas Main Elevator Award (New)
- Orca Book Publishers Student Mobility Award in Teacher Education (Revised)
- VicFounders Award (New)
- Dr. Jean Downie Dey Student Mobility Award\* (Revised)
- Barry Chow Vikes Basketball Award\* (New)
- Marion Cassels Memorial Indigenous Athletics Award\* (New)
- Lynne Duncan Scholarship in Public Administration\* (New)

- Hilda Shilliday Nursing Award (New)
- Victoria Canada-China Friendship Association Scholarship\* (Revised)
- Myrna and Terry Daniels Award in Indigenous Education\* (Revised)
- University of Victoria Youth in Care Award (Revised)
- Borden Ladner Gervais Professional Excellence Awards (Revised)
- Cassels Shaw Graduate Fellowship\* (Revised)
- Douglas and Jennifer Mann Scholarship\* (Revised)
- Dr. Frank Parnell Memorial Award (Revised)
- Kairos Scholarship\* (New)
- Khowutzen Forestry Award in Environmental Studies (Revised)
- Marc Bell Award in Environmental Studies\* (Revised)
- Neil J. Sterritt Legacy Fellowship\* (New)
- Nina Dobbyn Award\* (New)
- Onuma's Opus Award (Revised)
- COYA Scholarship (Revised)
- John Patrick McManaman CPA Memorial Award\* (New)

*\*Administered by the University of Victoria Foundation*

**b. 2022/23 Annual Report on the Status of External Reviews of Academic Units** BOG-Nov28/23-10

**c. FM5100 Signing Authority Policy Change** BOG-Nov28/23-25  
**MOTION:**

*THAT the Board of Governors approve the proposed changes to the Signing Authority Policy (FM5100), effective immediately.*

**d. Due Diligence Report – Facilities Management** BOG-Nov28/23-08

**e. Status Report on Capital Projects** BOG-Nov28/23-07a

**9. Finance Committee (Jyoti Stephens)**

**a. University of Victoria Staff Pension Plan – Financial Position and Investment Performance Report for the Period Ended September 30, 2023** BOG-Nov28/23-22

**10. Executive and Governance Committee (Paul Ramsey)**

**a. Appointment to the Joint Senate and Board Retreat (JSBR) Committee**  
**MOTION:**

*THAT the Board of Governors appoint Erin Campbell, Kyle Risby and Laylee Rohani to the Joint Senate Board Retreat Committee for 2024/2025.*

***Pro Forma Motion:***

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

**REGULAR**

**11. Operations and Facilities Committee (Brian Cant)**

**a. 2023/24 Enrolment Analysis Report** BOG-Nov28/23-12

**b. Annual Academic Staffing, Recruitment and Vacancies Report** BOG-Nov28/23-13

**c. Equity and Human Rights Annual Report** BOG-Nov28/23-14

**d. Revisions to the Procedures for the Appointment and Review of the Associate Dean of Humanities (GV0600)** BOG-Nov28/23-21

**MOTION:**

*THAT the Board of Governors approve the Revisions to the Procedures for the Appointment and Review of the Associate Dean Humanities (GV0600) effective immediately.*

**12. Campus-Wide Survey on a Health-Related Faculty** BOG-Nov28/23-19

**13. Presentation on University Rankings**

**14. Other Business**

**Adjournment**



University  
of Victoria

## Board and Board Committee Meetings Tuesday September 26 and Wednesday September 27, 2023

---

Open Session

Wednesday September 27, 2023 11:00 a.m.

Senate and Board Chambers, Jamie Cassels Centre

### DRAFT SUMMARY RECORD

**Present:** Paul Ramsey (Chair), Merle Alexander, Chekwube Anyaegbunam, Marion Buller, Erin Campbell, Christina Clarke, Roshan Danesh, Kevin Hall, Val Napoleon, Erinn Pinkerton, Kyle Risby, Laylee Rohani, Jyoti Stephens, Ivan Watson  
Carrie Andersen (Secretary)

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

**Regrets:** Brian Cant

**1. Approval of Agenda**

**MOTION:** (V. Napoleon/I. Watson)

*THAT the agenda of the open session of the regular meeting of September 27, 2023 be approved.*

**CARRIED**

**2. Approval of Summary Record of the Meeting held June 26, 2023**

**MOTION:** (P. Ramsey/K. Hall)

*THAT the summary record of the open session of the regular meeting held June 26, 2023 be approved.*

**CARRIED**

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

There was none.

**4. Chair's Remarks**

The Chair thanked Board members for their contribution at the committee meetings the day prior. He commented on the launch of the new Indigenous Plan.

**5. Correspondence**

There was none.

**6. President's Report**

Kevin Hall, President and Vice-Chancellor thanked the Vice-President Indigenous and team for their work on the Indigenous Plan 2023. He offered a welcome to new Board members.

### Strategic Plan

K. Hall spoke about the launch of the new Strategic Plan on September 12. He reviewed the consultation process and the community members who contributed to the development of the plan. K. Hall encouraged Board members to read the plan and think about where they fit, what excites them about the plan and how it can be used for decision making.

### Orientation 2023

K. Hall noted it was great to see so many students on campus and commented on this year's orientation activities.

### Mahidol University & CIFAL Sustainability Training Courses

In partnership with Mahidol University (Thailand) CIFAL Victoria is launching four new courses for Mahidol senior leadership, faculty, staff and students on the implementation of the United Nations Sustainable Development Goals (SDGs).

### Awards

K. Hall offered congratulations to Dr. Kate Moran, who was named in the latest batch of inductees to the Order of Canada by Governor General of Canada Mary Simon

The Royal Society of Canada (RSC) is celebrating 10 University of Victoria researchers—the most ever at one time—with the country's highest academic honour. Fellows are distinguished Canadians who have made remarkable contributions in the arts, the humanities and the sciences, and public life. New UVic Fellows include Amy Verdun (Political Science), G. Cornelis van Kooten (Economics), Eric Higgs (Environmental Studies), Alison Chapman (English), and Jonathan Bengston (Library). Members added the College of New Scholars include Onowa McIvor (Indigenous Education), Magdalena Bazalova-Carter (Medical Physics), Mohsen Akbari (Mechanical Engineering), Marie-Eve Tremblay (Medical Sciences), and Doris Kukaru (Child and Youth Care).

Nathan Lachowsky (Public Health & Social Policy) and Marilou Gagnon (Nursing) have been honoured by the Canadian Association for HIV Research (CAHR) and the Canadian Foundation for AIDS Research (CANFAR) with Excellence in Research Awards.

The Ministry of Innovation, Science and Industry, and the Ministry of Health, announced support for researchers and projects at institutions across Canada. Almost \$4M of this funding will come to UVic scholars for projects ranging from climate to Indigenous ways of knowing to artistic practice and econometrics, including one Partnership Grant, three Partnership Development Grants, one Knowledge Synthesis Grant, two Partnership Engage Grants and 11 Insight Development Grants.

In response to a member’s question regarding CIFAL, K. Hall explained that the courses would be made available to the high school students as well as corporate training.

- 7. External Relations Update** BOG-Sep27/23-24  
Chris Horbachewski, Vice-President External Relations introduced his report. He highlighted a Conversation with Bev Sellers event that took place with Chancellor Buller on September 26. This event was part of a suite of events happening during Reconciliation week focussing on differences in Indigenous and settler world views.

There were no questions for C. Horbachewski.

## **CONSENT**

- 8. Finance Committee (Jyoti Stephens)**
- a. Update to Engineering Student Society (ESS) membership merger with Computer Science Student Society (ECSS)** BOG-Sep27/23-09  
**MOTION:**  
*THAT the Board of Governors collect and remit the fees as approved by the University of Victoria Students’ Society as outlined in the letter of August 29<sup>th</sup>, 2023 from the Director of Finance and Operations of the UVSS, to the Associate Vice-President Student Affairs, effective January 1<sup>st</sup>, 2024.*
- 9. Operations and Facilities (Paul Ramsey for Brian Cant)**
- a. Status Report on Capital Projects** BOG-Sep27/23-10a
- b. 2024/25 Five Year Capital Plan** BOG-Sep27/23-11  
**MOTION:**  
*THAT the Board of Governors approve the 2024/25 Five Year Capital Plan.*

**Pro Forma Motion:** (V. Napoleon/K. Hall)  
*THAT the above items be approved by the Board of Governors by consent.*

**CARRIED**

## **REGULAR**

- 10. Finance Committee (Jyoti Stephens)**
- a. 2023/24 Budget Expenditure Allocation Report** BOG-Sep27/23-02  
J. Stephens stated that the committee had been presented with the report and noted the investments made to scholarships for students.
- b. Working Capital Investment Report – to June 30, 2023** BOG-Sep27/23-05  
J. Stephens introduced the report.

**c. University of Victoria Responsible Investment Report – March 31, 2023** BOG-Sep27/23-07

J. Stephens congratulated the team on the work towards the decarbonization goal of reducing the carbon intensity of the working capital portfolio by 45% in 2030.

**d. University of Victoria Staff Pension Plan Policy Change** BOG-Sep27/23-35

J. Stephens introduced the motion.

**MOTION:** (M. Buller/E. Pinkerton)

*THAT the Board of Governors approve and adopt the changes shown in the redlined versions of the Staff Pension Plan Governance Policy and the Signing Authority Policy as attached hereto.*

**CARRIED**

**11. Audit Committee (Erinn Pinkerton)**

**a. PSAS Budget Approval and Government Reporting Entity Quarterly Report – period ending June 30, 2023** BOG-Sep27/23-20

E. Pinkerton provided some highlights of the report.

**MOTION:** (C. Clarke/M. Alexander)

*THAT the Board of Governors approve the budget and associated forecast prepared for inclusion in the reporting on the 2023/24 University of Victoria Consolidated financial statements in accordance with the Public Sector Accounting Standards, as per Schedules A and B.*

**CARRIED**

**b. Updates to Policy on Auditor Independence: Retention of External Auditors for Audit, Tax and Other Non-Audit Services (GV0230)** BOG-Sep27/23-19

E. Pinkerton introduced the policy revisions.

**MOTION:** (V. Napoleon/M. Buller)

*THAT the Board of Governors approve updates to the Policy on Auditor Independence: Retention of External Auditors for Audit, Tax and Other Non-Audit Services (GV0230), effective immediately.*

**CARRIED**



**12. Executive and Governance Committee (Paul Ramsey)**

**a. Procedures of the Board 2023/24**

BOG-Sep27/23-27

P. Ramsey stated that the Executive and Governance Committee reviewed the procedures. No changes are proposed for this year.

**MOTION:** (C. Anyaegbunam/M. Buller)

*THAT the Board of Governors approve the Board Procedures for the year 2023/24 and the Statement of Responsibilities of the Board of Governors and its Members.*

**CARRIED**

**13. Other Business**

**a. Indigenous Plan Launch**

Robina Thomas, Vice-President Indigenous introduced the new Indigenous Plan. She provided highlights of the plan and noted that the plan honours the work of those who have come before and who have cleared the path for the work to come.

R. Thomas shared that the Office of the Vice-President Indigenous (OVPI) will be launching a new name in October - Etalewtx<sup>w</sup> | ÁTOL ÁUTW which means the centre of respect for the rights of one another and all beings.

P. Ramsey thanked R. Thomas for the work to create this plan.

There being no other business, the meeting adjourned at 11:32 a.m.



University  
of Victoria

**SUBMISSION TO THE UVIC BOARD OF GOVERNORS**

**FOR INFORMATION**

**November 10, 2023**

A handwritten signature in blue ink, reading "C. Horbachewski".

**To:** Board of Governors

**From:** Chris Horbachewski, Vice-President External Relations

**cc:** President and Vice-Chancellor

**Meeting Date:** November 28, 2023

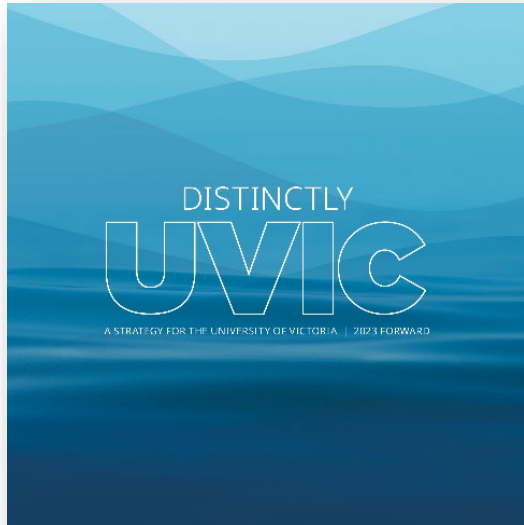
**Subject:** External Relations Update – NOVEMBER OPEN

---

The following report provides an update on our activities in:

- Communicating the UVic mission and story
- Celebrating success and excellence
- Fostering a culture of philanthropy
- Building meaningful partnerships
- Enhancing community through cultural and other activities

## COMMUNICATING THE UVIC MISSION AND STORY



### Launch of the Strategic Plan

The Strategic Plan, *Distinctly UVic*, launched on Sept. 12. More than 220 people attended the launch event in person and over 330 people attended via Zoom.

Since the launch, almost **4,000 people have visited the [website](#)**. Other than the homepage and the [Purpose, Pledge and Principles page](#), the [ÁTOLNEUEL priority](#) and [stories](#) pages are the most popular. The pdf version of the plan **has been downloaded 994 times**. A downloadable (and printable) four-page version of the plan will be coming soon.

### Launch of Xʷkʷənən istəl, I WŁENENISTEL I Helping to move each other forward—UVic's Indigenous Plan 2023

On Sept. 25, the Office of the Vice President Indigenous (OVPI) launched [Xʷkʷənən istəl, I WŁENENISTEL I Helping to move each other forward](#)—UVic's Indigenous Plan 2023.



### Sampling of other Media Highlights during the fall

**Media Presence:** The below summary represents highly visible/top-performing UVic stories for the period of September to October, for review at the November Board of Governors meeting.

#### Climate Action:

- The Messenger through MSN.com feature shared that Earth saw the hottest Northern Hemisphere summer ever recorded, with a record-warm August concluding a season of extreme temperatures. [Andrew Weaver, Earth & Ocean Sciences](#) gave insight as to why the numbers announced come as no surprise as governments have not appeared to take the issue of global warming seriously enough. The article also appeared in more than 1,470 other outlets, including [Associated Press](#), [980 CKNW](#), and [Daily Mail](#).

### Science:

- *Live Science* featured the James Webb telescope, and its remarkable discovery and new UVic-led research reveals that galaxies like our own Milky Way are ten times more common than what astronomers had previously thought. [Leonardo Ferreira, Physics & Astronomy](#), lead author of the study, is quoted in several media outlets outlining the immense capabilities of the James Webb Space Telescope. This article also appeared in more than 524 other media outlets, including [Yahoo! US](#), [Space.com](#), [Daily Mail](#), and 14 editorial outlets.

### Humanities:

- [Neilesh Bose, History](#) joined ABC to talk about the murder of a Sikh separatist in Canada, which resulted in the current diplomatic dispute between India and Canada. Bose also appeared in 151 other media outlets, including [The Times of India](#), [The Times UK](#), [National Post](#), [The Washington Post](#) and [CBC Radio](#).

### Social Science:

- *The New York Times* featured a study about uncovering a universal fear – humans – that is shared by wild mammals. The study, published in *Current Biology*, used thousands of video recordings to reveal that the sound of human voices evokes more fear in animals than the growls of lions. This unique response highlights the immense threat humans pose to wildlife. Understanding this fear could aid conservation efforts and help prevent wildlife poaching. [Chris Darimont, Geography](#), praised the study and suggested that future research should explore the impact of human smells on animals' behaviour. This also appeared in eight other media outlets, including [The Seattle Times](#) and [DNYUZ](#).
- The Associated Press featured a story about unlocking the secrets of ancient Roman and Mayan Buildings. [John Oleson, Greek & Roman Studies](#), commented on enduring structures and making construction more sustainable in the face of climate change challenges. Oleson also appeared in [980 CKNW](#) and 450 other media outlets.

## CELEBRATING SUCCESS AND EXCELLENCE

### Royal Society of Canada

UVic issued a news release and [web story](#), along with social media to celebrate UVic's talented researchers.



## VP Indigenous website launch

The Office of the Vice-President Indigenous launched a new website that accompanied the launch of UVic's Indigenous Plan in September. Content with the most engagement:

- [Indigenous art on campus](#)
- [Elders' voices](#)
- [Indigenous Plan Goal 1: Hé?əkʷ ʔə cə čəlénən ʔtə | Remember our ancestors and birthright](#)

## ÁTOL,NEUEL Campaign

The [ÁTOL,NEUEL national awareness campaign](#) launched Sept. 19 to leverage the work done following *Distinctly UVic* Strategic Plan and *Xʷkʷənəŋ istəl | WŁENENISTEL | Helping to Move Each Other Forward: UVic's Indigenous Plan 2023*. The goal of the campaign is to use paid, earned and owned media to drive awareness of UVic's leadership in advancing Indigenous reconciliation and encourage new partnerships and investments to further this work at UVic.



## FOSTERING A CULTURE OF PHILANTHROPY

### Highlights

On September 8<sup>th</sup>, the Alumni Relations Team joined Thunderfest – the kick-off festival of the new UVic school year. 3,000 “Future UVic Alumni” water bottles were distributed on behalf of the UVic Alumni Association, and new students had the opportunity to learn about some of the benefits of being a (future) UVic alum.

The 2023-2024 Alumni Guest Speaker Series launched on September 26<sup>th</sup>, with a *Conversation with Bev Sellars*. Sellars – an award-winning author, activist, and UVic Distinguished Alumni Award recipient guided participants in a thought-provoking discussion about the ways our cultural

differences impact how we understand the world and each other. 304 alumni registered for the talk and 295 registered for the post-event recording.

On September 26<sup>th</sup>, a virtual UVic Indigenous Alum Community gathering was held. The Honourable Marion Buller hosted, with Dorothea Harris, Director of Indigenous University Initiatives, sharing highlights from UVic's new Indigenous Plan.

On October 20<sup>th</sup>, more than 40 alumni and guests gathered for the annual UVic Economics Fall Pub Night. Guest Speaker, Rebecca Wortzman (MA Economics '18), Director of Operations at Big River Analytics, was a huge hit, and all in attendance enjoyed networking and reminiscing.

On October 15<sup>th</sup>, the 6<sup>th</sup> annual Faculty of Science *Lipson Lecture* was held, with an engaging and informative talk from CBC's Bob McDonald. It was a sold-out event with over 800 (including alumni and non-alumni) in attendance and more than 500 alumni registered for the alumni livestream.

The annual T.S. McPherson Legacy Society luncheon was hosted by the Provost on October 12<sup>th</sup>. 61 legacy donors and guests attended the event which included a presentation on the Indigenous Plan. Society members are donors who have confirmed a gift in their will to support the university.

## **BUILDING MEANINGFUL PARTNERSHIPS**

### **Job Jam: A career fair for current UVic and prospective students**

Community and Government Relations, Co-op and Career Services and UCAM worked together to develop and promote a new kind of career fair with alumni presenters at our KWENCH hub in partnership with the KWENCH team. The [Job Jam](#) event took place on Nov. 4, 2023.

A promotional poster for the 'Job Jam' event. The background is bright yellow. On the left, the text 'UVIC & KWENCH' is written vertically in white. In the center is a graphic of a glass jar of jam with a blue lid. The lid has the text 'OPEN FOR UNCONVENTIONAL CAREERS'. The jar label says 'JOB JAM' in large blue letters, with 'with UVIC and KWENCH' in smaller text. Below the jar, the website 'uvic.ca/getinspired' is written. To the right of the jar, the text 'Want a career that inspires you?' is written in bold blue. Below this, in smaller text, it says 'Learn from creative professionals and connect with UVic career educators to plan your next step. Enjoy coffee and treats then stay for hands-on demos and stories with industry leaders.' The event details 'November 4 | Noon to 4 p.m.' and 'Kwench • 2031 Store Street' are listed. At the bottom right, there is a blue button that says 'REGISTER TODAY' and a QR code.

## ENHANCING COMMUNITY THROUGH CULTURAL AND OTHER ACTIVITIES

### Ceremonies & Events

- Over 940 students will attend Convocation through four ceremonies on November 14 and 15. There will be two honorary degree recipients:
  - Linda Smith, a world-renowned Canadian composer. November 14 at 2:30pm.
  - Andrew Petter, former Dean of the Faculty of Law. November 15 at 10am.

### Farquhar Auditorium

Farquhar's 2023-24 presenting season got off to a rocky start when Tanya Tagaq unfortunately had to cancel her performance on September 22 due to illness.

- Virago Nation, a Vancouver based Indigenous burlesque troupe became the first show of the season on October 21. While attendance was only in the 300 range, the audience was very engaged (raucous even) throughout the show and the artists were thrilled by both attendance and audience reactions. The troupe offered two workshops in partnership with Dance Victoria, both of which were at capacity.
- Bear Grease, a Treaty 6 take on the classic musical performed to a sold-out show of over 970 audience members on October 28. The show was enthusiastically received by the audience and the post-show engagement saw 300 people stay to ask questions of the troupe.
- Upcoming presentations include:
  - Josie & Grace – a two-person musical about the relationship between Josephine Baker and Grace Kelly on November 29 at 7pm.
  - Vitaly: An Evening of Wonders on December 9 at 7pm. Vitaly is one of the world's best illusionists, based out of Vancouver, BC. He has played Broadway and Las Vegas and has twice fooled Penn & Teller on their TV show.
- November and December events and activities at the Farquhar:
  - Diwali, November 4 at 6pm
  - Victoria Symphony, November 5 at 2:30pm
  - Naden Band, November 8 at 8pm
  - Greater Victoria Youth Orchestra, November 12 at 2:30pm
  - Convocation, November 14 and 15
  - Engineering Iron Ring Ceremony, November 18 at 2pm
  - Victoria Symphony, November 19 at 2:30pm
  - UVic Orchestra Concert, November 24 at 8pm
  - UVic Wind Symphony Concert, December 1 at 8pm
  - Victoria Symphony Gryphon Trio Concert (a Voices in Circle collaboration), December 3 at 2:30pm
  - Stages Dance Recital, December 10 at 11am and 2:30pm
  - Glenlyon Norfolk Christmas Concert, December 12 at 6:30pm

- Victoria Symphony Messiah, December 15 at 7:30pm and December 17 at 2:30pm
- Festive Brass Concert, December 21 at 7:30pm

### **Legacy Downtown - 630 Yates St.**

**Exhibition** - Under the Shade of the Lotus Tree: Pari Azarm Motamedi and Rozita Moinishirazi  
Sept 23 to Dec 9, 2023

Organized by the West Vancouver Art Museum, curated by Hilary Letwin and Anahita Ranjbar (UVic MA, 2022)

Two Persian Canadian artists inspire us to consider the complications of displacement and the everlasting value of art in bridging cultural barriers with powerful vision and elegant brushwork. With exhibition catalogue essay by Dr. Astri Wright, UVic Art History and Visual Studies.

Public Program: Sat Nov 18

Discussion panel examining the shared human experiences of connecting to one's communities through displacement, longing, and culture. The panel will touch on cultural identity, freedom through social movements, and women's empowerment.

- Panelists: Pari Azarm Motamedi, Artist; Rozita Moini Shirazi, Artist and Instructor at Emily Carr University; Dr. Peyman Vahabzadeh, Professor, Sociology, University of Victoria; Dr. Astri Wright, Professor, Art History and Visual Studies, University of Victoria
- Facilitator: Anahita Ranjbar, Curator of Collections, Legacy Art Galleries

### **Exhibition - Untitled ȩȩÁĆES**

September 23 - December 9, 2023

An artistic collaboration between TEMOSEN Charles "Chazz" Elliott (Lekwungen/WSÁNEĆ), Jesse Campbell (Métis) and Dr. Kim Shortreed (UVic Ph.D. 2023) to prototype a motion-activated art installation that speaks about toponyms, or place names, in SENĆOŦEN and English. Digital education package sponsored by Salish Weave/Victoria Foundation to be launched in late Fall 2023.

Programs: Self guided tours available for school groups and visual description tour available for visitors who wish this type of experience.

Legacy staff are collaborating with ŁÁU, WELNEW Tribal School to produce video interviews with the artists that will enhance this installation when it moves to the tribal school in 2024.

### **Upcoming exhibition and symposium**

Exhibition – Latent, curated by the Williams Legacy Chair, Dr. Carolyn Butler Palmer

January 6 - April 6, 2024

The exhibition *Latent* emerges from conversations between artist Lynda Gammon and curator Dr. Carolyn Butler Palmer over the past several years about how artists who identify as women are often overlooked, ignored and sidestepped. At the Legacy Art Galleries over the past decade the



majority of solo exhibitions have featured the work of artists who identify as women and this exhibition furthers our desire to bring forward their work by honouring the many women who remain hidden in the University of Victoria's Art Collection and the mechanisms that conceal them from view: the vault, accessioning, and the catalogue.

### **Critical Conversations about Collections – symposium**

Saturday, January 27, 2024 | 10 am – 4 pm

[Legacy Downtown](#) | 630 Yates St.

[Lekwungen territory](#)

A series of public lectures and a roundtable discussion about art collections, organized in conjunction with the [Latent](#) exhibition.

### **Distinguished Women Scholars Lecture**

"Getting the Keys to the Vault: how feminist, decolonizing and anti-racist work is changing collections", Dr. Anne Dymond, Associate Professor of Art History, Department of Art, University of Lethbridge

### **Orion Lecture**

"Curating in Crisis: Benin Bronzes to Extreme Weather", Dr. Alice Ming Wai Jim, Professor of Art History and Concordia University Chair in Critical Curatorial Studies and Decolonizing Art, Department of Art History

### **Roundtable Discussion**

Critical Conversations about Collections

**Legacy Maltwood Gallery** - On campus in the [Mearns Centre – McPherson Library](#)

### **Exhibition - Shaping Relations, Tethered Together to Feb 18, 2024**

Curated by Mel Granley (UVic BFA 2020) *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 from the UVic's art collections and UVic Special Collections and University Archives.

# GIVING TUESDAY

# UVIC

**\$731,978 RAISED FOR UVIC STUDENTS AND PROGRAMS SINCE 2016**

Giving Tuesday is a global celebration of philanthropy that inspires people to support their favourite causes in any way they can. Each year on Giving Tuesday, the global UVic community joins together to support important causes and initiatives at UVic. Everyone pitches in and that makes a big collective difference! **This year, Giving Tuesday takes place on November 28.**

Our Giving Tuesday goals are to:

1. Raise funds to support [students and the UVic priorities](#).
2. Foster a culture of philanthropy and engagement in the UVic global community, with a focus on participation.
3. Build strong connections with stakeholders by raising awareness about the impact giving has on our students, campus and community

On [Giving Tuesday](#), here are some of the activities online and on campus that students, faculty, staff, alumni and friends can participate in!

## **Philanthropy in the Quad**

A life-size game of Monopoly with a giving twist! Players will unlock donations by moving game pieces around the board and answering UVic philanthropy related trivia questions. This game has been a hit with students since 2019!



## **Food Services Coffee Proceeds**

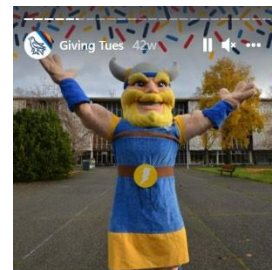
Between 8AM-4PM all Food Services locations on campus will be donating proceeds (\$1 from drip and \$2 from specialty) from coffee sales to the Giving Tuesday Fund.

## **Social Media Game (NEW)**

Switching it up this year, UVic's Instagram stories will ask students questions about how philanthropy has impacted campus.

### Campus Quest: Temple of Generosity

In this online game, Dr. Phil Anthropist will challenge students to embark on a virtual treasure hunt. With the chance to unlock \$10 for the fund of their choice and win a prize, they will have 24 hours to work together to find the treasure.



Join the Campus Quest  
game and unlock funds  
thanks to @RBC

SWIPE UP

See More >

### The Great Giving Gramalanche

Faculty & staff can sprinkle positivity across campus by sending [Giving Grams](#) – a kind message and a donation to the fund of their choice – to a colleague or friend they’d like to recognize.

### Volunteer Opportunities

Faculty and Staff will have the opportunity to volunteer on Giving Tuesday at the big tent! Serving up hot chocolate and taking students through Philanthropoly are just two of the ways they can be involved!

### Make a Gift

- Faculty, staff, alumni and friends will receive emails inviting them to donate to a Giving Tuesday fund they are passionate about.
- External Relations staff will have extra incentive to give thanks with the Pot of Gold Challenge. EXTR leadership will pool donations into a ‘Pot of Gold’, and any EXTR staff who participates in Giving Tuesday [by making a gift](#) will be entered to win the chance to designate the Pot of Gold.
- Tip Tap Donation machines will be placed by the Quad tent and in the Jamie Cassels Centre.

For more information about Giving Tuesday at UVic [please visit our website](#).



University  
of Victoria

**SUBMISSION TO THE UVIC BOARD OF GOVERNORS**

**FOR DECISION**

**November 14, 2023**

**To:** Operations and Facilities Committee

**From:** Elizabeth Croft, Vice-President Academic and Provost

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

**cc:** Kevin Hall, President and Vice-Chancellor

**Meeting Date:** November 28, 2023

**Subject:** New and Revised Awards

**Basis for Jurisdiction:** University Act, 27 (2)(k)  
Strategic Plan  
Student Awards Policy AC1130

---

**Strategic Relevance:** New and revised awards support the recruitment and retention of talented students, aligned with our Strategic Plan and Strategic Enrolment goals. 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 October 6 and November 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 document and listed below:*

- Hawkes-Little Graduate Scholarship\* (Revised)
- Maurie Jorre de St. Jorre Prize (Revised)
- Carfra Lawton LLP Scholarship (Revised)
- Law Foundation of B.C. Public Interest Award (Revised)
- Philip K. H. Wong Scholarship\* (Revised)
- Georgia Klap Award (Revised)
- Jack Howard Jackson Memorial Bursary (Revised)
- Marilyn McCrimmon Scholarship in Education\* (New)
- James H. Coward Award (Revised)
- Religion, Culture and Society Student Travel Enrichment Award (New)
- Loretta Warnsby Memorial Award in Law\* (New)
- Inez St. Dennis Memorial Music Education Service Award (New)
- Kris and Pushpa Tangri Memorial Bursary in Theatre\* (New)
- Sara Spencer Foundation Graduate Scholarship\* (Revised)
- Stephen Canning Memorial Scholarship\* (Revised)
- Birdwood Fund Award\* (New)
- Kenneth L. Avio Honours Prize (Revised)
- Victoria Korean Presbyterian Church Award (New)
- Colin Jones Prize in Canadian Public Policy (Revised)
- Leonard Laudadio Prize in Environmental Economics (Revised)
- TELUS Friendly Future Foundation Social Impact Bursary (New)
- Mackenzie Rigg Men's Soccer Award\* (Revised)
- Working for a Better World Award (Revised)
- Audain Travel Award (Revised)
- Andreas Antoniou Medal for Digital Signal Processing (Revised)
- Muriel Ford Memorial Bursary\* (Revised)
- Y.P. Heung Foundation Post-Secondary Scholarship (New)
- Coastal Climate Solutions Leaders Graduate Scholarship\* (New)
- J. Prospero Scholarship for Sustainable Mining (Revised)
- Peter Liddell Award in Humanities Computing\* (Revised)
- Vancouver Island Trails Information Society Scholarship (Revised)
- Derrick and Gwen Mallard Scholarship in Environmental Protection\* (Revised)
- Ferguson Graduate Research Award in Digital Health (Revised)
- WIN Self-Sufficiency Bursary (Revised)
- Vicky Husband Scholarship\* (Revised)
- Marilynne Convey Scholarship\* (Revised)
- UVic Retirees Association Award\* (Revised)
- Elaine Gallagher Award\* (Revised)
- Alice Lou-Poy Graduate Scholarship\* (Revised)

- Neena Chappell Scholarship\* (Revised)
- Dr. David Chuenyan Lai Scholarship\* (Revised)
- Empresa Properties Vikes Cross Country & Track Award\* (Revised)
- Stacey Reginald Ball Prize\* (Revised)
- Lucas Main Elevator Award (New)
- Orca Book Publishers Student Mobility Award in Teacher Education (Revised)
- VicFounders Award (New)
- Dr. Jean Downie Dey Student Mobility Award\* (Revised)
- Barry Chow Vikes Basketball Award\* (New)
- Marion Cassels Memorial Indigenous Athletics Award\* (New)
- Lynne Duncan Scholarship in Public Administration\* (New)
- Hilda Shilliday Nursing Award (New)
- Victoria Canada-China Friendship Association Scholarship\* (Revised)
- Myrna and Terry Daniels Award in Indigenous Education\* (Revised)
- University of Victoria Youth in Care Award (Revised)
- Borden Ladner Gervais Professional Excellence Awards (Revised)
- Cassels Shaw Graduate Fellowship\* (Revised)
- Douglas and Jennifer Mann Scholarship\* (Revised)
- Dr. Frank Parnell Memorial Award (Revised)
- Kairos Scholarship\* (New)
- Khowutzen Forestry Award in Environmental Studies (Revised)
- Marc Bell Award in Environmental Studies\* (Revised)
- Neil J. Sterritt Legacy Fellowship\* (New)
- Nina Dobbryn Award\* (New)
- Onuma's Opus Award (Revised)
- COYA Scholarship (Revised)
- John Patrick McManaman CPA Memorial Award\* (New)

*\*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, medals and prizes**

Scholarships, medals and prizes are awarded to students primarily on the basis of academic merit. Other additional eligibility criteria, as specified in the terms of reference, will be considered when selecting recipients. Scholarships, medals and prizes for undergraduate students are administered by Student Awards and Financial Aid (SAFA). Detailed information about the terms of reference and application process (if applicable) for undergraduate scholarships, medals and prizes is available on the SAFA [website](#).

**Awards**

UVic also offers non-repayable funding referred to as awards. Recipients are selected on the basis of the eligibility criteria specified in the terms of reference for each award. Eligibility criteria may include, but are not limited to, a minimum academic achievement, financial need, identifying with a group with historical and/or current barriers to equity, program of study or participation in a varsity sport.

Recipients of athletic awards are selected on the basis of the eligibility criteria specified in the terms of reference for the award and the requirements stipulated by U SPORTS; an organization external to UVic that establishes the funding rules for student athletes in varsity sport at participating universities in Canada. Entering student athletes must have a minimum admission average of 80% to receive an athletic award in their first year of post-secondary study.

Returning student athletes must have passed a minimum of 9.0 units for credit, with a minimum sessional GPA of 3.0, in the preceding academic year. The total combined value of athletic awards cannot exceed the student's assessed tuition and mandatory fees for the academic year in which they receive the funding.

**Bursaries**

Bursaries are non-repayable financial assistance awarded on the basis of financial need and satisfactory academic standing. There may be additional selection criteria specified in the terms of reference, but financial need is the primary selection criteria.

Detailed information about the online bursary application process is available on the SAFA [website](#).

## Terms for New and Revised Awards

Additions are underlined

Deletions are ~~struck through~~

### **Hawkes-Little Graduate Scholarship\* (Revised)**

One or more scholarships are awarded to academically outstanding graduate students whose research focuses on maritime interests in the Pacific Northwest. Preference is given to studies and/or research on living marine resources in such fields as history, biology, microbiology, biochemistry, oceanography or habitat. Applicants must submit a description of their research (max 350 words).

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

~~A scholarship of \$500 is awarded to an outstanding graduate student in the School of Public Administration who receives the top mark in either ADMIN 502A, ADMN 557 or CD 505. Research Design Critical Information Analysis course.~~

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

### **Maurie Jorre de St. Jorre Prize (Revised)**

A scholarship of \$500 is awarded to an outstanding graduate student in the School of Public Administration who receives the top mark in either ADMIN 502A, ADMN 557 or CD 505.

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

~~A scholarship of \$750 is awarded every three years for graduate students in the School of Public Administration who are enrolled in the public sector or non-profit leadership program and who have strengthened leadership development through their academic or community service leadership.~~

~~Applicants will be judged on leadership contributions in one of three areas: an initiative that improves support for students with disabilities; the design and execution of a plan that directly connects UVic to the community on a pressing issue such as climate change; or the development of a program that reduces conflict in the workplace. Students must apply in writing to the School of Public Administration.~~

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

### **Carfra Lawton LLP Scholarship (Revised)**

An award of \$2,000 ~~\$1,000~~ is given to a student in the Faculty of Law who has completed course work in Insurance Law or Civil Procedure and demonstrates an aptitude for or interest in practicing law in either of those areas.



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

#### **Law Foundation of B.C. Public Interest Award (Revised)**

Nine awards of ~~\$5,000~~ \$5,750 are given to continuing or graduating undergraduate students in the Faculty of Law who have demonstrated commitment to public interest, combined with high academic achievement.

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

#### **Philip K. H. Wong Scholarship\* (Revised)**

A scholarship of ~~at least \$500~~ is awarded to an academically outstanding graduate student in the Department of Pacific and Asian Studies a Masters or PhD program whose research is related to China or Overseas Chinese. If no graduate student is eligible for this scholarship, the scholarship is awarded an award of \$100 may be given to an academically outstanding undergraduate student who has completed at least 3 courses on China and/or Overseas Chinese. ~~Approval of the recipient If a graduate student receives the award, approval will be made by either the Faculty of Graduate Studies Graduate Awards Committee or upon the recommendation of the Department of Pacific and Asian Studies. If an undergraduate student receives the award, approval will be made by the Senate Committee on Awards upon the recommendation of the Department of Pacific and Asian Studies.~~

#### **Georgia Klap Award\* (Revised)**

One or more awards are given to students who are entering the third or fourth year of a declared Major in Environmental Studies or students in the Restoration of Natural Systems Diploma program. Preference will be given to students who are entering a field school or field course. A letter of application must be submitted to the School of Environmental Studies by May 31st ~~March 31st~~ demonstrating a commitment to environmental and social change, a passion for experiential learning and a passion for sharing these interests and values with others. Nominations will be made by the School of Environmental Studies.

Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the School of Environmental Studies.

#### **Jack Howard Jackson Memorial Bursary (Revised)**

One or more bursaries are awarded to undergraduate or graduate ~~Canadian-born~~ Indigenous students with Canadian citizenship who are enrolled in the Faculty of Science, Faculty of Engineering & Computer Science, School of Nursing, School of Health Information Science, Department of Psychology or the Division of Medical Science.

#### **Marilyn McCrimmon Scholarship in Education\* (New)**

A scholarship is awarded to a Masters student enrolled in the second year of Counselling Psychology, Educational Psychology or Leadership Studies in the Faculty of Education. Preference will be given to:

- students with financial need
- students enrolled in an internship or co-op

Part-time students (minimum 1.5 units per term) are eligible for this award. Approval of the recipient will be made the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Education.

**James H. Coward Award\* (Revised)**

An award is given to an undergraduate student in the School of Health Information Science to assist with expenses associated with participating in a co-op work term. Preference will be given to a student taking an international work term. Applications and further information can be obtained from the School of Health Information Science. Applications must be submitted by June 30<sup>th</sup> to the School of Health Information Science.

Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the School of Health Information Science.

**Religion, Culture and Society Student Travel Enrichment Award (New)**

One or more awards, to a maximum of \$1,000 each, are given to undergraduate students enrolled in the Religion, Culture and Society Program in the Faculty of Humanities to assist with expenses associated with study abroad, exchanges, field schools, or research.

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 travel and its relevance to the student's program of study and one letter of support from an instructor familiar with the student's academic work. The deadline for applications is March 1 (for summer travel) and June 1st (for fall or winter travel). All application materials should be addressed and submitted to the Director, Religion, Culture and Society Program, 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.

**Loretta Warnsby Memorial Award in Law\* (New)**

An award is given to a Canadian-born Indigenous undergraduate student with a learning disability in the JD or JD/JID program in the Faculty of Law. Preference is for a student with demonstrated financial need. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

**Inez St. Dennis Memorial Music Education Service Award (New)**

One or more awards are given to undergraduate students in the School of Music with a major in Music Education who demonstrate an exceptional record of service in Music Education. Students with a GPA of 5.0 and above are eligible. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the School of Music.

**Kris and Pushpa Tangri Memorial Bursary in Theatre\* (New)**

One or more bursaries are awarded to undergraduate or graduate students entering or continuing in the Department of Theatre.

**Sara Spencer Foundation Graduate Awards Scholarship\* (Revised)**

One or more scholarships, to a maximum of \$3,000 each, are awarded to academically outstanding graduate students who are doing research in applied Social Sciences focusing on cultural, environmental or social studies within/encompassing the Capital Regional District (CRD). The scholarship is meant to assist with the costs of research. Students must submit an outline of their research project, a CV and a letter in support of their research from their graduate supervisor/advisor. Students apply via the online application in the spring term. Selection of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee.

The CRD is defined as Victoria, Saanich, Esquimalt, Oak Bay, View Royal, Colwood, Langford, Highlands, Metchosin, Sooke, Central Saanich, North Saanich, Sidney, and the Juan de Fuca Electoral Area, the Salt Spring Island Electoral Area and the Southern Gulf Islands Electoral Area. The traditional territories of many First Nations span portions of the region and 11 of those Nations hold reserve lands throughout the capital region. These awards are intended to encourage social scientists in cultural, environmental, and social studies, with particular reference to the Capital Regional District. The proceeds of this fund are used to provide individual awards in amounts up to a maximum of \$3,000 to superior students, to assist with the costs of research in the applied areas of the social sciences. The award is normally only given to support research which is directly related to the student's thesis or dissertation and has been approved by the student's supervisory committee.

#### **Stephen Canning Memorial Scholarship\* (Revised)**

One or more scholarships are awarded to students who have achieved academic excellence and are entering 3rd or 4th year of a declared major in Environmental Studies or Writing or to students in the Restoration of Natural Systems Diploma program. A letter of application must be submitted by ~~April 30~~ May 31st to the School of Environmental Studies illustrating a record of service and commitment to nature as well as a passion for communicating these interests and values.

Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the School of Environmental Studies.

#### **Birdwood Fund Award\* (New)**

One or more awards are given to Canadian-born Indigenous undergraduate students in the Faculty of Human and Social Development or the Faculty of Social Sciences who have demonstrated financial need. The award will be given on a rotating basis, beginning with the Faculty of Human and Social Development.

Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of either the Faculty of Human and Social Development or the Faculty of Social Sciences.

#### **Kenneth L. Avio Honours Prize (Revised)**

A prize of \$200 ~~\$100~~ is awarded to the undergraduate student in the Department of Economics for the most outstanding honours thesis. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Department of Economics.

#### **Victoria Korean Presbyterian Church Award (New)**

One or more awards are given to Canadian-born Indigenous undergraduate students entering or continuing at UVic, with a preference for students with demonstrated financial need. Students with a GPA of 3.0 and above are eligible.

#### **Colin Jones Prize in Canadian Public Policy (Revised)**

A prize of \$200 ~~\$100~~ is awarded to the student in the Department of Economics for academic excellence in the study of Canadian public policy.

**Leonard Laudadio Prize in Environmental (Revised)**

A prize of ~~\$200~~ \$100 is awarded to the student in the Department of Economics for academic excellence in the study of environmental economics.

**TELUS Friendly Future Foundation Social Impact Bursary (New)**

One or more bursaries are awarded to undergraduate students entering or continuing at the University of Victoria who are Canadian citizens or permanent residents.

**Mackenzie Rigg Men's Soccer Award\* (Revised)**

~~The One or more awards are~~ is given to ~~an~~ undergraduate ~~or and~~ graduate students who participates in the Vikes Men's Soccer program at the University of Victoria. Eligible students must meet all U SPORTS eligibility requirements. The successful award recipient will be a student athlete who best exemplifies Mackenzie's greatest qualities including: a strong work ethic and commitment to both Vikes Soccer and to the greater Varsity community at UVic, the demonstration of a positive attitude, the natural ability to lead, and a dedication to a strong and supportive team culture. The award recipient will be determined by the Varsity Head Coach, in consultation with the Senior Director, Wellness, Recreation and Athletics and the Director, Varsity Performance Sport. Award recipients will be selected on the basis of work ethic, commitment and performance criteria by the Senior Director of Athletics and Recreation in consultation with the Varsity Head Coach and the Director, Varsity Performance Sport.

**Working for a Better World Award (Revised)**

One or more awards of up to \$8,000 each will be given to an undergraduate student in the Bachelor of Commerce program who has secured an approved Working for a Better World designated co-op term (Fall, Spring or Summer). The Working for a Better World awards are intended to create opportunities for students to complete a co-op term with an organization that is contributing to social and/or environmental impact and who would normally be unable to fund the co-op through other means. The position must involve a high degree of social and/or environmental impact and the student must utilize their business knowledge and acumen to add value to the organization. Part-time co-ops and part-time students (registered in a minimum of 4.5 units per term) are eligible for this opportunity. Recipients travelling to an international location for the co-op opportunity may be eligible for up to \$2,000 in additional funding to assist with travel expenses. Students who apply to a Working For a Better World Co-op opportunity will automatically be considered for this award. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Peter B. Gustavson School of Business. Successful recipients must be willing to take part in the Working for a Better World Scholars network and be featured in the School's promotional material (photo and story).

**Audain Travel Award (Revised)**

One award of \$7,500 will be given to a full-time undergraduate or graduate student in the Department of Visual Arts to enhance the student learning experience through travel or project/research costs in support of broadening the student's knowledge of historical and contemporary art. This activity may include, but not be limited to travel, accommodation, admission fees to museums, galleries, etc, and/or participation in exhibitions, performances, workshops or presentations. Preference is given to students who are using the fund for travel.

Applications must include a brief description of their reason for travel (50 word max), a letter of endorsement from a faculty member, a budget detailing the cost of the travel and/or research project, and a resume of the student's work.

Approval of the recipient will be made by either the Senate Committee on Awards or the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Department of Visual Arts. Application forms are available at the Department of Visual Arts office and must be submitted by August 15th ~~July 31~~.

#### **Andreas Antoniou Medal for Digital Signal Processing (Revised)**

A medal is awarded annually to the B.Eng. graduate with the highest graduating GPA in Electrical Engineering or Computer Engineering with specialization in Digital Signal Processing.

#### **Muriel Ford Memorial Bursary\* (Revised)**

A bursary of ~~\$3,000~~ ~~\$2,000~~ is awarded to a student in the School of Nursing who is supporting dependent children and who is entering the final year of the Bachelor of Science in Nursing program. Preference will be given to a student interested in community nursing or health promotion.

#### **Y.P. Heung Foundation Post-Secondary Scholarship (New)**

Five scholarships of \$5,000 each are awarded to academically outstanding undergraduate students entering the Faculty of Science, the Faculty of Humanities or the Faculty of Social Sciences at the University of Victoria who are Canadian citizens or permanent residents. Preference is given to students who demonstrate financial need and/or are actively involved in community service. Applicants wanting to demonstrate community involvement must submit a letter of support (max 350 words) outlining their community service from a community group or a secondary school teacher or adviser. Preference is for at least one recipient to be a Canadian-born Indigenous student.

#### **Coastal Climate Solutions Leaders Graduate Scholarship\* (New)**

One or more scholarships, of at least \$2,000 each, are awarded to academically outstanding graduate students registered in the Coastal Climate Solutions Leaders program. Preference will be given to students with financial need. If no students meet these criteria, the scholarship will be awarded to graduate student(s) in the Faculty of Science who are undertaking research in climate science, with preference in climate change solutions or climate action and with further preference for students with financial need.

Approval of the recipient(s) will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation from the Coastal Climate Solution Leaders Management Committee. A student may only receive this award once.

#### **J. Prospero Scholarship for Sustainable Mining (Revised)**

A scholarship of \$1,000 is awarded to an academically outstanding woman undergraduate student entering third or fourth year in either the Department of Economics, School of Environmental Studies, ~~or the Department of Geography, the Department of Anthropology, or the Department of Political Science.~~ with an interest in pursuing a career in the mining industry. Preference is for students whose academic research (Honours Thesis/JCURA under the guidance of a faculty member) could have application to the improvement of ~~seeks to improve~~ the environmental and social performance of the mining industry. ~~Applicants must~~

~~submit a one page summary of their research.~~ Further preference is given to Indigenous women students and people of colour.

Applications must be submitted to the Dean of Social Sciences office by April 30<sup>th</sup>. Approval of the recipients will be made by the Senate Committee on Awards based on the recommendation of the Faculty of Social Sciences.

### **Peter Liddell Award in Humanities Computing\* (Revised)**

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

Examples of project types include but are not limited to:

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

Winning projects must fulfill the following criteria:

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

If the submission is a creative project, the student must submit documentation addressing 1) what research question is being addressed and 2) how the project contributes to Humanities computing.

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

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

### **Vancouver Island Trails Information Society Scholarship (Revised)**

One or more scholarships are awarded to academically outstanding undergraduate students entering third or fourth year, in a declared Major or Minor, in Environmental Studies, who has completed ES 470, Advanced Field Study, the previous summer or winter session. Applicants must submit a one page letter outlining how the materials and teachings from ES

470 will assist in their future careers. This letter must be received by the School of Environmental Studies by May 31st ~~September 30th~~. This award may be awarded to a graduating student.

**Derrick and Gwen Mallard Scholarship in Environmental Protection\* (Revised)**

A scholarship of \$1000 is awarded to a student in a major/minor program in Environmental Studies with a record of contribution to the protection of the environment. A letter of application must be submitted to the School of Environmental Studies by May 31st demonstrating a commitment to environmental protection. ~~Application required through the School of Environmental Studies by April 30.~~ Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the School of Environmental Studies.

**Ferguson Graduate Research Award in Digital Health (Revised)**

An award of \$10,000 is given to an academically outstanding graduate student, with preference to a PhD student, whose research is in the area of digital health innovations and applications (e.g., well-being, cognition, physical activity), and who is ~~working~~ affiliated with the Institute on Aging and Lifelong Health. Students must apply to the Institute on Aging and Lifelong Health. Selection of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Institute on Aging and Lifelong Health.

**WIN Self-Sufficiency Bursary (Revised)**

One or more bursaries are ~~A bursary of \$500 is awarded to~~ Canadian-born Indigenous students a female First Nations student in the School of Social Work who identify as women, trans, non-binary or Two Spirit.

**Vicky Husband Scholarship\* (Revised)**

A scholarship is awarded to a student in a major/minor program in the School of Environmental Studies who has a record of outstanding contributions to the volunteer sector of environmental work. Students must apply through the school of Environmental Studies by May 31st ~~April 30.~~

Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the School of Environmental Studies.

**Marilynne Convey Scholarship\* (Revised)**

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~~ by June 1st to the Institute of ~~on~~ on 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~~ on Aging and Lifelong Health.

**UVic Retirees Association Award\* (Revised)**

Two awards of at least \$1,000 each are given to academically outstanding graduate students, with preference to PhD students, whose area of study is focused on adults aged 55+ and who are ~~working~~ affiliated with the Institute on Aging and Lifelong Health. Selection of the recipients will be based on a statement that explains the intent and impact of their research (maximum 500 words). Preference will be given to ~~a student~~s who have received no other awards or whose total award funding in the academic year does not exceed \$5,000. Students must apply to the Institute on Aging and Lifelong Health. Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Institute on Aging and Lifelong Health.

**Elaine Gallagher Award\* (Revised)**

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

**Alice Lou-Poy Graduate Scholarship\* (Revised)**

One or more scholarships are awarded to outstanding graduate students conducting research on Alzheimer's and dementia ~~in the~~ and who are affiliated with the Institute on Aging and Lifelong Health ~~(IALH).~~ Students must apply to the Institute on Aging and Lifelong Health. Approval will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the ~~Director~~ Institute on Aging and Lifelong Health.

**Neena Chappell Scholarship\* (Revised)**

A scholarship is awarded to an outstanding graduate student doing research on aging who is affiliated with the Institute on Aging and Lifelong Health. Students must apply to the Institute on Aging and Lifelong Health. Approval will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the ~~Director of the~~ Institute on Aging and Lifelong Health.

**Dr. David Chuenyan Lai Scholarship\* (Revised)**

A scholarship is awarded to an outstanding graduate student doing research on aging and who is affiliated with the Institute on Aging and Lifelong Health and whose graduate thesis chair is also a research affiliate of the ~~Institute on Aging and Lifelong Health (IALH).~~ Students must apply to Institute on Aging and Lifelong Health. Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the ~~Director of the~~ Institute on Aging and Lifelong Health after consultation with IALH researchers.

**Empresa Properties Vikes Cross Country & Track Award\* (Revised)**

~~One or more awards are~~ is given to an undergraduate students who competes on either the Vikes Men's or Women's Varsity Cross Country and Track team. Eligible students must meet all U SPORTS eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria set by the Varsity Head Coach in consultation with the Senior Director, Wellness, Recreation and Athletics and the Director, Varsity Sport Performance.

Preference will be given to a student who meets at least one of the following criteria:



- Is involved in entrepreneurial endeavours
- Demonstrates leadership skills
- Has completed or is currently doing a co-op, internship or volunteering related to their academic studies
- Has an interest in working in the Real Estate Industry real estate industry

Applicants who meet one or more of the preferences must submit a letter (max 500 words) describing how they meet the criteria to the Head Coach by November 15.

### **Stacey Reginald Ball Prize\* (Revised)**

One prize is awarded to an undergraduate student in the Faculty of Law who has achieved the top mark in the Employment Law course.

~~demonstrated exceptional academic excellence in individual employment law through a paper crafted in coursework or directed research. Should there be no suitable paper in an academic year, the Prize may be awarded to a student who has demonstrated exceptional academic excellence in a course involving individual employment law. This Prize may be awarded to a graduating student.~~ Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law. ~~This Prize may be awarded to a graduating student.~~

### **Lucas Main Elevator Award (New)**

One or more awards are given to undergraduate or graduate students who are active members of either the Open or Women's Ultimate Club and who have demonstrated financial need. Students must also demonstrate a strong work ethic, commitment to the team, and spirit of the game. Applications must be submitted to a Head Coach by November 30<sup>th</sup>. Award recipients will be selected by the Senior Director, Wellness, Recreation and Athletics in consultation with the Head Coaches.

### **Orca Book Publishers Student Mobility Award in Teacher Education (Revised)**

One or more awards are given to undergraduate students in the Faculty of Education Teacher Education program to enhance the student learning experience through, but not limited to, field schools, conferences, practicum placements, etc. The award will also assist students with the costs of travel and fees associated with their activity. Preference will be given to students in spring practicum placements. Application forms are available on the Faculty of Education's website and must be submitted by December 1st May 31st.

Applicants must submit a letter (max 350 words) outlining how they will use this award to enhance their learning experience and a budget (template provided).

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

### **VicFounders Award (New)**

An award is given to a third or fourth year Bachelor of Commerce student in the entrepreneurship specialization with demonstrated financial need. Preference is for students who are members of groups 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; and
- persons of marginalized sexual orientations, gender identities, and gender expressions

Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Peter B. Gustavson School of Business. This award may go to graduating students.

**Dr. Jean Downie Dey Student Mobility Award\* (Revised)**

One or more awards are given to undergraduate students in the Faculty of Education to travel within Canada or internationally to attend or present at a conference, workshop or travel to support their studies. Application forms are available on the Faculty of Education's website and must be submitted by December 1st ~~May 31st~~ to the Associate Dean Undergraduate Programs, Faculty of Education. Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Education.

**Barry Chow Vikes Basketball Award\* (New)**

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

**Marion Cassels Memorial Indigenous Athletics Award\* (New)**

One or more awards of at least \$1,000 each are given to undergraduate Canadian-born Indigenous students who are student athletes. Preference will be given in the following order:

1. Students who have been identified as international caliber athletes by their national sport governing body.
2. Varsity athletes, competing on a UVic team. Eligible students must meet all U SPORTS eligibility requirements.
3. Students who participate in UVic Sport Clubs or UVic Intramurals Teams.
4. Students who participate, or have recently participated, in a recreational community team/group. This can include participation on a high school team or club, a team in a home community or a team in the Capital Regional District.

Applicants must submit a letter (max 300 words) identifying the category of athlete and detailing their current or recent sport participation and caliber/level of competition. Consideration will also be given to students currently participating in active, healthy living programs and activities. Part time students (minimum 4.5 units per term) are eligible.

Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Senior Director, Wellness, Recreation and Athletics in consultation with the Director, Varsity Performance Sport and will be selected on the basis of sporting achievement and participation.

**Lynne Duncan Scholarship in Public Administration\* (New)**

A scholarship is awarded to an academically outstanding woman graduate student in the School of Public Administration who has an undergraduate degree in Math, Economics, or Statistics. Preference will be given to a student with financial need and further preference is for entering students. Students apply in writing to the School of Public Administration. Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Public Administration.

### **Hilda Shilliday Nursing Award (New)**

One or more awards are given to continuing or transferring undergraduate students in the School of Nursing, with preference for students with financial need. Students registered in at least 4.5 units per term are eligible for this award. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the School of Nursing.

### **Victoria Canada-China Friendship Association Bursary Scholarship\* (Revised)**

~~A number of awards, which may vary annually, are available to students from the People's Republic of China. The students may be already attending graduate school at the University of Victoria or have been offered admission. The bursaries are for students attending on special authorization. These awards are intended to defray costs of special language courses required by students. They may also be used for other necessary courses or materials recommended for the students' programs by their supervisory committee.~~

One or more scholarships are awarded to academically outstanding graduate students from the People's Republic of China. Approval of the graduate recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee.

### **Myrna and Terry Daniels Award in Indigenous Education\* (Revised)**

One or more awards of \$2,000 each are given to ~~Canadian-born~~ Indigenous undergraduate students in the Faculty of Education who are (in descending order of priority):

- entering or continuing in the Bachelor of Education in Indigenous Language Revitalization (BEd ILR) program,
- enroled in the Indigenous Education Post-Degree Professional Program (PDPP)
- enroled in the Diploma in Indigenous Language Revitalization program, or
- enroled in the Certificate in Indigenous Language Proficiency program,

~~Applicants must submit a statement (a maximum of 500 words) describing their interest in/aspiration to become a K-12 teacher. Part time students (registered in a minimum of 6.0 units for credit in two terms) are eligible. Preference will be given to students with demonstrated financial need. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Education.~~

### **University of Victoria Youth in Care Award (Revised)**

One or more awards are given to students in their first undergraduate degree program who are current or former youth in care. To be eligible for these awards, student must be demonstrate financial need and be residents of British Columbia, and were adopted through the B.C. Ministry of Children and Family Development (MCFD) or Indigenous Child and Family Service Agency (ICFSA); or formerly in the B.C. Ministry of Social Development and Poverty Reduction (SDRP) Child in Home of Relative Program; or formerly in any B.C. MCFD or ICFSA Legal Status (either while living in B.C. or while placed by MCFD or an ICFSA on an Interprovincial Placement Agreement [IPPA] at the time they turn(ed) 19 or for at least 12 months (consecutive or accumulated in any combination). Formerly in any Government of BC Ministry of Children and Family Development (MCFD) Legal Status or the Government of BC Ministry of Social Development and Poverty Reduction's Child in Home of Relative Program for at least twelve months (consecutive or accumulated in any combination). MCFD Legal Statuses refer to and include the following, consecutive or accumulated in any combination pursuant to the Child, Family and Community Service Act (the Act) regarding student eligibility for the University of Victoria Youth in Care Tuition Award:

Legal statuses include:

- **Continuing Custody Order** pursuant to sections 41 (1) (d), 42.2 (4) (d) or 42.2 (7) or 49 (4), 49 (5) or 49 (10) of the Act;
- **Temporary Custody Order** pursuant to sections 41 (1) (b) of the Act;
- **Special Needs Agreement** pursuant to section 7 of the Act;
- **Voluntary Care Agreement** pursuant to section 6 of the Act;
- **Youth Agreement** pursuant to section 6 of the Act;
- **Extended Family Plan** pursuant to section 8 of the Act;
- **Permanent Transfer of Custody Order** with person other than a parent pursuant to section 54.01 or 54.1 of the Act;
- **Temporary Transfer of Custody** pursuant to section 41(1)(b) of the Act;
- **Interim Custody Order with a Director** pursuant to section 35(2)(a);
- **Interim Custody Order with person other than a parent** pursuant to section 35(2)(a) of the Act;
- **Adoption;**
- **Under the Guardianship of a Director** pursuant to the Infants Act;
- **Under the Guardianship of a Director of adoption** under the Adoptions Act.

The award covers actual tuition costs and mandatory fees not covered by the BC Provincial Tuition Waiver Program for the terms required for completion of a first undergraduate degree. Eligible applicants may also receive funding to assist with the costs of books, supplies, and living expenses. Students who transfer to Uvic from a university or college to complete their first undergraduate degree and meet all eligibility criteria will be considered for the award. Applicants must submit the application form, including the Release of Information consent form required to confirm eligibility, to the Student Awards and Financial Aid office ~~by the application deadline of May 1<sup>st</sup>.~~

Additions are underlined

Deletions are ~~struck through~~

### **Borden Ladner Gervais Professional Excellence Awards (Revised)**

Two awards of equal value are awarded to ~~academically outstanding full-time~~ undergraduate students in the Faculty of Law who:

- are entering second year ~~have completed first year and, \_~~
- are members of underrepresented communities, including individuals who identify as Black, Indigenous, racialized, LGBTQ2S+, persons with a disability, neurodivergent or first generation to have obtained post-secondary education,
- demonstrates financial need, and
- have a commitment to professional or service excellence by consistently expanding their knowledge of the law, demonstrating the highest standards of integrity, offering innovative ideas, taking a collaborative approach and contributing to the community.

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

### **Cassels Shaw Graduate Fellowship\* (Revised)**

One or more fellowships, of at least \$6,000 each, ~~each year~~ will be awarded to an outstanding graduate students, entering or continuing in the Faculty of Graduate Studies. The recipients will be selected on the basis of high academic achievement and demonstrated financial need. Students must be nominated by their academic department and complete a budget assessment form. Approval of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee. ~~of the Faculty of Graduate Studies.~~

### **Douglas and Jennifer Mann Scholarship\* (Revised)**

One or more scholarships are awarded to academically outstanding entering, continuing or transferring undergraduate students in the School of Music who show promise as a performer and whose primary instrument is guitar. Preference is for entering students. Approval of the recipient(s) will be made by the Senate Committee on Awards upon the ~~nomination~~ recommendation of the School of Music.

### **Dr. Frank Parnell Memorial Award (Revised)**

Two awards of at least \$1,000 each are given to Canadian-born Indigenous undergraduate students entering second or third year. Preference is for 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 is for students in the Bachelor of Commerce program at the Peter B. Gustavson School of Business. Students with a GPA of 4.0 ~~6.0~~/9.0 and above are eligible. Part-time students (minimum 3.0 units per term) are eligible.

### **Kairos Scholarship\* (New)**

One or more scholarships are awarded to undergraduate students entering the University of Victoria who have demonstrated financial need.

**Khowutzen Forestry Award in Environmental Studies (Revised)**

An award of \$2,000 is given to an undergraduate student continuing or transferring into the School of Environmental Studies. First preference will be given to a Canadian-born Indigenous student and second preference to a student with demonstrated financial need. ~~Selection~~ Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the School of Environmental Studies.

**Marc Bell Award Scholarship in Environmental Studies\* (Revised)**

Up to two awards are given to undergraduate students in third or fourth year with a declared major in Environmental Studies. Preference is given to students in the ecological restoration stream and a further preference is for students with demonstrated financial need. ~~Selection~~ Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of the School of Environmental Studies.

**Neil J. Sterritt Legacy Fellowship\* (New)**

One fellowship is awarded to an academically outstanding entering or continuing PhD student in the Faculty of Law:

- whose research is focused on Indigenous Law, and
- who is engaged in community-based research, with the goal of providing benefits to one or more communities.

Preference will be given to students studying Gitxsan or Wet'suwet'en law, or students who are pursuing studies related to geography of their traditional territories and its relationship to their laws and/or language.

The student's application to the UVic Faculty of Law PhD program, including letters of intent, academic references, research proposals and input from the students' faculty supervisor will also be taken into consideration.

Approval of the recipient will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Law. Students may receive this fellowship more than once.

**Nina Dobbyn Award\* (New)**

One or more awards are given to undergraduate students continuing in the School of Music who have demonstrated financial need and an interest in teaching music. Students with a GPA of 4.0/9.0 and above are eligible. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the School of Music.

**Onuma's Opus Award (Revised)**

One or more awards are given to undergraduate students in the School of Music, with preference for students planning to teach in the public school system. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the School of Music.

**COYA Scholarship (Revised)**

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

**John Patrick McManaman CPA Memorial Award (New)**

One award of \$2,000 is given to an undergraduate student in third or fourth year of study at the Peter B. Gustavson School of Business who graduated from a high school in BC. Students with a minimum GPA of 3.0 and graduating students are eligible. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Peter B. Gustavson School of Business.



University  
of Victoria

**SUBMISSION TO THE UVIC BOARD OF GOVERNORS**

**FOR INFORMATION**

**November 10, 2023**

**To:** Operations and Facilities Committee

**From:** Elizabeth Croft, Vice-President Academic and Provost

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

**cc:** Kevin Hall, President and Vice-Chancellor

**Meeting Date:** November 28, 2023

**Subject:** 2022/23 Annual Report on the Status of External Reviews

**Basis for Jurisdiction:** Strategic Plan  
External Reviews of Academic Units (Policy AC1145)

---

**Strategic Relevance:** UVic's Strategic Plan, Distinctly UVic, is built on a strong foundation of excellence in teaching, research and creative works, and our commitment to an outstanding student experience. Through an external review process, UVic is able to ensure the ongoing quality of our academic programming, contributing to our academic mission and reputation.

**Previous Consultation:** The annual report was presented to the Senate Committee on Planning, and then to Senate on Nov. 3, 2023.



**Background:** UVic's external review process assists academic units in evaluating the quality and suitability of academic endeavours with a view to further improvement. It also provides internal and external accountability of academic programs.

Academic departments and schools are typically reviewed every seven years, with scheduled follow-ups as required. It is recommended that new units undergo a review within the first five years.

UVic has an internal program review process based on institutional policies and procedures. Under policy AC1145, the Vice-President Academic and Provost reports annually to the Board of Governors on the status of external reviews of academic units.

**Summary:** The 2022/23 report includes a summary of academic units that underwent external reviews both virtually and in-person during the 2022/23 academic year, and academic units up for review in 2023/24.

**Attachment(s):** 2022/23 Annual Report on the Status of External Reviews

## 2022/23 Annual Report on the Status of External Reviews of Academic Units

Under policy AC1145, the Provost reports annually to the Senate Committee on Planning, Senate, and the Board of Governors on the status of external reviews of academic units.

UVic's external review process assists academic units in evaluating the quality of their programs and provides for internal and external accountability of academic programs. In 2022/23 the University continued its implementation of recommendations from the fall 2018 Quality Assurance Process Audit (QAPA) conducted by the Degree Quality Assessment Board (DQAB). The assessors' report including recommendations is available on the VPAC website: [uvic.ca/vpacademic/assets/docs/academicprogramreviews/qapapanelreportoverviewandworkbook.pdf](https://uvic.ca/vpacademic/assets/docs/academicprogramreviews/qapapanelreportoverviewandworkbook.pdf).

### Scheduling of Reviews

The following is a summary of academic units that underwent external reviews both virtually and in-person during the 2022/23 academic year, and academic units up for review in 2023/24. Executive summaries of the assessors' reports may be found on the VPAC website: [uvic.ca/vpacademic/program-planning/program-reviews/](https://uvic.ca/vpacademic/program-planning/program-reviews/).

Due to the impacts of COVID-19, site visits for the 2021/22 academic year were conducted virtually rather than in-person. As this proved to be a successful and more environmentally sustainable option, units undergoing external reviews in 2022/23 were offered a choice of virtual or in-person site visits. The changes implemented to the AC1145 policy and associated procedures in October 2020 allowed for this flexibility. It is anticipated that in 2023/24 review site visits will be conducted virtually unless the unit has particular areas that would be best showcased during an in-person visit.

Reviews conducted in 2022/23	Schedule of reviews for 2023/24
Technology and Society Program/Digital & Interactive Media in the Arts (DIMA) Program Combined	Department of Curriculum and Instruction & Teacher Education Program
School of Environmental Studies	Global Development Studies
European Studies Program	Department of Indigenous Education
Department of Political Science	Department of Gender Studies
Department of Mechanical Engineering	Medical Sciences - Neuroscience Graduate Programs
Division of Learning and Teaching Support and Innovation - Service Area Review	University Libraries - Service Area Review
	School of Public Administration
	Department of History
	Department of Biochemistry and Microbiology
	School of Health Information Science
	Department of Pacific and Asian Studies



University  
of Victoria

**SUBMISSION TO THE UVIC BOARD OF GOVERNORS**

**FOR DECISION**

**November 15, 2023**

**To:** Operations and Facilities Committee

**From:** Kristi Simpson  
Vice-President Finance and Operations

**cc:** President and Vice-Chancellor

**Meeting Date:** November 28, 2023

**Subject:** FM5100 Signing Authority Policy Change

**Basis for Jurisdiction:** Committee's terms of reference

---

**Strategic Relevance:** Culture of Change & Transformation

- *Supporting collaborative approaches to innovation in our research, knowledge mobilization, experiential learning programs and operations.*
- *Fostering adaptable, creative policies, governance and uses of space and resources to grow transformative ideas, partnerships, education and communities of practice.*
- *Creating a culture of trust, respect and collaboration that will attract and support curious, courageous people who are driven to engage, solve, teach and learn.*
- *Operating with excellence – we will pursue excellence in the way we teach, research, engage with the community and operate.*

**Recommendation:**

*THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposed changes to the Signing Authority Policy (FM5100), effective immediately.*

**Background:**

The Signing Authority policy FM5100 was last updated May 2022. The key proposed changes to the Signing Authority Policy are as follows:

- Non-editorial change to add the Executive Director, Pensions and Plan Governance as a second signatory on Authority to sign cheques and banking documents and to sell, assign, or transfer securities.
- Editorial changes to reflect new job titles:
  - Executive Director, Finance to Executive Director, Financial Services;
  - Director, Accounting Services to Director, Payments & Banking Services; and
  - Manager, Financial Accounting to Director, Financial Reporting & Training

**Planned Further Action:**

The Signing Authority policy will be amended and updated on the website.

**Attachment(s):**

FM5100 Signing Authority Policy (clean version)

FM5100 Signing Authority Policy (redlined version)



University  
of Victoria

## Signing Authority

**University Policy No:** FM5100

**Classification:** Financial Management

**Approving Authority:** Board of Governors

**Effective date:** May 2022

**Supersedes:** January 2018

**Last Editorial Change:** TBD

**Mandated review:** December 2023

## **Associated Procedures**

[Contract Review Procedures](#)

[Signing Authority Approval Procedures](#)

[Signing Authority Delegation Procedures](#)

---

## **PURPOSE**

- 1.00 The main purposes of this policy are to provide direction to the members of the university through a consistent framework that ensures that:
- a) Authorities are clearly assigned, properly approved and that delegation instruments are regularly updated;
  - b) The responsibilities and duties of those with signing authority are clearly communicated and understood;
  - c) Transactions and commitments are only entered into with appropriate authority; and
  - d) The university's activities are conducted in a manner that provides sound financial accountability and control of public funds entrusted to the university in accordance with appropriate policies, laws and regulations.

## **SCOPE**

- 2.00 This policy applies to all contracts, commitments or obligations to which the university is a party and to all funds administered by the university.
- 3.00 Nothing in this policy limits the authority of the Senate. Persons exercising signing authority must ensure that all requisite approvals from the Senate have been obtained prior to execution, or that execution is expressly subject to obtaining the necessary Senate approvals. Signing authorities cannot bind the Senate to make any particular decision.

## **DEFINITIONS**

- 4.00 For the purposes of this policy:

**"account holder"** means the primary person responsible for a budget or restricted fund within the university's financial system.

**"approval authority"** means the authority to expend uncommitted funds against a budget or other available funding, to which a person has a direct or delegated authority

up to the limit of the available funding in compliance with relevant policies and directives.

**"commitment authority"** means the authority to commit the university to legally binding contracts with external parties.

**"contract"** means a legally binding promise or agreement between two or more parties for consideration that is enforceable by law.

**"one-over-one approval"** means approval authority provided by an individual's supervisor attesting to the validity of the expenditure where there may be a potential or perceived conflict of interest so that no one is placed in a position where they authorize a payment to themselves or to their benefit.

**"signing authority"** means legal authority delegated to specific positions within the university. This encompasses various types of authority including commitment and approval authority.

## **POLICY**

### COMMITMENT AUTHORITY

- 5.00 The Board of Governors of the University of Victoria is responsible for the management of the university and its resources. The Board may delegate signing authority and responsibility for matters necessary for the management of day-to-day operations in accordance with the *University Act* to the President, Vice-Presidents and other employees of the university.
- 6.00 The level of authority required to enter into contracts and to bind the university to the terms of such shall depend on the dollar amount of such contracts as set out in [Schedule A](#) of this Policy. For clarity, the values of interdependent contracts that comprise a single obligation are deemed to be a single transaction for purposes of determining signing thresholds in Schedule A.
- 7.00 No person may sign any document that creates an obligation or undertaking on behalf of the university unless that individual has signing authority in accordance with this policy and the attached [Schedule A](#).
- 8.00 The delegated signing authority must ensure that contracts are reviewed and approved in accordance with the Contract Review Procedures prior to contract execution.
- 9.00 Signing authority delegated by the Board can be delegated in accordance with the Signing Authority Delegation Procedures.

### APPROVAL AUTHORITY

- 10.00 Approval of the university's Budget Framework by the Board of Governors and the subsequent detailed budget approved by the President confers authority upon account holders to make expenditures within the amounts and scope of the accounts delegated to them in the budget, subject to:

- a) the dollar amount limits for single transactions as outlined in [Schedule B](#);
  - b) the Signing Authority Approval Procedures;
  - c) relevant University policies and procedures; and
  - d) external funding, including donor, terms and conditions, if applicable.
- 11.00 Account holders of restricted funds (e.g. sponsored research, endowment spending and other specific purpose funds) may approve expenditures within the amounts of the restricted funding available, subject to (a), (b) (c), and (d) in section 10.00 above.
- 12.00 Signing authority may be delegated in accordance with the Signing Authority Delegation Procedures. Account holders remain responsible to ensure that expenditures do not exceed the funding available, and in the case of restricted funds, are consistent with the restricted intent of the funding.

### **AUTHORITIES AND OFFICERS**

13.00 The following is a list of authorities and officers for this policy:

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

### **RELEVANT LEGISLATION**

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

### **RELATED POLICIES AND DOCUMENTS**

[Purchasing Services Policy \(FM5105\)](#)

[Determination of Employment Relationship \(HR6325\)](#)

[Fund Raising and Gift Acceptance Policy \(ER4105\)](#)

[External Research Funding Agreements \(RH8200\)](#)

[Research Funding Management and Financial Accountability Policy \(FM5405\)](#)

## **SCHEDULE A – Commitment Authority Table**

### **Corporate Seal**

<b>Commitment/Contract Type</b>	<b>Threshold (Single transaction)</b>	<b>Required Signatures</b>	
		<b>One of Signature 1</b>	<b>And One of Signature 2</b>
To affix the corporate seal on all deeds, transfers, mortgages, instruments or documents	Unlimited	President; VP Academic & Provost; VP Finance & Operations; VP Research & Innovation; University Secretary; Executive Director, Financial Services; Registrar	

### **Banking and Investments**

<b>Commitment/Contract Type</b>	<b>Threshold (Single transaction)</b>	<b>Required Signatures</b>	
		<b>One of Signature 1</b>	<b>And One of Signature 2</b>
Banking documents including line of credit up to \$10M and to authorize signatories to sign cheques and banking documents and sell, assign or transfer securities	Unlimited	President	University Secretary
Authority to sign cheques and banking documents	Unlimited	VP Finance & Operations; AVP Financial Planning; Treasurer; Director, Pensions	Executive Director, Financial Services; Director, Payments & Banking Services; Director, Financial Reporting & Training; Executive Director, Pensions and Plan Governance
Authority to sell, assign or transfer securities	Unlimited	VP Finance & Operations; AVP Financial Planning; Treasurer; Director, Pensions	Executive Director, Financial Services; Director, Payments & Banking Services; Director, Financial Reporting & Training; Executive Director, Pensions and Plan Governance



## Research Funding Agreements

Commitment/Contract Type	Threshold (Single transaction)	Required Signatures		
		One of Signature 1	And One of Signature 2	And One of Signature 3
Research Funding Agreements including grants, contracts, contribution agreements or other agreements providing funding for research purposes.	\$5,000,000 or more	Board of Governors (by motion)		
	Up to \$5,000,000	President; VP Academic & Provost; VP Research & Innovation; VP External Relations; Chair, or Vice Chair of BOG	VP Finance & Operations; University Secretary; Executive Director, Financial Services	
	Up to \$1,000,000	President; VP Academic & Provost; VP Research & Innovation; AVP Research;	Dean	Chair; Director, Research Centre
	Up to \$250,000	VP Research & Innovation; AVP Research; Executive Director Research Partnerships	Dean; Director, Research Centre	
Research funding applications or proposals	Unlimited	See the <a href="#">Procedures for Approval of External Research Funding Agreements</a>		
Material transfer, non-disclosure and intellectual property agreements	Unlimited	VP Research & Innovation; AVP Research; Executive Director, Research Partnerships		

## Revenue Contracts

Commitment/Contract Type	Threshold (Single transaction)	Required Signatures	
		One of Signature 1	And One of Signature 2
Provide administrative, educational or professional services (not including goods for re-sale) to parties outside the university	\$5,000,000 or more	Board of Governors (by motion)	
	Up to \$5,000,000	President; VP Academic & Provost; VP Research & Innovation; VP External Relations; Chair, or Vice Chair of BOG	VP Finance & Operations; University Secretary; Executive Director, Financial Services

	Up to \$1,000,000	President; VP Finance & Operations; VP Academic & Provost; AVP Academic Programs;	Executive Director or Director, Administrative department; University Librarian; Dean
	Up to \$250,000	Executive Director or Director, Administrative Unit; University Librarian; Dean	Manager of an Administrative Unit; Unit Head in Library; Chair or Director of Academic department
	Up to \$100,000	President; A VP; An AVP; Executive Director or Director of Administrative Unit; University Librarian; Dean	
	Up to 50,000	Manager of Administrative Unit; Chair or Director academic department; Unit Head in Library	

### Research, Training, Exchange, Cooperation and International Agreements

Commitment/Contract Type	Threshold (Single transaction)	Required Signatures	
		One of Signature 1	And One of Signature 2
Practicum agreements	Unlimited	University Secretary; Associate University Secretary	Dean
University level agreements	Unlimited	President; VP Academic & Provost VP Research & Innovation	Dean
Faculty or department level agreements	Unlimited	VP Academic & Provost; VP Research & Innovation; Associate VP Academic	Dean; Associate Dean; Assistant Dean

### Donations

Commitment/Contract Type	Threshold (Single transaction)	Required Signatures	
		One of Signature 1	And One of Signature 2
Gifts to be accepted by the university	See the <a href="#">Fundraising and Gift Acceptance Policy (ER4105)</a> and related procedures		

### Purchase of Goods and Services subject to University Purchasing Policy

Commitment/Contract Type	Threshold (Single transaction)	Required Signatures	
		One of Signature 1	And One of Signature 2

Purchase of Goods and Services subject to <a href="#">Purchasing Policy (FM5105)</a> and not included elsewhere in this Appendix	\$5,000,000 or more	Board of Governors (by motion)	
	Up to \$5,000,000	President; VP Academic & Provost; VP Research & Innovation; VP External Relations; Chair, or Vice Chair of BOG	VP Finance & Operations; University Secretary; Executive Director, Financial Services
	Up to \$1,000,000	President; VP Finance & Operations; VP Academic & Provost; Executive Director, Financial Services; Director, Purchasing	President; VP Finance & Operations; VP Academic & Provost; Executive Director, Financial Services; Director, Purchasing
	Up to \$500,000	Executive Director, Financial Services; Director, Purchasing	Purchasing Officer in Purchasing Services
	Up to \$75,000	Director, Purchasing; Purchasing Officer in Purchasing Services	
	Up to \$15,000	Delegated individuals as per Purchasing Policy	
Purchase of goods or services required in the case of urgent and unforeseeable emergencies.	Up to \$500,000	VP Finance & Operations; AVP Financial Planning	
	Up to \$100,000	Executive Director, Facilities Management; Chief Information Officer; Director, Campus Security; Treasurer; Manager, Risk, Insurance and Continuity Planning	

#### **Purchase of Goods and Services NOT subject to University Purchasing Policy**

Commitment/Contract Type	Threshold (Single transaction)	Required Signatures	
		One of Signature 1	And One of Signature 2
Purchase of Goods and Services NOT subject to university <a href="#">Purchasing Policy (FM5105)</a> and not included elsewhere in this Appendix.	\$5,000,000 or more	Board of Governors (by motion)	
	Up to \$5,000,000	President; VP Academic & Provost; VP Research & Innovation; VP External Relations; Chair, or Vice Chair of BOG	VP Finance & Operations; University Secretary; Executive Director, Financial Services
	Up to \$1,000,000	President; VP Finance & Operations; VP Academic & Provost; VP Research & Innovation	Executive Director or Director of Administrative Unit; Dean;

			Director, Research Centre
	Up to \$500,000	Executive Director or Director of Administrative Unit; Dean;	Manager of Administrative Unit; Chair or Director of Academic Unit
	Up to \$50,000	President; A VP; An AVP Executive Director or Director of Administrative department; Dean; Director, Research Centre	
	Up to \$25,000	Manager of Administrative Unit; Chair or Director of Academic Unit	

### Purchase of Academic Services

Commitment/Contract Type	Threshold (Single transaction)	Required Signatures	
		One of Signature 1	And One of Signature 2
Purchase of Academic Services – not including employment. Please see <a href="#">Contracting for Academic Services</a> page on VPAC website.	\$5,000,000 or more	Board of Governors (by motion)	
	Up to \$5,000,000	President; VP Academic & Provost; VP Research & Innovation; VP External Relations; Chair, or Vice Chair of BOG	VP Finance & Operations; University Secretary; Executive Director, Financial Services
	Up to \$1,000,000	President; VP Academic & Provost; AVP Academic Programs AVP Faculty Relations	Dean
	Up to \$100,000	President; A VP; An AVP; Dean;	
	Up to \$25,000	Chair or Director of Academic Unit	

### Purchase of Library Materials and Services

Commitment/Contract Type	Threshold (Single transaction)	Required Signatures	
		One of Signature 1	And One of Signature 2
Acquisition of Library materials and services.	\$5,000,000 or more	Board of Governors (by motion)	
	Up to \$5,000,000	President; VP Academic & Provost;	VP Finance & Operations;

		VP Research & Innovation; VP External Relations; Chair, or Vice Chair of BOG	University Secretary; Executive Director, Financial Services
	Up to \$500,000	VP Academic & Provost; University Librarian;	Manager or Unit Head in Library
	Up to \$50,000	University Librarian; Manager or Unit Head in Library	

### **Construction and Renovation Contracts (and related consultants)**

<b>Commitment/Contract Type</b>	<b>Threshold (Single project for construction contracts) (Single transaction for consultants)</b>	<b>Required Signatures</b>	
		<b>One of Signature 1</b>	<b>And One of Signature 2</b>
Contracts relating to the construction and renovation of buildings, site development, landscaping and related capital planning and feasibility consultants, following the process outlined in section 1.5 of the university Purchasing Policy.	\$5,000,000 or more	Board of Governors (by motion)	
	Up to \$5,000,000	President; VP Academic & Provost; VP Research & Innovation; VP External Relations; Chair, or Vice Chair of BOG	VP Finance & Operations; University Secretary; Executive Director, Financial Services
	Up to \$1,000,000	President; VP Finance & Operations VP Academic & Provost; VP Research & Innovation	Executive Director, Facilities Management; Executive Director, Financial Services
	Up to \$500,000	Executive Director, Facilities Management; Director, Purchasing	Director in Facilities Management department
	Up to \$200,000	Executive Director, Facilities Management; Director, Purchasing	
	Up to \$75,000	Director in Facilities Management department	
	Up to \$25,000	Manager in Facilities Management department	

### **Utilities**

<b>Commitment/Contract Type</b>	<b>Threshold (Single transaction)</b>	<b>Required Signatures</b>	
		<b>One of Signature 1</b>	<b>And One of Signature 2</b>
Contracts for the purchase of utilities (electricity, gas, sewer, water)	\$5,000,000 or more	Board of Governors (by motion)	
	Up to \$5,000,000	President; VP Academic & Provost;	VP Finance & Operations; University Secretary;

		VP Research & Innovation; VP External Relations; Chair, or Vice Chair of BOG	Executive Director, Financial Services
	Up to \$1,000,000	President; VP Finance & Operations; VP Academic & Provost; VP Research & Innovation	Executive Director or Director, Facilities Management
	Up to \$500,000	Executive Director or Director, Facilities Management	Energy Manager in Facilities Management
	Up to \$50,000	Executive Director or Director, Facilities, Management;	
	Up to \$25,000	Energy Manager in Facilities Management	

### Real Property Contracts

Commitment/Contract Type	Threshold (Single transaction)	Required Signatures	
		One of Signature 1	And One of Signature 2
Acquisition, disposal and long term lease of land 25 years or longer, including those requiring approval of the Minister under the University Act	Unlimited	Board of Governors (by motion)	
Short term lease of space under 25 years (acquire and provide)	Unlimited	VP Finance & Operations; AVP Financial Planning	User of leased space
Documents related to rights of way, easements, land title and licenses	Unlimited	VP Finance & Operations; Executive Director, Facilities Management	

### Purchases of Goods and Services using University Commercial Cards

Commitment/Contract Type	Single Transaction Limit	Monthly Limit	Designated Individuals Within:	Card Limits Must be Approved by All of:
Authorization to acquire goods and services in accordance with university commercial card program subject to transaction limits and monthly limits	\$15,000	\$200,000	Purchasing Services	<ul style="list-style-type: none"> <li>FAST account holder</li> <li>One-over-one approver</li> <li>Director, Purchasing Services</li> <li>VPFO</li> </ul>
	\$15,000	\$100,000	Purchasing Services  Athletics & Recreational Services	<ul style="list-style-type: none"> <li>FAST account holder</li> <li>One-over-one approver</li> <li>AVP</li> <li>Director, Purchasing Services</li> </ul>

				<ul style="list-style-type: none"> <li>• Executive Director, Financial Services</li> </ul>
	\$15,000	\$50,000	Purchasing Services  Bookstore  Science Stores	<ul style="list-style-type: none"> <li>• FAST account holder</li> <li>• One-over-one approver</li> <li>• Dean or Director</li> <li>• Director, Purchasing Services</li> </ul>
	\$5,000	\$15,000	Departments with identified need	<ul style="list-style-type: none"> <li>• FAST account holder</li> <li>• One-over-one approver</li> <li>• Director, Purchasing Services</li> </ul>
	\$5,000	\$5,000	All UVic Departments	

Note: Exceptions to the categories above for business needs that require additional limits or purchasing items from the [C Card Prohibited Items](#) list require approval from the VPFO.

## **SCHEDULE B – Approval Authority Table**

The following persons are able to authorize expenditures for single transactions up to the limits below assuming sufficient funds are in the budget. Single transactions in excess of an individual's authority require "one-over-one" approval, except sponsored research funding where the principal investigator has authority to sign on expenditures contained within the grant budget and terms.

<b>Dollar Threshold</b>	<b>Position</b>
> 5,000,000	Board of Governors (by motion)
Up to \$5,000,000	President
Up to \$1,000,000	Vice-President
Up to \$500,000	Associate Vice-President
Up to \$250,000	Dean/Executive Director
Up to \$100,000	Chair/Director
Up to \$50,000	Manager/Account Holder





## **SIGNING AUTHORITY - CONTRACT REVIEW PROCEDURES**

**Procedural Authority:** Vice-President Finance & Operations

**Procedural Officer:** Executive Director, Financial Services

**Parent Policy:** [Signing Authority Policy \(FM5100\)](#)

**Effective Date:** December 2016

**Supersedes:** New

**Last Editorial Change:** New

---

### **PURPOSE**

- 1.00 To outline the process by which university contracts and agreements are reviewed prior to their execution.

### **SCOPE**

- 2.00 These procedures apply to all agreements, contracts, commitments or obligations to which the university is a party.

### **DEFINITIONS**

- 3.00 The definitions contained in the university's [Signing Authority Policy \(FM5100\)](#) apply to these procedures.

### **PROCEDURES**

- 4.00 Individuals with signing authority must be assured that:
- a) The appropriate level of approval has been obtained as per [Schedule A](#) of the Signing Authority Policy;
  - b) The university is able to meet its obligations within the terms of the contract and that it is likely the other party can meet its obligations;
  - c) The contract is in accordance with any legislative or regulatory requirements, policies, guidelines, collective agreements, or other obligations of the university;
  - d) They are aware of the financial and other benefits that are expected to flow to the University as a result of the contract; and
  - e) The recovery towards indirect costs included in the contract are consistent with university policies.
- 5.00 In addition to the assurances outlined above, individuals with signing authority must also ensure that contracts receive all necessary reviews including:
- a) Legal, indemnity and liability review by the Office of the General Counsel
  - b) Insurance review by the Manager, Risk, Insurance and Continuity Planning
  - c) Privacy review by the Office of the Chief Privacy Officer
  - d) Faculty Relations review by the Office of the Vice-President Academic
  - e) Excluded employment contracts review by Associate Vice-President, Human Resources, or delegate.

### Legal Review

6.00 The General Counsel must review all contracts, regardless of value, where there is potential for significant or uncertain liability to the university. While contract signing authorities must use their own judgment in determining which contracts need to be reviewed by the General Counsel, some examples include:

- a) All contracts with a total annual financial value greater than \$50,000;
- b) All contracts involving the lease, transfer, mortgage, acquisition or disposition of an interest in land, or licenses involving land, regardless of value;
- c) All contracts with entities from a jurisdiction other than British Columbia, where the laws of that jurisdiction are the governing laws of the contract;
- d) Contracts that could negatively impact the university's reputation; and
- e) Contracts where there is the potential for injury to persons, property, or the environment.

7.00 If contract signing authorities are uncertain regarding any contract provision, they should seek legal advice from the General Counsel.

### Insurance and Indemnity Review

8.00 Contracts that contain insurance and/or indemnity provisions must be reviewed by the Manager, Risk, Insurance and Continuity Planning. This ensures that the university is not accepting an unreasonable degree of financial risk.

### Privacy Review

9.00 Contracts in which a third party may have access to personal information under the custody or control of the university must be reviewed by the Privacy Officer, unless the General Counsel is reviewing the contract and the two offices have determined that an additional review by the Privacy Officer is not required.

10.00 Anyone reviewing a contract should refer to the [\*Freedom of Information and Protection of Privacy Act, RSBC 1996, c. 165 \(FIPPA\)\*](#), and the university's [\*Protection of Privacy Policy\*](#). The Protection of Privacy Policy requires the university to attach the Privacy Protection Schedule to any third party contract or agreement that requires the collection, use, or disclosure of personal information, to ensure that the third party treats personal information in accordance with FIPPA and university policies and procedures.

### Faculty Relations Review

11.00 All tenured and tenure-track faculty appointment contracts require review by Faculty Relations and approval of the Vice-President Academic and Provost prior to the conveyance of the written employment offer and/or appointment contract to the candidate. Deans may develop standard appointment contracts and hiring packages which are pre-cleared for use in routine hires.

#### Excluded Employment Contracts Review

- 12.00 All excluded employee appointment contracts, not including Deans or Associate Deans, require review by the Associate Vice-President, Human Resources, or designate, prior to the conveyance of the written employment offer and/or appointment contract to the candidate.

#### Exceptions

- 13.00 Legal, insurance and privacy reviews may not be required in situations where the signing authority has used template agreements that have been previously approved by the General Counsel or Chief Privacy Officer, with no alternations to legal or risk or privacy terms. Contract signing authorities must consult the General Counsel if they wish to amend a term or condition of such contracts.
- 14.00 Standard contracts or contractual terms adopted for one specific use must never be amended, or terms of one such contract transferred to a different contractual area, without the General Counsel's express agreement.
- 15.00 Contracts falling under the jurisdiction of Office of Research Services, Purchasing Services and Facilities Management are reviewed by each of these respective offices who have contract review procedures in place reflecting the unique nature of their contracts. These offices periodically consult with General Counsel, the Manager, Risk, Insurance and Continuity Planning and the Chief Privacy Officer as required.

#### High Risk Contracts

- 16.00 Contract signing authorities must bring contracts that:

- a) Have an unusually high risk factor;
- b) Bring the university's activities under public scrutiny; or
- c) Involve any controversial matter,

to the attention of the appropriate Vice-President prior to the contract being signed. The Vice-President may seek advice or approval from the Board of Governors as required.

#### **RELATED POLICIES AND DOCUMENTS**

[Signing Authority Policy \(FM5100\)](#)

[Purchasing Policy \(FM5105\)](#)

[Privacy Protection Schedule](#)



## SIGNING AUTHORITY – APPROVAL PROCEDURES

**Procedural Authority:** Vice-President Finance & Operations

**Procedural Officer:** Executive Director, Financial Services

**Parent Policy:** [Signing Authority Policy \(FM5100\)](#)

**Effective Date:** December 2016

**Supersedes:** New

**Last Editorial Change:** January 2018

---

### PURPOSE

- 1.00 To outline the responsibilities of those individuals within the university who have authority to approve expenditures and to provide assurance that expenditures:
- a) are required for university purposes;
  - b) comply with university policy and procedures and applicable external funding, including donor, terms, where applicable; and
  - c) avoid any potential or perceived conflict of interest.

### SCOPE

- 2.00 These procedures apply to all funds administered by the university.

### DEFINITIONS

- 3.00 The definitions contained in the university's [Signing Authority Policy \(FM5100\)](#) apply to these procedures.

### PROCEDURES

- 4.00 Approval of the university's Budget Framework by the Board of Governors and the subsequent detailed budget approved by the President confers authority upon account holders to make expenditures within the amounts and scope of the accounts delegated to them in the budget and subject to the dollar limits outlined in [Schedule B](#) of the Signing Authority Policy.
- 5.00 Individuals responsible for restricted funds such as research and specific purpose funds, including endowment spending, are authorized to make expenditures within the amounts and scope of the funding received.
- 6.00 Account holders must ensure that expenditures are required for university purposes and are in compliance with university policies and procedures and external funding, including donor, terms and conditions, where applicable. Any expenditure that may be deemed ineligible or inappropriate is the responsibility of the account holder.
- 7.00 While administrative staff may prepare expenditure transactions for approval, the approver is ultimately responsible for transactions they have signed.

- 8.00 Approval signatures affixed to expenditure transactions, whether written or electronic, attest to the following criteria:
- a) That expenditures are required for university purposes;
  - b) That expenditures comply with university policy and procedures and, where applicable, external funding, including donor, terms and conditions;
  - c) That the transaction form has been filled out accurately and completely and that appropriate supporting documentation is provided; and
  - d) That sufficient uncommitted funds are available in the account to be charged.
- 9.00 The university reserves the right to withhold the commitment or payment of expenditure transactions that do not meet all of the criteria outlined in section 8.00.
- One-Over-One Approval
- 10.00 Expenditure transactions that may represent a potential or perceived conflict of interest must be approved by the claimant's supervisor. The one-over-one approval provides assurance that due diligence has been exercised and ensures that no one is placed in a position where they can authorize a payment to themselves or to their benefit.
- 11.00 The claimant must provide complete, accurate information and documentation to substantiate the claim in order for the one-over-one approver to sign off.
- 12.00 Examples of where one-over-one approval is required are as follows:
- a) Travel expense claims and advances;
  - b) Expense claims including hospitality;
  - c) Petty cash reimbursements;
  - d) Commercial card statements;
  - e) Honoraria, consulting fees or other payments; and
  - f) Payments to family members or relatives.
- 13.00 The above examples are a guide only and do not represent an exhaustive list. If there is uncertainty that an expenditure represents a potential or perceived conflict of interest, then one-over-one approval should be obtained.

#### **RELATED POLICIES AND DOCUMENTS**

[Signing Authority Policy \(FM5100\)](#)

[Purchasing Policy \(FM5105\)](#)

[Research Funding Management and Financial Accountability Policy \(FM5405\)](#)



## SIGNING AUTHORITY – DELEGATION PROCEDURES

**Procedural Authority:** Vice-President Finance & Operations

**Procedural Officer:** Executive Director, Financial Services

**Parent Policy:** [Signing Authority Policy \(FM5100\)](#)

**Effective Date:** December 2016

**Supersedes:** New

**Last Editorial Change:** New

---

### PURPOSE

- 1.00 To outline the process by which commitment and approval authorities can be delegated.

### SCOPE

- 2.00 These procedures apply to both commitment and approval authority as outlined in the university's Signing Authority Policy and to all funds administered by the university.

### PROCEDURES

#### Commitment Authority

- 3.00 Contracts in excess of \$5,000,000 normally require the approval of the Board of Governors. Where such approval is required between regular meetings of the Board, the Executive and Governance Committee may deal with the matter – See the [Procedures of the Board of Governors](#).
- 4.00 Individuals who have been delegated commitment authority by the Board of Governors, as set out in [Schedule A](#) of the university's Signing Authority Policy may sub-delegate their authority to sign contracts on behalf of the university by temporarily appointing another individual to their position in an acting capacity.
- 5.00 The person holding an acting position will have the same commitment authority as the person making the sub-delegation, subject to the dollar limits outlined in "Schedule A" to the Policy.
- 6.00 The person holding the acting position who receives a sub-delegation of commitment authority cannot further sub-delegate this authority to others.
- 7.00 Individuals delegated commitment authority by the Board remain ultimately responsible for the contracts executed by their delegates.
- 8.00 The temporary appointment of a person to an acting position may only be made to an employee of the university.
- 9.00 The sub-delegation must be in writing using the prescribed form.

**Approval Authority**

- 10.00 Account holders are assigned responsibility for budgets and FAST accounts by virtue of their position.
- 11.00 Account holders may delegate authority to approve expenditures, subject to the amounts allocated in their budgets or for a lower fixed dollar value, and within the limits outlined in "Schedule B" of the Signing Authority Policy.
- 12.00 Delegations can be temporary or ongoing.
- 13.00 Only the account holder may delegate approval authority to other employees.
- 14.00 Account holders remain responsible for expenditures approved by delegates even though delegates have been granted authority.
- 15.00 One-over-one approval authority cannot be delegated although if another person is appointed in a temporary acting capacity to the account holder's position they will inherit the account holder's approval authority as well as one-over-one approval authority.
- 16.00 Delegation of approval authority must be in writing using the prescribed form.

**RELATED POLICIES AND DOCUMENTS**

[Signing Authority Policy \(FM5100\)](#)

[Purchasing Policy \(FM5105\)](#)

[Research Funding Management and Financial Accountability Policy \(FM5405\)](#)



University  
of Victoria

## Signing Authority

**University Policy No:** FM5100

**Classification:** Financial Management

**Approving Authority:** Board of Governors

**Effective date:** May 2022

**Supersedes:** January 2018

**Last Editorial Change:** TBD

**Mandated review:** December 2023

## **Associated Procedures**

[Contract Review Procedures](#)

[Signing Authority Approval Procedures](#)

[Signing Authority Delegation Procedures](#)

---

## **PURPOSE**

- 1.00 The main purposes of this policy are to provide direction to the members of the university through a consistent framework that ensures that:
- a) Authorities are clearly assigned, properly approved and that delegation instruments are regularly updated;
  - b) The responsibilities and duties of those with signing authority are clearly communicated and understood;
  - c) Transactions and commitments are only entered into with appropriate authority; and
  - d) The university's activities are conducted in a manner that provides sound financial accountability and control of public funds entrusted to the university in accordance with appropriate policies, laws and regulations.

## **SCOPE**

- 2.00 This policy applies to all contracts, commitments or obligations to which the university is a party and to all funds administered by the university.
- 3.00 Nothing in this policy limits the authority of the Senate. Persons exercising signing authority must ensure that all requisite approvals from the Senate have been obtained prior to execution, or that execution is expressly subject to obtaining the necessary Senate approvals. Signing authorities cannot bind the Senate to make any particular decision.

## **DEFINITIONS**

- 4.00 For the purposes of this policy:

**"account holder"** means the primary person responsible for a budget or restricted fund within the university's financial system.

**"approval authority"** means the authority to expend uncommitted funds against a budget or other available funding, to which a person has a direct or delegated authority



up to the limit of the available funding in compliance with relevant policies and directives.

**“commitment authority”** means the authority to commit the university to legally binding contracts with external parties.

**“contract”** means a legally binding promise or agreement between two or more parties for consideration that is enforceable by law.

**“one-over-one approval”** means approval authority provided by an individual’s supervisor attesting to the validity of the expenditure where there may be a potential or perceived conflict of interest so that no one is placed in a position where they authorize a payment to themselves or to their benefit.

**“signing authority”** means legal authority delegated to specific positions within the university. This encompasses various types of authority including commitment and approval authority.

## **POLICY**

### COMMITMENT AUTHORITY

- 5.00 The Board of Governors of the University of Victoria is responsible for the management of the university and its resources. The Board may delegate signing authority and responsibility for matters necessary for the management of day-to-day operations in accordance with the *University Act* to the President, Vice-Presidents and other employees of the university.
- 6.00 The level of authority required to enter into contracts and to bind the university to the terms of such shall depend on the dollar amount of such contracts as set out in [Schedule A](#) of this Policy. For clarity, the values of interdependent contracts that comprise a single obligation are deemed to be a single transaction for purposes of determining signing thresholds in Schedule A.
- 7.00 No person may sign any document that creates an obligation or undertaking on behalf of the university unless that individual has signing authority in accordance with this policy and the attached [Schedule A](#).
- 8.00 The delegated signing authority must ensure that contracts are reviewed and approved in accordance with the Contract Review Procedures prior to contract execution.
- 9.00 Signing authority delegated by the Board can be delegated in accordance with the Signing Authority Delegation Procedures.

### APPROVAL AUTHORITY

- 10.00 Approval of the university’s Budget Framework by the Board of Governors and the subsequent detailed budget approved by the President confers authority upon account holders to make expenditures within the amounts and scope of the accounts delegated to them in the budget, subject to:

- a) the dollar amount limits for single transactions as outlined in [Schedule B](#);
  - b) the Signing Authority Approval Procedures;
  - c) relevant University policies and procedures; and
  - d) external funding, including donor, terms and conditions, if applicable.
- 11.00 Account holders of restricted funds (e.g. sponsored research, endowment spending and other specific purpose funds) may approve expenditures within the amounts of the restricted funding available, subject to (a), (b) (c), and (d) in section 10.00 above.
- 12.00 Signing authority may be delegated in accordance with the Signing Authority Delegation Procedures. Account holders remain responsible to ensure that expenditures do not exceed the funding available, and in the case of restricted funds, are consistent with the restricted intent of the funding.

### **AUTHORITIES AND OFFICERS**

13.00 The following is a list of authorities and officers for this policy:

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

### **RELEVANT LEGISLATION**

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

### **RELATED POLICIES AND DOCUMENTS**

[Purchasing Services Policy \(FM5105\)](#)

[Determination of Employment Relationship \(HR6325\)](#)

[Fund Raising and Gift Acceptance Policy \(ER4105\)](#)

[External Research Funding Agreements \(RH8200\)](#)

[Research Funding Management and Financial Accountability Policy \(FM5405\)](#)

## **SCHEDULE A – Commitment Authority Table**

### **Corporate Seal**

Commitment/Contract Type	Threshold (Single transaction)	Required Signatures	
		One of Signature 1	And One of Signature 2
To affix the corporate seal on all deeds, transfers, mortgages, instruments or documents	Unlimited	President; VP Academic & Provost; VP Finance & Operations; VP Research & Innovation; University Secretary; Executive Director, <a href="#">Financial Services</a> ; Registrar	

### **Banking and Investments**

Commitment/Contract Type	Threshold (Single transaction)	Required Signatures	
		One of Signature 1	And One of Signature 2
Banking documents including line of credit up to \$10M and to authorize signatories to sign cheques and banking documents and sell, assign or transfer securities	Unlimited	President	University Secretary
Authority to sign cheques and banking documents	Unlimited	VP Finance & Operations; AVP Financial Planning; Treasurer; Director, Pensions	Executive Director, <a href="#">Financial Services</a> ; Director, <a href="#">Accounting Services</a> ; <a href="#">Payments &amp; Banking Services</a> ; Manager, Financial Accounting <a href="#">Director, Financial Reporting &amp; Training</a> ; Manager, Treasury Services; <a href="#">Executive Director, Pensions and Plan Governance</a>
Authority to sell, assign or transfer securities	Unlimited	VP Finance & Operations; AVP Financial Planning; Treasurer; Director, Pensions	<a href="#">Executive Director, Financial Services</a> ; <a href="#">Director, Payments &amp; Banking Services</a> ; <a href="#">Director, Financial Reporting &amp; Training</a> ;

			Executive Director, Pensions and Plan Governance Executive Director, Finance; Director, Accounting Services; Manager, Financial Accounting; Manager, Treasury Services
--	--	--	--

### Research Funding Agreements

Commitment/Contract Type	Threshold (Single transaction)	Required Signatures		
		One of Signature 1	And One of Signature 2	And One of Signature 3
Research Funding Agreements including grants, contracts, contribution agreements or other agreements providing funding for research purposes.	\$5,000,000 or more	Board of Governors (by motion)		
	Up to \$5,000,000	President; VP Academic & Provost; VP Research & Innovation; VP External Relations; Chair, or Vice Chair of BOG	VP Finance & Operations; University Secretary; Executive Director, Financial Services	
	Up to \$1,000,000	President; VP Academic & Provost; VP Research & Innovation; AVP Research;	Dean	Chair; Director, Research Centre
	Up to \$250,000	VP Research & Innovation; AVP Research; Executive Director Research Partnerships	Dean; Director, Research Centre	
Research funding applications or proposals	Unlimited	See the <a href="#">Procedures for Approval of External Research Funding Agreements</a>		
Material transfer, non-disclosure and intellectual property agreements	Unlimited	VP Research & Innovation; AVP Research; Executive Director, Research Partnerships		

### Revenue Contracts

	Threshold	Required Signatures
--	-----------	---------------------

<b>Commitment/Contract Type</b>	<b>(Single transaction)</b>	<b>One of Signature 1</b>	<b>And One of Signature 2</b>
Provide administrative, educational or professional services (not including goods for re-sale) to parties outside the university	\$5,000,000 or more	Board of Governors (by motion)	
	Up to \$5,000,000	President; VP Academic & Provost; VP Research & Innovation; VP External Relations; Chair, or Vice Chair of BOG	VP Finance & Operations; University Secretary; Executive Director, <a href="#">Financial Services</a>
	Up to \$1,000,000	President; VP Finance & Operations; VP Academic & Provost; AVP Academic Programs;	Executive Director or Director, Administrative department; University Librarian; Dean
	Up to \$250,000	Executive Director or Director, Administrative Unit; University Librarian; Dean	Manager of an Administrative Unit; Unit Head in Library; Chair or Director of Academic department
	Up to \$100,000	President; A VP; An AVP; Executive Director or Director of Administrative Unit; University Librarian; Dean	
	Up to 50,000	Manager of Administrative Unit; Chair or Director academic department; Unit Head in Library	

### **Research, Training, Exchange, Cooperation and International Agreements**

<b>Commitment/Contract Type</b>	<b>Threshold (Single transaction)</b>	<b>Required Signatures</b>	
		<b>One of Signature 1</b>	<b>And One of Signature 2</b>
Practicum agreements	Unlimited	University Secretary; Associate University Secretary	Dean
University level agreements	Unlimited	President; VP Academic & Provost VP Research & Innovation	Dean
Faculty or department level agreements	Unlimited	VP Academic & Provost; VP Research & Innovation; Associate VP Academic	Dean; Associate Dean; Assistant Dean

### **Donations**

	<b>Threshold</b>	<b>Required Signatures</b>
--	------------------	----------------------------

Commitment/Contract Type	(Single transaction)	One of Signature 1	And One of Signature 2
Gifts to be accepted by the university	See the <a href="#">Fundraising and Gift Acceptance Policy (ER4105)</a> and related procedures		

#### Purchase of Goods and Services subject to University Purchasing Policy

Commitment/Contract Type	Threshold (Single transaction)	Required Signatures	
		One of Signature 1	And One of Signature 2
Purchase of Goods and Services subject to <a href="#">Purchasing Policy (FM5105)</a> and not included elsewhere in this Appendix	\$5,000,000 or more	Board of Governors (by motion)	
	Up to \$5,000,000	President; VP Academic & Provost; VP Research & Innovation; VP External Relations; Chair, or Vice Chair of BOG	VP Finance & Operations; University Secretary; Executive Director, Financial <a href="#">Services</a>
	Up to \$1,000,000	President; VP Finance & Operations; VP Academic & Provost; Executive Director, Financial <a href="#">Services</a> ; Director, Purchasing	President; VP Finance & Operations; VP Academic & Provost; Executive Director, Financial <a href="#">Services</a> ; Director, Purchasing
	Up to \$500,000	Executive Director, Financial <a href="#">Services</a> ; Director, Purchasing	Purchasing Officer in Purchasing Services
	Up to \$75,000	Director, Purchasing; Purchasing Officer in Purchasing Services	
	Up to \$15,000	Delegated individuals as per Purchasing Policy	
Purchase of goods or services required in the case of urgent and unforeseeable emergencies.	Up to \$500,000	VP Finance & Operations; AVP Financial Planning	
	Up to \$100,000	Executive Director, Facilities Management; Chief Information Officer; Director, Campus Security; Treasurer; Manager, Risk, Insurance and Continuity Planning	

#### Purchase of Goods and Services NOT subject to University Purchasing Policy

Commitment/Contract Type	Threshold (Single transaction)	Required Signatures	
		One of Signature 1	And One of Signature 2
	\$5,000,000 or more	Board of Governors (by motion)	

Purchase of Goods and Services NOT subject to university <a href="#">Purchasing Policy (FM5105)</a> and not included elsewhere in this Appendix.	Up to \$5,000,000	President; VP Academic & Provost; VP Research & Innovation; VP External Relations; Chair, or Vice Chair of BOG	VP Finance & Operations; University Secretary; Executive Director, <a href="#">Financial Services</a>
	Up to \$1,000,000	President; VP Finance & Operations; VP Academic & Provost; VP Research & Innovation	Executive Director or Director of Administrative Unit; Dean; Director, Research Centre
	Up to \$500,000	Executive Director or Director of Administrative Unit; Dean;	Manager of Administrative Unit; Chair or Director of Academic Unit
	Up to \$50,000	President; A VP; An AVP Executive Director or Director of Administrative department; Dean; Director, Research Centre	
	Up to \$25,000	Manager of Administrative Unit; Chair or Director of Academic Unit	

### Purchase of Academic Services

Commitment/Contract Type	Threshold (Single transaction)	Required Signatures	
		One of Signature 1	And One of Signature 2
Purchase of Academic Services – not including employment. Please see <a href="#">Contracting for Academic Services</a> page on VPAC website.	\$5,000,000 or more	Board of Governors (by motion)	
	Up to \$5,000,000	President; VP Academic & Provost; VP Research & Innovation; VP External Relations; Chair, or Vice Chair of BOG	VP Finance & Operations; University Secretary; Executive Director, <a href="#">Financial Services</a>
	Up to \$1,000,000	President; VP Academic & Provost; AVP Academic Programs AVP Faculty Relations	Dean
	Up to \$100,000	President; A VP; An AVP; Dean;	

	Up to \$25,000	Chair or Director of Academic Unit	
--	----------------	------------------------------------	--

### Purchase of Library Materials and Services

Commitment/Contract Type	Threshold (Single transaction)	Required Signatures	
		One of Signature 1	And One of Signature 2
Acquisition of Library materials and services.	\$5,000,000 or more	Board of Governors (by motion)	
	Up to \$5,000,000	President; VP Academic & Provost; VP Research & Innovation; VP External Relations; Chair, or Vice Chair of BOG	VP Finance & Operations; University Secretary; Executive Director, <a href="#">Financial Services</a>
	Up to \$500,000	VP Academic & Provost; University Librarian;	Manager or Unit Head in Library
	Up to \$50,000	University Librarian; Manager or Unit Head in Library	

### Construction and Renovation Contracts (and related consultants)

Commitment/Contract Type	Threshold (Single project for construction contracts) (Single transaction for consultants)	Required Signatures	
		One of Signature 1	And One of Signature 2
Contracts relating to the construction and renovation of buildings, site development, landscaping and related capital planning and feasibility consultants, following the process outlined in section 1.5 of the university Purchasing Policy.	\$5,000,000 or more	Board of Governors (by motion)	
	Up to \$5,000,000	President; VP Academic & Provost; VP Research & Innovation; VP External Relations; Chair, or Vice Chair of BOG	VP Finance & Operations; University Secretary; Executive Director, <a href="#">Financial Services</a>
	Up to \$1,000,000	President; VP Finance & Operations VP Academic & Provost; VP Research & Innovation	Executive Director, Facilities Management; Executive Director, <a href="#">Financial Services</a>
	Up to \$500,000	Executive Director, Facilities Management; Director, Purchasing	Director in Facilities Management department
	Up to \$200,000	Executive Director, Facilities Management; Director, Purchasing	
	Up to \$75,000	Director in Facilities Management department	



	Up to \$25,000	Manager in Facilities Management department	
--	----------------	---	--

### Utilities

Commitment/Contract Type	Threshold (Single transaction)	Required Signatures	
		One of Signature 1	And One of Signature 2
Contracts for the purchase of utilities (electricity, gas, sewer, water)	\$5,000,000 or more	Board of Governors (by motion)	
	Up to \$5,000,000	President; VP Academic & Provost; VP Research & Innovation; VP External Relations; Chair, or Vice Chair of BOG	VP Finance & Operations; University Secretary; Executive Director, <a href="#">Financial Services</a>
	Up to \$1,000,000	President; VP Finance & Operations; VP Academic & Provost; VP Research & Innovation	Executive Director or Director, Facilities Management
	Up to \$500,000	Executive Director or Director, Facilities Management	Energy Manager in Facilities Management
	Up to \$50,000	Executive Director or Director, Facilities, Management;	
	Up to \$25,000	Energy Manager in Facilities Management	

### Real Property Contracts

Commitment/Contract Type	Threshold (Single transaction)	Required Signatures	
		One of Signature 1	And One of Signature 2
Acquisition, disposal and long term lease of land 25 years or longer, including those requiring approval of the Minister under the University Act	Unlimited	Board of Governors (by motion)	
Short term lease of space under 25 years (acquire and provide)	Unlimited	VP Finance & Operations; AVP Financial Planning	User of leased space
Documents related to rights of way, easements, land title and licenses	Unlimited	VP Finance & Operations; Executive Director, Facilities Management	

### Purchases of Goods and Services using University Commercial Cards

Commitment/ Contract Type	Single Transaction Limit	Monthly Limit	Designated Individuals Within:	Card Limits Must be Approved by All of:
Authorization to acquire goods and services in accordance with university commercial card program subject to transaction limits and monthly limits	\$15,000	\$200,000	Purchasing Services	<ul style="list-style-type: none"> <li>• FAST account holder</li> <li>• One-over-one approver</li> <li>• Director, Purchasing Services</li> <li>• VPFO</li> </ul>
	\$15,000	\$100,000	Purchasing Services  Athletics & Recreational Services	<ul style="list-style-type: none"> <li>• FAST account holder</li> <li>• One-over-one approver</li> <li>• AVP</li> <li>• Director, Purchasing Services</li> <li>• Executive Director, <a href="#">Financial Services</a></li> </ul>
	\$15,000	\$50,000	Purchasing Services  Bookstore  Science Stores	<ul style="list-style-type: none"> <li>• FAST account holder</li> <li>• One-over-one approver</li> <li>• Dean or Director</li> <li>• Director, Purchasing Services</li> </ul>
	\$5,000	\$15,000	Departments with identified need	<ul style="list-style-type: none"> <li>• FAST account holder</li> <li>• One-over-one approver</li> <li>• Director, Purchasing Services</li> </ul>
	\$5,000	\$5,000	All UVic Departments	

Note: Exceptions to the categories above for business needs that require additional limits or purchasing items from the [C Card Prohibited Items](#) list require approval from the VPFO.

## **SCHEDULE B – Approval Authority Table**

The following persons are able to authorize expenditures for single transactions up to the limits below assuming sufficient funds are in the budget. Single transactions in excess of an individual's authority require "one-over-one" approval, except sponsored research funding where the principal investigator has authority to sign on expenditures contained within the grant budget and terms.

<b>Dollar Threshold</b>	<b>Position</b>
> 5,000,000	Board of Governors (by motion)
Up to \$5,000,000	President
Up to \$1,000,000	Vice-President
Up to \$500,000	Associate Vice-President
Up to \$250,000	Dean/Executive Director
Up to \$100,000	Chair/Director
Up to \$50,000	Manager/Account Holder



## **SIGNING AUTHORITY - CONTRACT REVIEW PROCEDURES**

**Procedural Authority:** Vice-President Finance & Operations

**Procedural Officer:** Executive Director, Financial Services

**Parent Policy:** [Signing Authority Policy \(FM5100\)](#)

**Effective Date:** December 2016

**Supersedes:** New

**Last Editorial Change:** New

---

### **PURPOSE**

- 1.00 To outline the process by which university contracts and agreements are reviewed prior to their execution.

### **SCOPE**

- 2.00 These procedures apply to all agreements, contracts, commitments or obligations to which the university is a party.

### **DEFINITIONS**

- 3.00 The definitions contained in the university's [Signing Authority Policy \(FM5100\)](#) apply to these procedures.

### **PROCEDURES**

- 4.00 Individuals with signing authority must be assured that:
- a) The appropriate level of approval has been obtained as per [Schedule A](#) of the Signing Authority Policy;
  - b) The university is able to meet its obligations within the terms of the contract and that it is likely the other party can meet its obligations;
  - c) The contract is in accordance with any legislative or regulatory requirements, policies, guidelines, collective agreements, or other obligations of the university;
  - d) They are aware of the financial and other benefits that are expected to flow to the University as a result of the contract; and
  - e) The recovery towards indirect costs included in the contract are consistent with university policies.
- 5.00 In addition to the assurances outlined above, individuals with signing authority must also ensure that contracts receive all necessary reviews including:
- a) Legal, indemnity and liability review by the Office of the General Counsel
  - b) Insurance review by the Manager, Risk, Insurance and Continuity Planning
  - c) Privacy review by the Office of the Chief Privacy Officer
  - d) Faculty Relations review by the Office of the Vice-President Academic
  - e) Excluded employment contracts review by Associate Vice-President, Human Resources, or delegate.

### Legal Review

- 6.00 The General Counsel must review all contracts, regardless of value, where there is potential for significant or uncertain liability to the university. While contract signing authorities must use their own judgment in determining which contracts need to be reviewed by the General Counsel, some examples include:
- a) All contracts with a total annual financial value greater than \$50,000;
  - b) All contracts involving the lease, transfer, mortgage, acquisition or disposition of an interest in land, or licenses involving land, regardless of value;
  - c) All contracts with entities from a jurisdiction other than British Columbia, where the laws of that jurisdiction are the governing laws of the contract;
  - d) Contracts that could negatively impact the university's reputation; and
  - e) Contracts where there is the potential for injury to persons, property, or the environment.
- 7.00 If contract signing authorities are uncertain regarding any contract provision, they should seek legal advice from the General Counsel.

### Insurance and Indemnity Review

- 8.00 Contracts that contain insurance and/or indemnity provisions must be reviewed by the Manager, Risk, Insurance and Continuity Planning. This ensures that the university is not accepting an unreasonable degree of financial risk.

### Privacy Review

- 9.00 Contracts in which a third party may have access to personal information under the custody or control of the university must be reviewed by the Privacy Officer, unless the General Counsel is reviewing the contract and the two offices have determined that an additional review by the Privacy Officer is not required.
- 10.00 Anyone reviewing a contract should refer to the [\*Freedom of Information and Protection of Privacy Act, RSBC 1996, c. 165 \(FIPPA\)\*](#), and the university's [\*Protection of Privacy Policy\*](#). The Protection of Privacy Policy requires the university to attach the Privacy Protection Schedule to any third party contract or agreement that requires the collection, use, or disclosure of personal information, to ensure that the third party treats personal information in accordance with FIPPA and university policies and procedures.

### Faculty Relations Review

- 11.00 All tenured and tenure-track faculty appointment contracts require review by Faculty Relations and approval of the Vice-President Academic and Provost prior to the conveyance of the written employment offer and/or appointment contract to the candidate. Deans may develop standard appointment contracts and hiring packages which are pre-cleared for use in routine hires.

#### Excluded Employment Contracts Review

- 12.00 All excluded employee appointment contracts, not including Deans or Associate Deans, require review by the Associate Vice-President, Human Resources, or designate, prior to the conveyance of the written employment offer and/or appointment contract to the candidate.

#### Exceptions

- 13.00 Legal, insurance and privacy reviews may not be required in situations where the signing authority has used template agreements that have been previously approved by the General Counsel or Chief Privacy Officer, with no alternations to legal or risk or privacy terms. Contract signing authorities must consult the General Counsel if they wish to amend a term or condition of such contracts.
- 14.00 Standard contracts or contractual terms adopted for one specific use must never be amended, or terms of one such contract transferred to a different contractual area, without the General Counsel's express agreement.
- 15.00 Contracts falling under the jurisdiction of Office of Research Services, Purchasing Services and Facilities Management are reviewed by each of these respective offices who have contract review procedures in place reflecting the unique nature of their contracts. These offices periodically consult with General Counsel, the Manager, Risk, Insurance and Continuity Planning and the Chief Privacy Officer as required.

#### High Risk Contracts

- 16.00 Contract signing authorities must bring contracts that:

- a) Have an unusually high risk factor;
- b) Bring the university's activities under public scrutiny; or
- c) Involve any controversial matter,

to the attention of the appropriate Vice-President prior to the contract being signed. The Vice-President may seek advice or approval from the Board of Governors as required.

#### **RELATED POLICIES AND DOCUMENTS**

[Signing Authority Policy \(FM5100\)](#)

[Purchasing Policy \(FM5105\)](#)

[Privacy Protection Schedule](#)

## **SIGNING AUTHORITY – APPROVAL PROCEDURES**

**Procedural Authority:** Vice-President Finance & Operations

**Procedural Officer:** Executive Director, Financial Services

**Parent Policy:** [Signing Authority Policy \(FM5100\)](#)

**Effective Date:** December 2016

**Supersedes:** New

**Last Editorial Change:** January 2018

---

### **PURPOSE**

- 1.00 To outline the responsibilities of those individuals within the university who have authority to approve expenditures and to provide assurance that expenditures:
- a) are required for university purposes;
  - b) comply with university policy and procedures and applicable external funding, including donor, terms, where applicable; and
  - c) avoid any potential or perceived conflict of interest.

### **SCOPE**

- 2.00 These procedures apply to all funds administered by the university.

### **DEFINITIONS**

- 3.00 The definitions contained in the university's [Signing Authority Policy \(FM5100\)](#) apply to these procedures.

### **PROCEDURES**

- 4.00 Approval of the university's Budget Framework by the Board of Governors and the subsequent detailed budget approved by the President confers authority upon account holders to make expenditures within the amounts and scope of the accounts delegated to them in the budget and subject to the dollar limits outlined in [Schedule B](#) of the Signing Authority Policy.
- 5.00 Individuals responsible for restricted funds such as research and specific purpose funds, including endowment spending, are authorized to make expenditures within the amounts and scope of the funding received.
- 6.00 Account holders must ensure that expenditures are required for university purposes and are in compliance with university policies and procedures and external funding, including donor, terms and conditions, where applicable. Any expenditure that may be deemed ineligible or inappropriate is the responsibility of the account holder.
- 7.00 While administrative staff may prepare expenditure transactions for approval, the approver is ultimately responsible for transactions they have signed.

- 8.00 Approval signatures affixed to expenditure transactions, whether written or electronic, attest to the following criteria:
- a) That expenditures are required for university purposes;
  - b) That expenditures comply with university policy and procedures and, where applicable, external funding, including donor, terms and conditions;
  - c) That the transaction form has been filled out accurately and completely and that appropriate supporting documentation is provided; and
  - d) That sufficient uncommitted funds are available in the account to be charged.
- 9.00 The university reserves the right to withhold the commitment or payment of expenditure transactions that do not meet all of the criteria outlined in section 8.00.
- One-Over-One Approval
- 10.00 Expenditure transactions that may represent a potential or perceived conflict of interest must be approved by the claimant's supervisor. The one-over-one approval provides assurance that due diligence has been exercised and ensures that no one is placed in a position where they can authorize a payment to themselves or to their benefit.
- 11.00 The claimant must provide complete, accurate information and documentation to substantiate the claim in order for the one-over-one approver to sign off.
- 12.00 Examples of where one-over-one approval is required are as follows:
- a) Travel expense claims and advances;
  - b) Expense claims including hospitality;
  - c) Petty cash reimbursements;
  - d) Commercial card statements;
  - e) Honoraria, consulting fees or other payments; and
  - f) Payments to family members or relatives.
- 13.00 The above examples are a guide only and do not represent an exhaustive list. If there is uncertainty that an expenditure represents a potential or perceived conflict of interest, then one-over-one approval should be obtained.

#### **RELATED POLICIES AND DOCUMENTS**

[Signing Authority Policy \(FM5100\)](#)

[Purchasing Policy \(FM5105\)](#)

[Research Funding Management and Financial Accountability Policy \(FM5405\)](#)





## SIGNING AUTHORITY – DELEGATION PROCEDURES

**Procedural Authority:** Vice-President Finance & Operations

**Procedural Officer:** Executive Director, Financial Services

**Parent Policy:** [Signing Authority Policy \(FM5100\)](#)

**Effective Date:** December 2016

**Supersedes:** New

**Last Editorial Change:** New

---

### PURPOSE

- 1.00 To outline the process by which commitment and approval authorities can be delegated.

### SCOPE

- 2.00 These procedures apply to both commitment and approval authority as outlined in the university's Signing Authority Policy and to all funds administered by the university.

### PROCEDURES

#### Commitment Authority

- 3.00 Contracts in excess of \$5,000,000 normally require the approval of the Board of Governors. Where such approval is required between regular meetings of the Board, the Executive and Governance Committee may deal with the matter – See the [Procedures of the Board of Governors](#).
- 4.00 Individuals who have been delegated commitment authority by the Board of Governors, as set out in [Schedule A](#) of the university's Signing Authority Policy may sub-delegate their authority to sign contracts on behalf of the university by temporarily appointing another individual to their position in an acting capacity.
- 5.00 The person holding an acting position will have the same commitment authority as the person making the sub-delegation, subject to the dollar limits outlined in "Schedule A" to the Policy.
- 6.00 The person holding the acting position who receives a sub-delegation of commitment authority cannot further sub-delegate this authority to others.
- 7.00 Individuals delegated commitment authority by the Board remain ultimately responsible for the contracts executed by their delegates.
- 8.00 The temporary appointment of a person to an acting position may only be made to an employee of the university.
- 9.00 The sub-delegation must be in writing using the prescribed form.

### **Approval Authority**

- 10.00 Account holders are assigned responsibility for budgets and FAST accounts by virtue of their position.
- 11.00 Account holders may delegate authority to approve expenditures, subject to the amounts allocated in their budgets or for a lower fixed dollar value, and within the limits outlined in "Schedule B" of the Signing Authority Policy.
- 12.00 Delegations can be temporary or ongoing.
- 13.00 Only the account holder may delegate approval authority to other employees.
- 14.00 Account holders remain responsible for expenditures approved by delegates even though delegates have been granted authority.
- 15.00 One-over-one approval authority cannot be delegated although if another person is appointed in a temporary acting capacity to the account holder's position they will inherit the account holder's approval authority as well as one-over-one approval authority.
- 16.00 Delegation of approval authority must be in writing using the prescribed form.

### **RELATED POLICIES AND DOCUMENTS**

[Signing Authority Policy \(FM5100\)](#)

[Purchasing Policy \(FM5105\)](#)

[Research Funding Management and Financial Accountability Policy \(FM5405\)](#)



University  
of Victoria

**SUBMISSION TO THE UVIC BOARD OF GOVERNORS**

**FOR INFORMATION**

**November 10, 2023**

**To:** Operations and Facilities Committee

**From:** Kristi Simpson  
Vice-President Finance and Operations

**cc:** President and Vice-Chancellor

**Meeting Date:** November 28, 2023

**Subject:** Due Diligence Report – Facilities Management

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

**Basis for Jurisdiction:**

University Act Section 27(2)(y)

Elevating Devices Safety – Heritage Conservation Act – Integrated Pest Management Act – Safety Standards Act - Power Engineers and Boiler and Pressure Vessel Safety Act

---

**Strategic Relevance: *Culture of change & transformation***

- *Fostering adaptable, creative policies, governance and uses of space and resources to grow transformative ideas, partnerships, education and communities of practice.*

**Previous Consultation:**

Report provided annually to the Operations and Facilities Committee.

**Attachment:** Facilities Management Due Diligence Report 2023

Obligation to Report	Fulfillment of Obligation
<b>Elevating Devices Safety</b>	<ol style="list-style-type: none"> <li>1. In accordance with the provision of the Safety Standards Act, the University of Victoria currently operates and maintains 73 elevating devices at the Gordon Head Campus.</li> <li>2. Regular inspections are conducted by a Provincial Inspector.</li> <li>3. All units are regularly serviced by workers qualified under the Act. Several contracted service providers.</li> <li>4. Each unit has an installation number assigned by, and registered with, Technical Safety B.C. Individual Certificates for each elevating device are on file and renewed on an annual basis.</li> <li>5. A complete detailed listing of elevating devices including location, Certificate Number, and all inspection reports, is maintained by and available upon request from UVic FMGT.</li> </ol>
<b>Heritage Conservation Act</b>	<ol style="list-style-type: none"> <li>1. There are no buildings on Campus which have been designated as Provincial, Regional, or Municipal Heritage Sites.   <p>The Corporation of the District of Saanich in their "<i>Saanich Heritage Structures: An Inventory</i>" dated 1991, lists nine (9) University buildings as having heritage significance:</p> <ul style="list-style-type: none"> <li>• <i>Huts A, B, E, Q, and R. They are all of the huts that remain from the "Gordon Head Army Camp", Department of National Defence 1940.</i></li> <li>• <i>Y Hut – the Maritime Naval / Communications Centre Building is located off of McCoy Road. UVic has had discussions with the Saanich Heritage Foundation for possible heritage designation. Part of the discussion includes possible relocation as part of the feasibility assessment for the rugby field expansion.</i></li> <li>• <i>Hamsterley Farm Water Tower located at 2489 Sinclair Road. UVic has had discussions with the Saanich Heritage Foundation for possible heritage designation.</i></li> </ul> </li> </ol>

Obligation to Report	Fulfillment of Obligation
	<p>2. None of the above buildings are currently protected through formal designation.</p> <p>The Corporation of the District of Saanich staff are required to present a report to Saanich Council should there be a University application to alter or remove the building. They are all identified as having heritage value and significance to the community but are not protected by a more formal Heritage Designation By-Law (along with its regulations).</p>
<p><b>'Integrated Pest Management Act' Regulations</b> <i>(This pertains only to the pesticides under the control of FMGT)</i></p>	<p>1. <b>Permits, Licenses &amp; Certificates</b></p> <ul style="list-style-type: none"> <li>a. FMGT is committed to integrated pest management practices.</li> <li>b. FMGT holds the proper Pesticide Control Use License.</li> <li>c. FMGT holds the Public Land Endorsement which entitles FMGT to apply pesticides to public lands.</li> <li>d. All employees involved in the application of pesticides hold the necessary Applicator Certificate.</li> </ul> <p>2. <b>Storage and Disposal</b></p> <ul style="list-style-type: none"> <li>a. A limited inventory of pesticides is stored in a locked, ventilated and heated room away from the general workplace.</li> <li>b. The storage premises are subject to occasional inspection, and on a periodic basis by the Environmental Protection Division of the Ministry of Environment &amp; Ecology, and occasionally by Occupational Health and Safety (OHSO).</li> <li>c. The disposal of pesticides that are no longer required is arranged through the Hazardous Waste Management Program of UVic.</li> </ul>
<b>Pest Control</b>	<p>1. FMGT engages a provincially certified pest control company (Victoria Pest Control) to manage pest infestations in and around building and structures.</p>

Obligation to Report	Fulfillment of Obligation
<b>Safety Standards Act</b>	<ol style="list-style-type: none"> <li>1. UVic staff, qualified under the Act, operate and maintain:               <ol style="list-style-type: none"> <li>a. 3 interconnected hot water, heating boilers with a combined registry capacity of 28 MW.  The boilers are located in the District Energy Plant.</li> <li>b. 28 hot water, and 4 high pressure steam, stand-alone boilers with a combined registered capacity of 518.93 horsepower located in 15 buildings.</li> <li>c. 218 registered pressure vessels; including an ammonia refrigeration plant serving the Ice Arena of the Ian Stewart Complex.</li> </ol> </li> <li>2. 24 hours per day, 7 days per week, qualified staffing is in place to meet the requirement of the Act.</li> </ol>
<b>Power Engineers and Boiler &amp; Pressure Vessel Safety Act</b>	<ol style="list-style-type: none"> <li>1. All boilers and pressure vessels bear installation numbers assigned by, and registered with Technical Safety B.C.               <ol style="list-style-type: none"> <li>a. Individual Certificates are renewed annually and are posted near the locations of the boilers or pressure vessels.</li> </ol> </li> <li>2. Apex Steel and Gas is the contractor responsible for boiler maintenance on campus. They hold a Contractor A license.</li> </ol>
	<ol style="list-style-type: none"> <li>3. The Risk Assessed Registration Certificate for the Ian Stewart Complex Ammonia Refrigeration Plant was initiated in 2018 and is still pending. UVic holds a current operating permit on the ammonia chiller (BPV-1155273-2021). The certificate for the District Energy Plant is renewed annually (BPV-928668-2019).</li> <li>4. A list of all boilers and pressure vessels indicating location, Certificate Number, and Safety Manuals, is available from UVic FMGT upon request.</li> </ol>



University  
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

November 10, 2023

FOR INFORMATION

To: Operations and Facilities Committee

From: Kristi Simpson  
Vice-President Finance and Operations

cc: President and Vice-Chancellor

Meeting Date: November 28, 2023

Subject: Status Report on Capital Projects

Basis for Jurisdiction: Committee's Terms of Reference

---

**Strategic Relevance: *Culture of change & transformation***

- *Fostering adaptable, creative policies, governance and uses of space and resources to grow transformative ideas, partnerships, education and communities of practice.*

**Previous Consultation:**

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

**Background:**

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

**Attachment(s):**

VPFO/FMGT Project Updates: November 01, 2023

1. Student Housing & Dining
2. National Centre for Indigenous Law
3. Engineering Expansion
4. District Energy Plant Electrification Project

<b>PROJECT:</b>	<b>STUDENT HOUSING &amp; DINING</b>
-----------------	-------------------------------------

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

<b>BUDGET STATUS:</b>	<b>Approved Budget April 2020 (in millions)</b>	<b>Forecasted Costs October 2023 (in millions)</b>
Consulting – C1	\$21.0	\$23.2
Construction – C2	\$194.4	\$205.0
Completion – C3	\$5.7	\$9.0
Contingency – C4	\$4.0	\$0.0
<b>Sub-Total</b>	<b>\$225.1</b>	<b>\$237.1</b>
GST (1.65%)	<u>\$3.7</u>	<u>\$3.9</u>
<b>TOTAL PROJECT COST</b>	<b>\$228.8</b>	<b>\$241.0</b>

- Total commitments to date are \$238.5M or 99.8% of known costs.

<b>SCHEDULE STATUS:</b>	<b>Original Schedule January 2019</b>	<b>Actual / Forecasted October 2023</b>
<b>Tender Package 02 – Modular Food Services Facility</b>		
Decommission	October 2022	November 2022
<b>Tender Package 04 – Cheko'nien House (RCH - 398 beds, Dining)</b>		
Construction – Occupancy	August 2022	August 2022
Construction – Warranty Period	July 2023	July 2023
<b>Tender Package 04 – Sngequ House (RSN - 385 Beds, Conference, Classrooms)</b>		
Construction - Occupancy	July 2023	July 2023
Construction – Substantial Performance	August 2023	August 2023
Construction – Warranty Period	July 2024	July 2024

Both Čeqwəŋin ʔéʔlən | Cheko'nien House (RCH) and Snéqə ʔéʔlən | Sngequ House (RSN) are fully operational. Stakeholders continue to receive encouraging feedback from the students regarding the new facilities.

### Major Risks:

- The current known costs for the project are \$239.0M and projected costs at completion are \$241.0M. As a result of construction volatility and potential project claims, this projection puts the project \$12.2M over the current approved budget of \$228.8M.



<b>PROJECT:</b>	<b>NATIONAL CENTRE FOR INDIGENOUS LAWS</b>
-----------------	--

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

<b>BUDGET STATUS:</b>	<b>Approved Budget November 2022 (in millions)</b>	<b>Forecasted Costs October 2023 (in millions)</b>
C1 - Consulting	\$3.86	\$3.86
C2 - Construction	\$30.90	\$36.20
C3 - Completion	\$3.37	\$3.00
C4 - Contingency	<u>\$1.87</u>	<u>\$2.11</u>
<b>Sub-Total</b>	<b>\$40.00</b>	<b>\$45.17</b>
GST (1.65%)	<u>\$0.65</u>	<u>\$0.73</u>
<b>TOTAL PROJECT COSTS</b>	<b>\$40.65</b>	<b>\$45.90</b>

- In October 2023, the Project Team completed a detailed budget reassessment. This included review of awarded contracts, construction changes, future procurements, and contingency allowances. Following this review process, the Project Team is tracking a total variance of \$5.25M versus the approved budget of \$40.65M.
- To date, the awarded contract value for Chandos Construction remains within the approved C2 budget. Future award of the deferred trade packages will exceed the approved C2 funding.
- This project is an institutional priority and has Board and Executive support to move forward with full scope while the financial plan is finalized. An updated budget will be recommended to the Board of Governors for approval at the November 2023 meeting.

<b>SCHEDULE STATUS:</b>	<b>Original Schedule February 2020</b>	<b>Actual / Forecasted October 2023</b>
<b>Consultant Selection</b>	May 2020	June 2020
<b>Schematic Design</b>	October 2020	February 2021
<b>Design Development</b>	March 2021	September 2021
<b>Construction Documents</b>	September 2021	June 2022
<b>Tender Complete</b>	November 2021	<i>December 2023</i>
<b>Construction Mobilization</b>	December 2021	November 2022
<b>Construction Complete (Substantial)*</b>	March 2023	<i>November 2024</i>
<b>Commissioning and Warranty</b>	May 2023	<i>November 2024</i>
<b>Fit-up and Move In</b>	July 2023	<i>November 2024</i>
<b>Operation</b>	August 2023	<i>December 2024</i>

NOTE: \* Substantial Performance as defined in the BC Builders Lien Act

- In October 2023, backfill and compaction was completed on the South end of site as this work continues to progress North towards the Fraser Building main entrance.
- Waterproofing and drain tile installation continues to sequence in parallel with backfill activities.
- Foundation work will continue in preparation for the erection of the NCIL superstructure (structural steel and cross laminated timber [CLT] panels).

<b>PROJECT:</b>	<b>ENGINEERING EXPANSION PROJECT</b>
-----------------	--------------------------------------

Project No: 19-04057  
Project Consultants: DIALOG  
Architecture/Engineering  
General Contractor: Bird Construction

<b>BUDGET STATUS:</b>	<b>Approved Budget April 2023 (in millions)</b>	<b>Forecasted Costs October 2023 (in millions)</b>
Consulting – C1	\$11.9	\$11.7
Construction – C2	\$106.5	\$122.4
Completion – C3	\$6.4	\$6.4
Contingency – C4	\$6.1	\$6.9
<b>Sub-Total</b>	<b>\$130.9</b>	<b>\$147.4</b>
GST (1.65%)	\$2.1	\$2.4
<b>TOTAL PROJECT COSTS</b>	<b>\$133.0</b>	<b>\$149.8</b>

- The project is under Construction Management (CM) project delivery by Bird Construction. A Design-assist / value-engineering (VE) phase (first phase to find cost savings) is nearly complete.
- Over \$10.0M in VE items were approved by Building and Steering Committees to implement to reduce cost; including change of ECSE structure to steel frame with mass timber floorplates (HBRSL remains mass timber). An additional approx. \$2.5M of VE items have been analyzed and are forecast to be approved in upcoming Building Committee review sessions. Forecast budget shortfall remains at \$16.8 M.
- More extensive cost cutting strategies requiring redesign have been examined, however consulting fees, changes to BC Building Code, and forecast cost escalation during the redesign period negate the savings.
- A financial plan to address the project budget shortfall is being developed and will be presented to Board of Governors at the November meeting.
- Tendering of mass timber structure is the critical path item, due to long lead times, followed by steel structure, mechanical and electrical, and early site works. The target is to tender these items prior to 2024.
- Forecast schedule below. Note: Detailed construction schedule to be issued by CM after Design-assist phase.

<b>SCHEDULE STATUS:</b>	<b>Original Schedule November 2019</b>	<b>Actual / Forecasted September 2023</b>
<b>Consultant Selection</b>	October 2019	November 2019
<b>Schematic Design</b>	May 2020	June 2020
<b>Design Development</b>	September 2020	May 2021
<b>Construction Documents</b>	May 2021	March 2022
<b>Tender Complete</b> (closed / not awarded)	July 2021	September 2022
<b>RFP for CM / Design-Assist/VE Phase</b>	N/A	December 2023
<b>Systems Testing and Commissioning</b>	December 2023	Apr - June 2026
<b>Construction Completion (Substantial*)</b>	December 2023	July 2026
<b>Fit-up and Move In</b>	December 2023	August 2026
<b>Operation</b>	January 2024	September 2026

NOTE: \* Substantial Performance as defined in the BC Builders Lien Act

#### Major Risks:

- Construction cost volatility; impact of higher than anticipated tender prices could result in project delay and further cost escalation with delay - impact on project budget, schedule is a risk to Engineering program accreditation.
- Risk of insufficient budget to complete project per forecast shortfall. Mitigation: develop financial plan to address shortfall / carry additional low rated VE items to implement if necessary / phase final finishing scope if required.
- Impact to campus: construction of engineering expansion building is close to the existing Engineering and Computer Science (ECS) and ring road, causing disruption to vehicle circulation and teaching.

<b>PROJECT:</b>	<b>District Energy Plant (DEP) Electrification Project</b>
-----------------	--

Project No: 23-05868  
Project Consultants: Stantec Architecture Inc.  
General Contractor: TBD in March 2024

<b>BUDGET STATUS:</b>	<b>Approved Budget May 2023 (in millions)</b>	<b>Forecasted Costs September 2023 (in millions)</b>
C1 - Consulting	\$0.67	\$0.67
C2 - Construction	\$4.65	\$4.65
C3 – Completion (inc PM fee)	\$0.43	\$0.43
C4 - Contingency	<u>\$0.55</u>	<u>\$0.55</u>
<b>Sub-Total</b>	<b>\$6.30</b>	<b>\$6.30</b>
GST (1.65%)	<u>\$0.10</u>	<u>\$0.10</u>
<b>TOTAL PROJECT COSTS</b>	<b>\$6.40</b>	<b>\$6.40</b>

- Budget is on track and the project is being funded by BC Hydro, the Federal Government, and UVic.
- All costs above are estimated based on a consultants pre-design cost estimate.

<b>SCHEDULE STATUS:</b>	<b>Approved Schedule May 2023</b>	<b>Actual / Forecasted</b>
<b>Consultant Selection</b>	August 2023	August 25, 2023
<b>Schematic Design</b>	October 2023	November 3, 2023
<b>Design Development</b>	December 2023	December 2023
<b>Construction Documents</b>	February 2024	February 2024
<b>Tender Complete</b>	March 2024	April 2024
<b>Construction Complete (Substantial)*</b>	<b>March 2025</b>	<b>March 2025</b>
<b>Commissioning</b>	May 2025	May 2025
<b>Operational</b>	June 2025	June 2025
<b>One Year Warranty</b>	March 2026	March 2026

NOTE: \* Substantial Performance as defined in the BC Builders Lien Act

#### **Major Risks:**

- UVic will need to show that the DEP electric boilers are running and operational by March 31, 2025, to satisfy the agreement with the Federal Government.
- Funding from BC Hydro is contingent on the energy consumption of the boilers meeting the project's design intent. This process has begun and will be continuing up to a year after project completion.




University  
of Victoria

**SUBMISSION TO THE UVIC BOARD OF GOVERNORS**

**November 10, 2023**

**FOR INFORMATION**

**To:** Finance Committee

**From:** Kristi Simpson  
Vice-President Finance and Operations 

**cc:** President and Vice-Chancellor

**Meeting Date:** November 28, 2023

**Subject:** University of Victoria Staff Pension Plan – Financial Position and Investment Performance Report for the Period Ended September 30, 2023

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

---

**Strategic Relevance: Culture of Change & Transformation**

*Fostering adaptable, creative policies, governance and uses of space and resources to grow transformative ideas, partnerships, education, and communities of practice.*

**Background:**

The Investments and Administration Committee (IAC) for the Staff Pension Plan (the Plan) reports semi-annually to the Board of Governance regarding the financial position of the Plan, investment performance and compliance of the investments with applicable documents and legislation. An update on each is provided below.

**Financial Position**

The financial position of the Plan is measured formally by the Plan's actuary, Willis Towers Watson (WTW) at least every three years through actuarial valuations that are filed with the pension regulators. The last formal valuation was completed as at December 31, 2022, and results were

shared with the Board of Governors at the September 2023 meeting. This valuation showed a Going Concern (i.e., long-term assumptions) funded ratio of approximately 114% and a Solvency funded ratio of approximately 85%.

Between formal valuations, WTW periodically provides interim updates on an approximate basis. An approximate update was received as of September 30, 2023, reflecting market movements and actual cashflows since that time, including higher bond yields for the solvency valuation and investment performance to that date. The approximations, which also include an estimated impact of the cost-of-living adjustment that will be provided to Plan members as of January 1, 2024 (4.7%), show that the Going Concern ratio has decreased to approximately 110%, while the Solvency ratio remains relatively steady, at approximately 85%. This said, with market movements, the ratios are dynamic, monitored quarterly by the IAC, and will not be formally measured again until the December 31, 2025 valuation.

## Investments

With respect to investments, PBI Actuaries and Consultants (PBI) provides investment consulting services to the Plan's IAC. PBI measures the investment performance of the Fund overall, its investment managers and asset classes. They then compare that performance against benchmarks set out in the Plan's investment policies and a selection of generally comparable funds. PBI's services also include commentary on manager performance and issues, updates on industry trends, investment issues, best practices, and legislative developments and their potential relevance to the Plan.

The Plan's investment managers invest in a number of different types of assets within the constraints and ranges established by the Statement of Investment Policies and Procedures (SIPP). The Fund is currently invested as follows:

Asset Class	Target Allocation	Investment Managers
Global Equities	40%	BC Investment Management Corporation (BCI) and Walter Scott
Fixed Income	35%	Phillips, Hagar and North (PH&N)
Real Estate	10%	BCI/QuadReal
Infrastructure	15%	Macquarie Infrastructure and JP Morgan Asset Management

The Fund's asset allocation as at September 30, 2023 remains within the established allowable ranges for all asset classes. All investment managers are monitored carefully, and they regularly report to the Plan's IAC on investment performance and strategy, responsible investing, and other important topics.

The attached Appendix 1 shows the Fund's market value, current and policy asset allocation, fund performance, and relevant benchmarks for periods ended September 30, 2023. In summary, annualized performance is as follows:

	Total Fund performance (net of fees)	Total Fund Benchmark performance
1 year	5.5%	7.2%
4 year	3.3%	3.3%
10 year	6.5%	5.8%

The Plan met its benchmark over the past four years and was ahead of benchmark over 10 years but fell behind over the past year. As well, with continuing higher inflation, the Plan underperformed its long-term, risk-adjusted target of CPI+4% (8.0% over 4 years; 6.6% over 10 years).

The Plan's infrastructure allocation performed particularly well over the past year. Rising interest rates negatively impacted both fixed income returns and real estate values over the year, with the fixed income manager (PH&N) outperforming its benchmark while the real estate manager (BCI/QuadReal) underperformed. Lastly, despite negative equity markets over the past quarter, global equity returns were strong over the past year. BCI's global equities, however, underperformed the benchmark over the year largely due to an underweight allocation to the Information Technology (IT) sector in general. The IT sector had strong performance in the first half of 2023, with AI focused companies and US mega-cap equities. The BCI fund has a 'value' style, and like many value funds, is underweight in the IT sector, a position that drove underperformance in 2023 and outperformance in 2022.

It is notable that the fixed income investments in the Plan include a sizeable exposure to longer term bonds, designed to better match the long-term nature of Plan liabilities, providing better protection against the increases in the value of liabilities when interest rates decline. As interest rates continued their upward movement these longer maturity bonds declined; however, the Plan's liabilities also declined, such that the funded status of the Plan remains strong.

Earlier in 2023, as previously reported to the Board of Governors, a portion (40%) of the global equity investments were moved from BCI to Walter Scott to provide for diversification outside of BCI's global equity mandate. The transition occurred in July 2023, and all went smoothly. Since that time, the IAC reviewed the global equity mandate further, and at its meeting on November 7, 2023 agreed that further diversification of the global equities outside of BCI into a fund managed by C-Worldwide would be appropriate. Proposed changes to the Plan's SIPP to incorporate the change are currently being drafted and will be brought to the Board of Governors for approval at the next meeting.

## Compliance

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

## Attachment:

Appendix 1: PBI, University of Victoria Staff Pension Plan - Performance Monitoring Report as of September 30, 2023.

## Appendix 1

### University of Victoria Staff Pension Plan

#### Performance as of September 30, 2023

Change in Funded Ratio	✓	Going Concern Proxy: 102% <sup>6</sup> - Dec 2022 104%: See pages 8 and 9 Solvency Proxy: 85% <sup>6</sup> - Dec 2022 85%: no change
Asset Value	✓	Sept 30, 2023: \$325,852,964      Sep 30, 2022: \$316,512,963 June 30, 2023: \$341,303,925
Plan Performance <sup>1</sup> vs Asset Mix BM, net (Value-add)	✓	1 Year: 5.5% vs. 7.2% (-1.7%) , 4 Year: 3.3% vs. 3.3% (0.0%)
Plan Performance <sup>1</sup> vs Balanced Fund <sup>2</sup> , net (Value add)	✓	1 Year: 5.5% vs. 7.4% (-1.9%) , 4 Year: 3.3% vs. 3.6% (-0.3%)

**PBI**

## Staff Pension Plan

### – Manager Value Add (net of fees)

Returns (Net of Fees)	4 Year Period		Comments
	Value Added	Met Target?	
<b>Total Plan</b> <i>Asset Mix Benchmark</i>	0.0%	Yes	The Plan has matched the Asset Mix Benchmark net of fees over four years.
<b>BCI Global Equities</b> <i>MSCI World ex Canada</i>	-0.8%	No	BCI Global Equity has underperformed the MSCI World ex Canada benchmark after fees despite outperforming most peers.
<b>Walter Scott Global Equity</b> <i>MSCI World ex Canada</i>	N/A	N/A	The Plan made its initial investment in Walter Scott Global Equities in June 2023.
<b>PH&amp;N Fixed Income</b> <i>UVic - Fixed Income BM<sup>1</sup></i>	1.5%	Yes	\$36.2 million is invested in PH&N Enhanced PRiM Long Fund, while \$63.2 million is invested in PH&N Core Plus Bond Fund as at September 30, 2023.
<b>BCI Real Estate</b> <i>CPI + 4.0%</i>	-4.0%	No	BCI's 4.0% 4-year net performance is lower than peers and underperformed the CPI + 4% benchmark after fees.
<b>Infrastructure</b> <i>CPI + 5.0%</i>	5.8%	Yes	
<b>JP Morgan Infrastructure<sup>2</sup></b> <i>CPI + 5.0%</i>	-1.3%	No	JP Morgan Infrastructure's Q3 2023 return was not available in time for this report and has been set to equal NT calculations for this quarter.
<b>Macquarie Infrastructure</b> <i>CPI + 5.0%</i>	15.1%	Yes	IRRs for all funds are in excess of CPI+5% since inception.

Notes:

1. Since September 2021, UVic Fixed Income BM is composed of 60% FTSE 20+ Strip and 40% FTSE Canada Universe Bond.
2. JPM infrastructure equity inception April 1, 2017



University  
of Victoria

**SUBMISSION TO THE UVIC BOARD OF GOVERNORS**

**FOR INFORMATION**

**November 15, 2023**

**To:** Operations and Facilities Committee

**From:** Elizabeth Croft, Vice-President Academic and Provost

**cc:** Kevin Hall, President and Vice-Chancellor

**Meeting Date:** November 28, 2023

**Subject:** 2023/24 Enrolment Analysis Report

**Basis for Jurisdiction:** University Act, s 27(1) and s 27(2)(r)  
Strategic Plan  
Strategic Enrolment Plan

A handwritten signature in black ink, appearing to read "Elizabeth Croft".

---

**Strategic Relevance:** Our strategic enrolment commitments include recruiting the best undergraduate students, diversifying our international undergraduate student population by geographic location and program of study, and increasing our enrolment of Indigenous students and others from under-represented populations. We also aim to increase the proportion of graduate students, especially in research programs.

Further to this, our new Strategic Plan, Distinctly UVic, builds on our strong foundation of excellence in teaching, research and creative works, and our commitment to an outstanding student experience. It urges us to bring together different perspectives and lived experiences to build better solutions, together.



**Previous Consultation:** Enrolment projections for the 2023/24 academic year were approved by the Board of Governors on March 26, 2023, on the recommendation of Senate. This sets the overall recruitment and retention parameters for the university, aligned with the Strategic Plan, our Strategic Enrolment Plan and provincial grant for domestic undergraduate students and graduate students.

At their November 3, 2023 meeting, the Vice-President Academic and Provost and the Associate Vice-President Academic Resource Planning presented an enrolment update to Senate, highlighting some of the information included in the 2023/24 Enrolment Analysis Report.

**Background:** This annual report describes UVic's enrolment projections for the current academic year and includes information about the enrolment size and composition of the university's student population—including undergraduate and graduate students, both domestic and international. Trends in applications, admissions and new registrations are also included. In addition to providing historical context, the report highlights strategies and initiatives to support future healthy enrolments at UVic.

**Summary:** UVic expects to exceed the domestic enrolment targets for 2023/24 set by the BC Ministry of Post-Secondary Education and Future Skills and approved by UVic's Board of Governors in March 2023. This is due to an effort to increase both domestic undergraduate students and graduate students, intended to help address the shortfall in international student enrolment.

Our annualized student full-time equivalent (FTE) enrolment for the 2023/24 academic year is expected to be 19,379—an increase of 364 FTE from last year. Our 2023 fall term headcount is projected at 21,801, with 18,430 undergraduate students and 3,331 graduate students.

UVic's international undergraduate enrolment this year is estimated to be 1,587 FTE on a target of 2,130 FTE—the lowest it has been in 10 years. Reasons for this decline are outlined in the report, along with strategies and tactics to recover our international enrolment.

In the past decade, we have seen a steady increase in the number of students who identify as Indigenous, although growth in the last two years has been attenuated. We will look to prioritize investments to increase enrolment of Indigenous students, including those from local communities.

**Planned Further Action:** The Office of the Vice-President Academic and Provost actively monitors enrolment levels on a weekly basis throughout the academic year. Enrolment targets and projections for 2024/25 will be shared with the Board of Governors in March for approval. Given the continued challenges with international undergraduate enrolment, members of the University Executive will engage the Board of Governors on enrolment and associated budget scenarios ahead of the March meeting.

**Attachment(s):** 2023/24 Enrolment Analysis Report



# 2023/24 ENROLMENT ANALYSIS REPORT

November 2023



# Table of contents

Summary and strategic context.....	2
National and global context.....	2
Annualized student FTEs.....	3
Annualized student FTEs over time .....	4
Headcounts.....	6
Fall student headcounts .....	6
Indigenous enrolment .....	7
Attracting new students .....	8
Fall undergraduate applicants, admits and registrants .....	9
Undergraduate registrants by previous institution type .....	10
Challenges, strategies and new initiatives.....	11
Conclusion.....	12

## Summary and strategic context

UVic's Strategic Enrolment Plan has guided our recruitment and retention efforts since its launch in April 2019. Our commitments as outlined in the Plan include recruiting the best undergraduate students, diversifying our international undergraduate student population by geographic location and program of study, and increasing our enrolment of Indigenous students and others from under-represented populations. We also aim to increase the proportion of graduate students, especially in research programs.

Further to this, our new Strategic Plan, Distinctly UVic, builds on our strong foundation of excellence in teaching, research and creative works, and our commitment to an outstanding student experience. It urges us to bring together different perspectives and lived experiences to build better solutions, together. As we continue to implement Distinctly UVic and other institutional plans, we will revisit and revise our enrolment goals to align with our purpose, pledge, principles and priorities that define and unite us.

Our annualized student full-time equivalent (FTE) enrolment for the 2023/24 academic year is expected to be 19,379—an increase of 364 FTE from last year. Our 2023 fall term headcount is projected at 21,801, with 18,430 undergraduate students and 3,331 graduate students.

As with previous years, we expect to achieve our domestic enrolment targets for 2023/24 set by the BC Ministry of Post-Secondary Education and Future Skills (PSEFS) and approved by UVic's Board of Governors in March 2023. This is due to an increase in both domestic undergraduate and graduate students, with both groups exceeding targets. However, we are not on track to meet our international enrolment target, which is set internally and alongside our domestic undergraduate and graduate targets. This has impacted our overall tuition revenue but will not impact our operating grant provided by the province.

In 2019, we committed to doubling Indigenous enrolment across all faculties by 2029, so that Indigenous students comprise at least 10% of the overall student population at UVic. In the past decade, we have seen a steady increase in the number of students who identify as Indigenous, although growth in the last two years has been attenuated.

Growth can be attributed to our K-12 pathway and community outreach programs, academic programs of interest to Indigenous learners, and culturally appropriate supports for Indigenous students. Representation is also an important factor for any diversity goal, and we've increased the number of Indigenous faculty and staff through initiatives like the Indigenous Recruitment Support Fund, as well as through significant efforts by units, faculty, librarians, staff, and community leaders. Distinctly UVic and our new Indigenous Plan Xʷkʷənəŋ istəl | W̱ÇENEN̓ISTEL (Helping to move each other forward) envision a future where ways of knowing, being and learning are embedded into UVic's programs, systems and organizational structure.

## National and global context

A smaller entering class one year persists for 4-5 years—the span of time we expect a student to complete their degree, and UVic experienced several years of smaller international cohorts during the global COVID-19 pandemic than we did previously. There were several reasons for this, including health considerations and restrictions on travel and movement. Even in 2022/23, students struggled with Immigration, Refugees and Citizenship Canada's study permit backlogs,

which impacted their ability to gain study permits before the start of their program at Canadian universities. Rather than waiting, some students chose post-secondary institutions outside of Canada.

While the impacts of the pandemic have largely subsided, the international post-secondary landscape continues to be a challenge. Some countries—particularly China, which has been our biggest overseas recruitment country for several years—continue to advocate national policies to study in-country. The dispute between Canada and India will limit the ability for recruiters to access that market and will limit the ability to issue study permits. Finally, geopolitical considerations in the middle east, Ukraine and the south China sea create instability and may limit opportunities for international students. In response, we are reviewing and revising our recruitment targets and goals, while also expanding our recruiting network and offering entrance scholarships to international students.

Domestic enrolment has increased at UVic due to earlier admission offers, scholarship offers, and conversion efforts within the faculties. Both BC and Southern Vancouver Island will experience a demographic surge in the 18–21-year-old population over the next decade that could help us grow domestic enrolment if supported by the province. Of the 25 publicly funded post-secondary institutions in BC, only nine—including UVic—are currently meeting their domestic enrolment target.

It is important to note that the provincial government funds up to our domestic enrolment target, which they set. Any additional students enrolled provide only tuition revenue, which is insufficient to cover the full cost of education. From time to time, UVic works with the BC Government on targeted expansions of programs, which increases our enrolment target and provincial grant. Recent increases have included engineering, computer science, social work, and nurse practitioner programs.

## Annualized student FTEs

Full-time equivalent (FTE) enrolment is a weighted measure of student enrolment that considers course load. This measure is the principal enrolment accountability with the province and determines our funding for domestic students. For undergraduates, the FTE for a particular term is calculated by dividing a student's total registered units by the expected unit total for that particular program and year level. For full-time graduate students, the term FTE is 1.0. For part-time graduate students, the term is 0.33.

An annualized FTE measures course activity over a 12-month period, beginning with the Summer Session. For an undergraduate, this is the sum of the FTEs for the summer, fall and spring terms. For a graduate student, the annualized FTE is the sum of the three FTEs divided by 3.

PSEFS sets enrolment targets for UVic based on annualized FTEs, and UVic's Board of Governors approves our enrolment levels to help meet those targets. UVic's grant funding, like other post-secondary institutions in BC, is provided by PSEFS based on our domestic enrolment targets. This represents our "PSEFS-funded target," and we submit a Board-approved "Institutional Accountability Plan and Report" to PSEFS every summer that demonstrates how well we have met those targets.

UVic sets a higher internal target for enrolments for the purpose of its own academic and budget planning, which takes into account undergraduate international students (who are not funded by government and thus pay higher tuition). International graduate students are included along with domestic students in the PSEFS graduate targets—out of a 2023/24 annualized total of 2,974 FTE, 1,114 were international.

As demonstrated in the table below, our overall annualized enrolment of 19,379 FTE exceeds our target of 18,708 by 671. We expect to exceed our PSEFS target by 1,214 FTE in 2023/24, which comprises domestic undergraduates and all graduates (17,792 FTE on a target of 16,578). International undergraduate enrolment levels are down substantially from last year, at 1,587 FTE from an expected level of 2,130 FTE. Our tuition shortfall with respect to this target will require the use of our enrolment contingency fund as well as positive investment returns to avoid an institutional deficit.

### Annualized FTE target comparison

	2023/24 projection	2023/24 target	FTE difference	% difference
Domestic undergraduates	14,818	14,218	600	4.2%
International undergraduates	1,587	2,130	-543	-25.5%
<b>Total undergraduates</b>	<b>16,405</b>	<b>16,348</b>	<b>57</b>	<b>0.3%</b>
<b>Total graduates</b>	<b>2,974</b>	<b>2,360</b>	<b>614</b>	<b>26.0%</b>
<b>Total students</b>	<b>19,379</b>	<b>18,708</b>	<b>671</b>	<b>3.6%</b>

Table 1: UVic's overall annualized enrolment for 2023/24 is projected to exceed our target by 3.6%.

Over the past decade, our greatest enrolment growth has been in international students. This population was affected by the pandemic as Canada had restricted inbound and outbound travel and implemented strict quarantine rules. Home countries also limited outbound travel, and Visa application and biometric centres around the world reduced capacity or closed entirely. Many incoming international students experienced significant delays by Immigration, Refugees and Citizenship Canada in processing and approving their study permit applications.

### Annualized student FTEs over time

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	7-yr % chg
Undergrad domestic	13,902	14,064	14,129	14,239	14,083	14,299	14,818	6.6%
Undergrad International	2,270	2,333	2,577	2,492	2,275	1,907	1,587	-30.1%
<b>Total undergraduates</b>	<b>16,172</b>	<b>16,397</b>	<b>16,706</b>	<b>16,731</b>	<b>16,358</b>	<b>16,171</b>	<b>16,405</b>	<b>1.4%</b>
<b>Total graduates</b>	<b>2,865</b>	<b>2,732</b>	<b>2,688</b>	<b>2,630</b>	<b>2,791</b>	<b>2,853</b>	<b>2,974</b>	<b>3.8%</b>
<b>Total students</b>	<b>19,037</b>	<b>19,129</b>	<b>19,364</b>	<b>19,361</b>	<b>19,149</b>	<b>19,059</b>	<b>19,379</b>	<b>1.8%</b>

Table 2: UVic's overall annualized student FTEs have been stable, with a growth of 1.8% in seven years. As we are currently in the 2023/24, this number is a projection and includes a best estimate of spring term 2024.

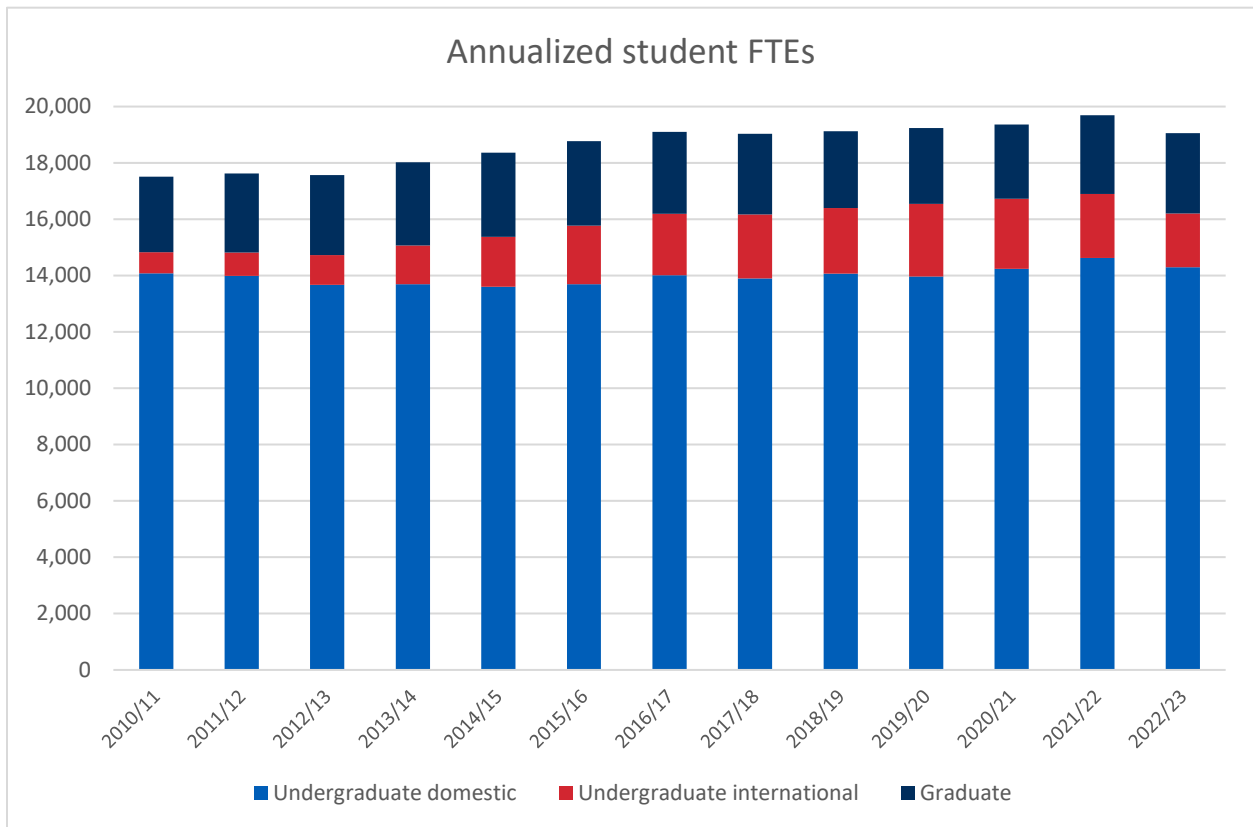


Figure 1: Annualized student FTEs over time.

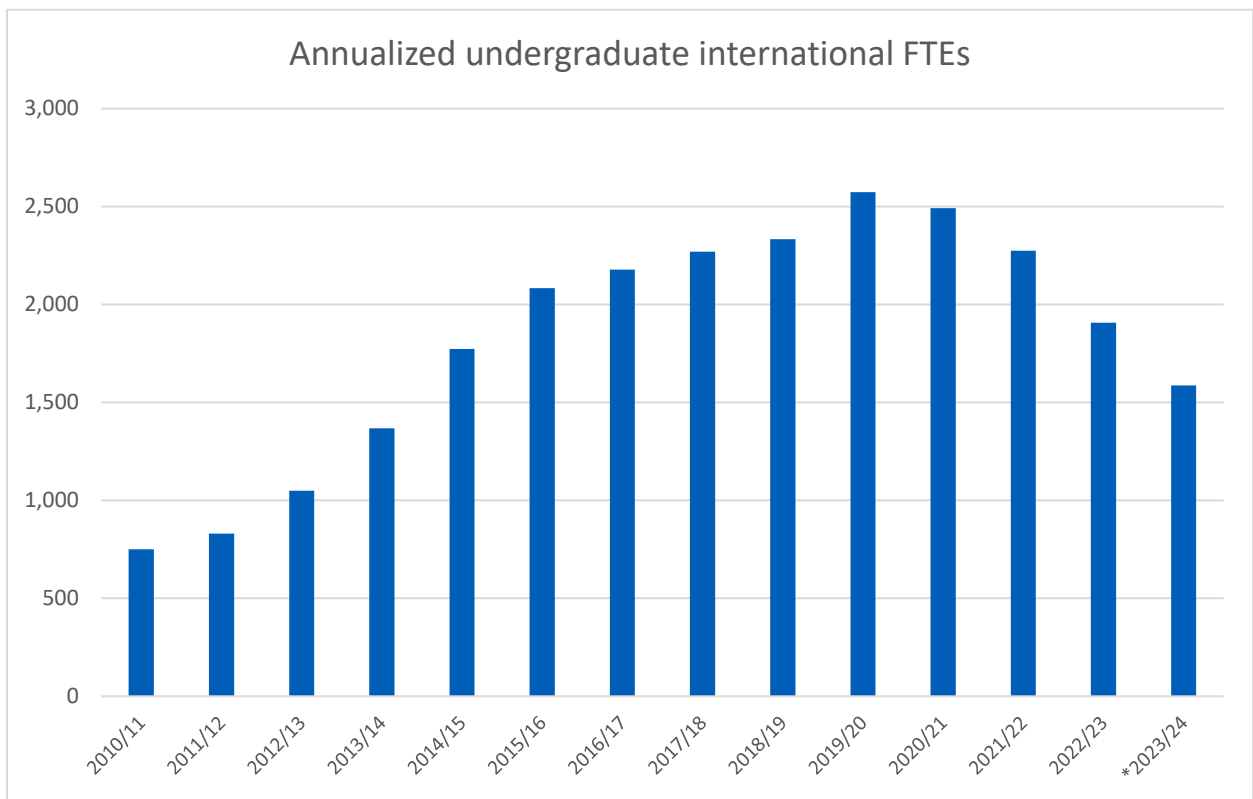


Figure 2: Annualized undergraduate international FTEs over time.

Each UVic faculty has undergraduate and graduate enrolment targets and is resourced to meet those targets. Deans subsequently set enrolment expectations within their faculties. There is no mechanical formula for per-student funding in the faculties since costs and resources vary substantially, depending on several factors, including the nature of the pedagogy, services, technologies, research equipment and related personnel, labour market differences by discipline, the success of the faculty in generating additional resources, and economies of scale.

## Headcounts

Student enrolment is usually measured in two ways: as a full-time equivalent (FTE)—previously explained—or as a headcount. A headcount is an unweighted count of individuals, where part-time and full-time students contribute equally to the final tally. Headcount totals are always referenced to a particular date and term, such as November 1 in the fall term (i.e., after the course drop-date deadline for the term).

Headcount enrolment at UVic has increased by 0.5% over the past seven years, and enrolments within most faculties have been fairly stable and within a range related to their enrolment targets. In this timeframe, we have seen significant headcount growth in the Faculty of Law due to the launch of the joint Indigenous law JD/JID program (+20%) and the Faculty of Engineering and Computer Science (+9%). A further expansion of the faculty is underway that will include an additional 600 new student spaces in software engineering and in computer science.

The largest decreases have been in the Faculty of Human and Social Development (-21%), Faculty of Education (-16%) and Faculty of Humanities (-11%). The decrease in education and humanities reflect national trends over at least the past decade and, in the case of the humanities, international trends. The decline in enrolments in human and social development are related to nursing, which is a pattern repeated in nursing programs throughout BC.

### Fall student headcounts

Faculty	2017	2018	2019	2020	2021	2022	2023	7-yr % chg
Education	1,023	1,027	981	943	942	905	862	-15.7%
Engineering & Computer Science	2,926	3,017	3,111	3,122	3,163	3,117	3,190	9.0%
Fine Arts	1,090	1,078	1,123	1,189	1,146	1,116	1,153	5.8%
Human & Social Development	1,452	1,345	1,368	1,281	1,206	1,123	1,150	-20.8%
Humanities	1,912	1,804	1,845	1,861	1,741	1,674	1,692	-11.5%
Law	382	411	397	396	439	449	460	20.4%
Science	2,897	3,007	2,971	3,026	3,193	3,020	2,904	0.2%
Social Sciences	5,439	5,512	5,691	5,917	6,080	5,817	5,716	5.1%
Medical Sciences*	95	97	125	127	130	127	133	40.0%
PB Gustavson Schl of Business	1,201	1,256	1,268	1,193	1,366	1,293	1,210	0.7%
<b>Total undergraduates</b>	<b>18,417</b>	<b>18,554</b>	<b>18,880</b>	<b>19,055</b>	<b>19,406</b>	<b>18,641</b>	<b>18,470</b>	<b>0.3%</b>
<b>Total graduates</b>	<b>3,281</b>	<b>3,173</b>	<b>3,140</b>	<b>3,008</b>	<b>3,214</b>	<b>3,279</b>	<b>3,331</b>	<b>1.5%</b>
<b>Total students</b>	<b>21,698</b>	<b>21,727</b>	<b>22,020</b>	<b>22,063</b>	<b>22,620</b>	<b>21,920</b>	<b>21,801</b>	<b>0.5%</b>

Table 3: UVic's overall student headcounts have been stable, with a growth of 0.5% in seven years.

\*Enrolments in the Division of Medical Sciences represents students enrolled in UBC's Faculty of Medicine.



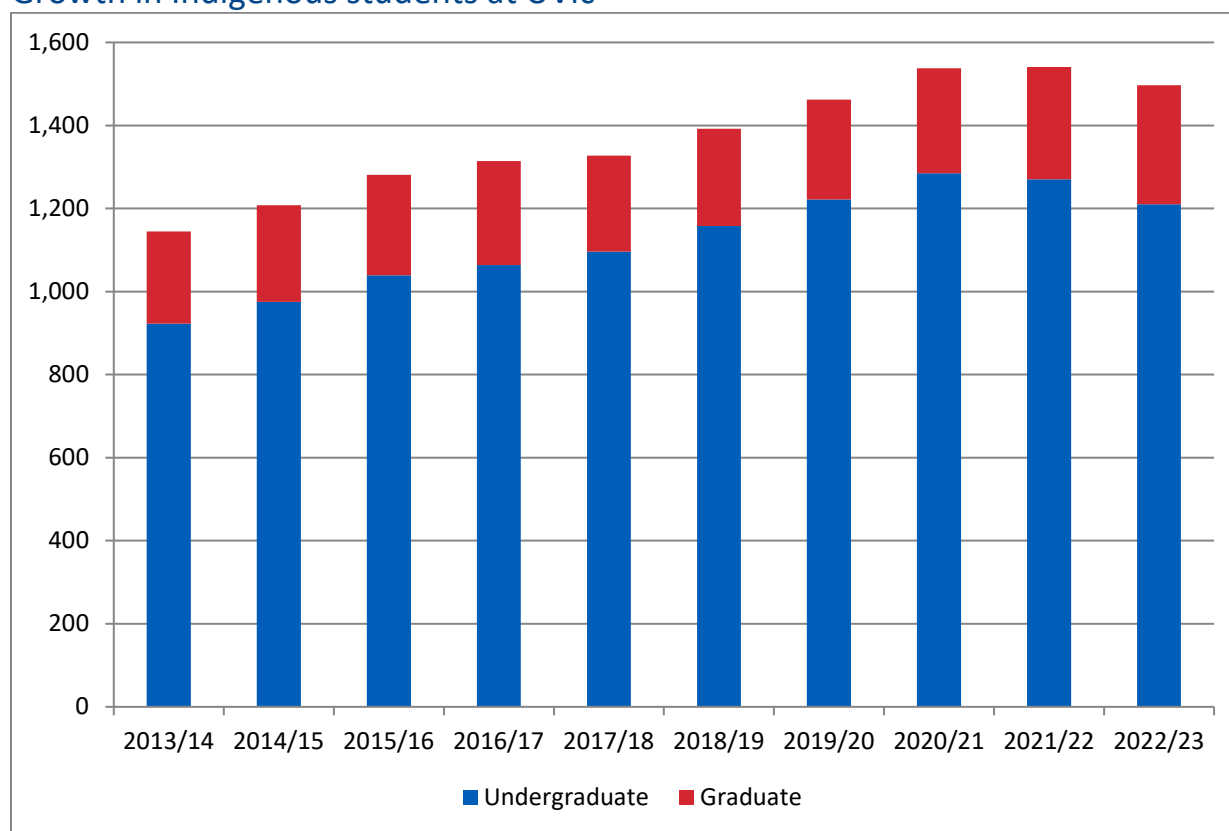
Notably, overall graduate enrolment is up 1.5% over last year, including about 2% for international graduate enrolment.

## Indigenous enrolment

Since 2013/14, Indigenous student enrolment has grown from 1,145 to 1,497—an increase of 31%. As per our 2019 Strategic Enrolment Plan goal, we are committed to doubling Indigenous enrolment across all faculties by 2029, where Indigenous students comprise at least 10% of the overall student population at UVic. Currently, Indigenous students comprise about 6.5% of the overall student population.

Indigenous enrolment in graduate programs increased by 5.9% this year while undergraduate enrolment declined by 4.7%.

### Growth in Indigenous students at UVic



*Figure 1: Indigenous students comprise about 6.5% of the overall student population at UVic. Reflects the number of individual students registered, rather than FTEs.*

The Faculty of Law has experienced a significant growth in Indigenous students in recent years as a result of the JD/JID program, with a 68% increase in overall Indigenous student enrolment in seven years. The Faculty of Fine Arts and the Peter B. Gustavson School of Business have also made notable efforts to increase Indigenous enrolment through pathways and outreach efforts. UVic's youth outreach programming includes Indigenous Mini-University, the Living Lab Project, and the BC Indigenous Youth 3C Challenge, among others. LE,NOŇET provides a suite of programs and courses designed to welcome and support Indigenous students throughout their university journeys.

We also continue to strengthen our academic programming, courses and Indigenous-focused field schools. In 2018/19, UVic began offering Strategic Initiative Indigenous Grants to encourage faculty and staff across the university to revise their programs, courses, curricula, or learning resources aligned with UVic's commitment to reconciliation.

## Indigenous students by faculty

Faculty	2016 /17	2017 /18	2018 /19	2019 /20	2020 /21	2022/ 23	2023/ 24	7-yr % chg
Education	98	77	118	127	132	114	110	12.2%
Engineering & Computer Science	101	116	119	120	113	103	94	-6.9%
Fine Arts	64	65	76	85	85	97	101	57.8%
Human & Social Development	168	170	192	188	198	179	148	-11.9%
Humanities	145	174	127	166	174	176	199	37.2%
Law	34	37	49	51	55	56	57	67.7%
Science	129	141	161	153	153	154	146	13.2%
Social Sciences	294	284	282	286	326	335	303	3.1%
Medical Sciences	9	11	10	13	16	17	18	100.0%
PB Gustavson Schl of Business	22	21	24	33	33	39	34	54.6%
<b>Total undergraduates</b>	<b>1,064</b>	<b>1,096</b>	<b>1,158</b>	<b>1,222</b>	<b>1,285</b>	<b>1,270</b>	<b>1,210</b>	<b>13.7%</b>
<b>Total graduates</b>	<b>250</b>	<b>231</b>	<b>234</b>	<b>240</b>	<b>253</b>	<b>271</b>	<b>287</b>	<b>14.8%</b>
<b>University total</b>	<b>1,314</b>	<b>1,327</b>	<b>1,392</b>	<b>1,462</b>	<b>1,538</b>	<b>1,541</b>	<b>1,497</b>	<b>13.9%</b>

*Table 4: Nearly all faculties have seen a growth in the number of Indigenous students over a 7-year period—some despite overall enrolment declines (e.g., the Faculty of Humanities and Faculty of Education). Reflects the number of individual students registered, rather than FTEs.*

Because Indigenous students may self-identify at any point in their education, there is some uncertainty as to actual enrolment numbers, which may be higher than indicated. Data are current to 2022/23 as self-identification figures are combined with information from PSEFS on previous self-identification at K-12 and post-secondary educational institutions.

## Attracting new students

UVic sets enrolment targets every year for our new incoming classes to ensure overall enrolment levels are met and we achieve goals associated with new and growing programs (e.g., the recent engineering and computer science expansion) as well as our strategic enrolment goals. The applications and admissions cycle requires us to work with each faculty to set enrolment targets and admission cut-offs to meet those enrolment levels.

About 77% of UVic students come from outside of the Greater Victoria Area—one of the highest of any Canadian university west of Quebec. In terms of geographic distribution, the greatest number of undergraduate registrants has consistently been from Vancouver Island, while the next largest group has been from the Lower Mainland.

While applicants declined this year compared to last, admits were up thanks to scholarship offers and significant efforts within Student Affairs and the faculties, including direct outreach and opening waitlists.

There is some fluctuation during the five-year period indicated in the table below, which can be attributed to the global COVID-19 pandemic that began in 2020, including the decline noted for students outside of Canada.

### Fall undergraduate applicants, admits and registrants

	2019	2020	2021	2022	2023	5-yr % chg
<b>Total applicants</b>	15,982	15,443	16,680	17,854	16,439	2.9%
<b>Total admits</b>	10,657	10,757	12,147	11,297	11,822	10.9%
<b>Registrants</b>						
Vancouver Island	1,381	1,482	1,387	1,319	1,232	-10.8%
Lower Mainland	1,001	1,142	1,202	822	914	-8.7%
Rest Southern BC	487	454	525	419	436	-10.5%
Other BC	170	170	199	185	207	21.8%
Rest of Canada	688	707	894	758	715	3.9%
Outside Canada	761	371	611	591	585	-23.1%
<b>Total registrants</b>	<b>4,488</b>	<b>4,326</b>	<b>4,818</b>	<b>4,094</b>	<b>4,089</b>	<b>-8.9%</b>

Table 5: New registrants have declined by 8.9% in the past five years.

### Domestic undergraduate headcounts: new, returning, graduating

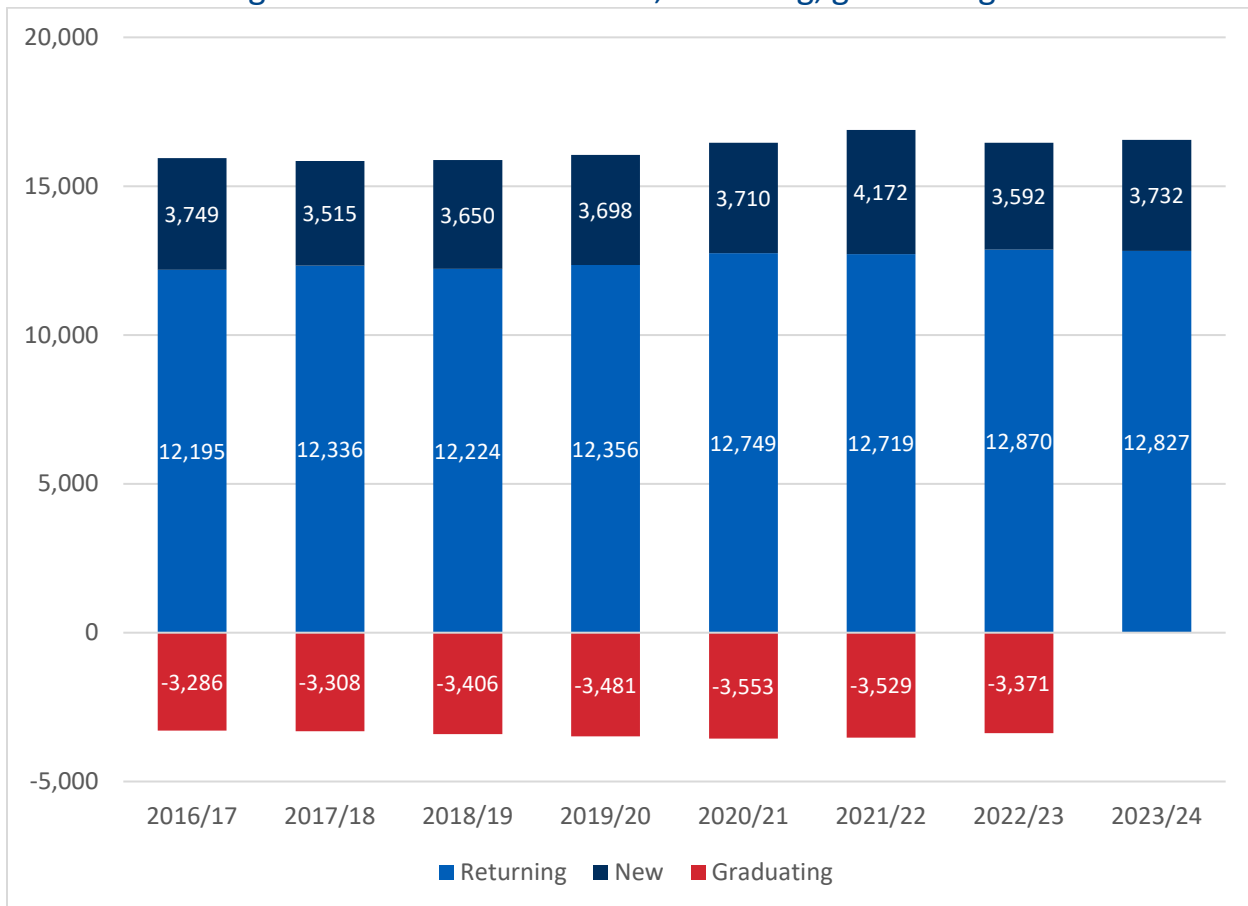


Figure 4: New intake targets take into account the expected number of returning students and the expected number of graduating students each year.

## International undergraduate headcounts: new, returning, graduating

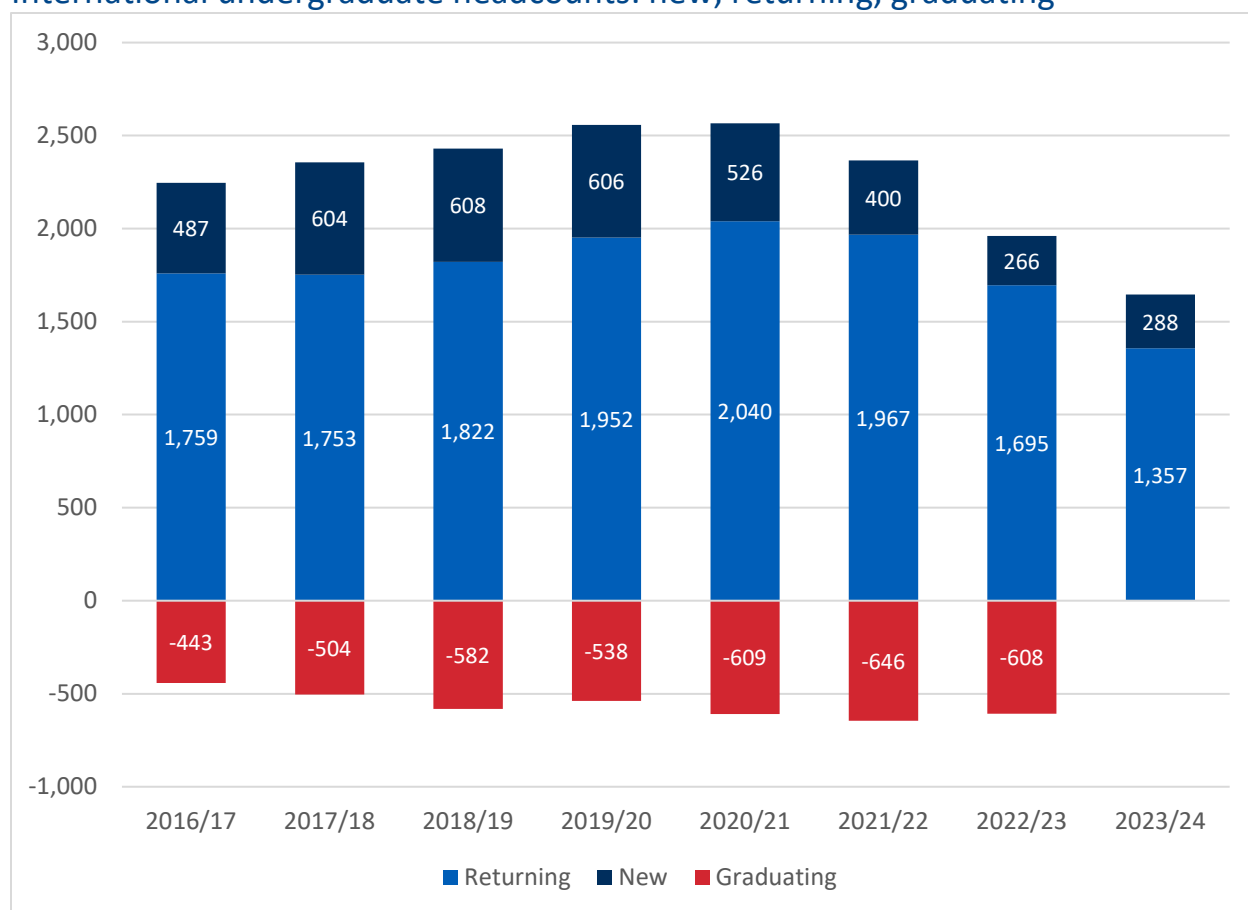


Figure 5: New intake targets take into account the expected number of returning students and the expected number of graduating students each year. For international students, this includes degree-seeking students and excludes those on international exchange.

The largest group of new undergraduate students has historically been BC high school students, and 2023 is no exception. Although we have seen a decrease in students coming from BC colleges, they continue to play an important role due to strong partnerships and pathway agreements. UVic and Camosun College have the single biggest transfer pathway in BC, with over 300 students per year transferring from Camosun to UVic in a typical year. About 1,500 students registered at UVic previously attended Camosun. Many of these students transfer to UVic through our engineering bridge program.

## Undergraduate registrants by previous institution type

	2019	2020	2021	2022	2023	5-yr % chg
BC high schools	2,140	2,240	2,633	2,140	2,216	3.6%
BC colleges	654	710	503	438	400	-38.8%
<b>Total BC</b>	<b>2,794</b>	<b>2,950</b>	<b>3,136</b>	<b>2,578</b>	<b>2,616</b>	-6.4%
All high school	2,920	2,913	3,612	2,940	2,990	2.4%
All post-secondary	1,568	1,413	1,201	1,147	1,099	-29.9%
<b>Total registrants</b>	<b>4,488</b>	<b>4,326</b>	<b>4,813</b>	<b>4,087</b>	<b>4,089</b>	-8.9%

Table 6: Most UVic students enter from high school.

UVic currently has students from over 150 countries. After Canada, the primary country of origin is China, with India as second and the United States third. We are committed to diversifying the international student population by country and are actively exploring new international recruitment strategies, including by expanding our recruitment network.

The proportion of students from China has declined in the past five years—from 50% to 26% of the overall international student population. In the same timeframe, we have seen an increase in students from Iran, Vietnam, Nigeria, Pakistan, Philippines, Mexico and Bangladesh, among other countries.

### International headcounts by country (fall 2023)

Country	Graduate		Undergraduate		Total	
	Headcount	Percent	Headcount	Percent	Headcount	Percent
China	336	24%	654	27%	990	26%
India	140	10%	291	12%	431	11%
USA	121	9%	273	11%	394	10%
Iran	265	19%	59	2%	324	8%
Nigeria	41	3%	57	2%	98	3%
Mexico	27	2%	60	2%	87	2%
Republic of Korea	11	1%	73	3%	84	2%
Vietnam	7	1%	70	3%	77	2%
Japan	12	1%	64	3%	76	2%
United Kingdom	15	1%	60	2%	75	2%
Other	418	30%	758	31%	1,176	31%
<b>Total</b>	<b>1,393</b>		<b>2,419</b>		<b>3,812</b>	

Table 7: Most international students at UVic are from China, India, the USA and Iran.

## Challenges, strategies and new initiatives

Our strategies to recover our domestic enrolments have been successful, and we are focusing efforts on strategies to recover international enrolments, both in the short-term and longer-term. This includes strategic investments in scholarships, expanding our recruitment network, and more compelling branding. Our value proposition continues to be a high-quality and research-enriched education that includes significant experiential learning opportunities, including our highly successful co-op program.

UVic annually reviews the size and scope of our scholarship programs to ensure we are competitive and successful in attracting and retaining top-performing students, and we have made recent investments in entrance scholarships. We are exploring tuition waivers to support the recruitment of international students. We also continue to increase bursaries to improve access for equity-deserving groups and students who demonstrate financial need during their studies, for both domestic and international students. From 2012/13 to 2022/23, the annual total value of all forms of student financial aid received by students increased by more than \$17.5 million, or 52%.

Since 2014/15, the demographic trough of 18–24 year olds in BC has increased competition among post-secondary institutions in the region. As we emerge from that demographic trough and expect growth in the coming decade for this cohort, competition for the best students will intensify further. To remain competitive, attract high-quality students and meet our enrolment targets, we will need to continue to prioritize early entrance scholarship programs. In the coming decade, we expect about a 30% increase in the size of the 18-24 demographic cohort across BC but especially so on southern Vancouver Island. UVic is in a position of strength as we enter this demographic boom: of BC's 25 public post-secondary institutions, 16 are under their funded enrolment target. With demand increasing for undergraduate programs at BC's research universities, we will work with the province and advocate for an increased number of funded seats at UVic and the RUCBC institutions to help meet that demand.

Going forward, we will look for opportunities to expand and strengthen our academic programming in key areas of growth—both in terms of provincial priorities and our own education and research strengths, informed by our strategic plans.

For example, with provincial support we are expanding enrolment in the Faculty of Engineering and Computer Science. The new West Shore campus—a partnership between UVic, Camosun College and Royal Roads University that's currently in development—will provide new space for computer science and software engineering students. We are also working with government and post-secondary partners to potentially expand or develop programs to help meet health care needs in the province, building on academic and research consultations from the UVic Health Initiative.

Professional master's programs, accelerated degree options and micro-credentials are other ways we can reach new learners, including adult learners, career professionals and international students. Through micro-credentials, learners can potentially stack or ladder credits into degree programs, certificates or diplomas.

Finally, and importantly, UVic will continue to prioritize opportunities for Indigenous students and support their success. In recent years, we have increased one-to-one supports and culturally relevant co-op opportunities for Indigenous students; created new and expanded existing pathway opportunities for Indigenous students; expanded scholarships and bursaries for Indigenous students; and substantially increased community partnerships. We continue to work on decolonization efforts across the university, including through academic and non-academic programming, working towards our goal of increasing Indigenous student enrolment and success.

## Conclusion

Our enrolment outlook this year remains mixed. We have surpassed our targets for domestic and graduate enrolments but continue to be challenged by rebuilding international undergraduate student numbers, as are many other post-secondary institutions in BC and Canada. We will once again achieve our funded PSEFS target, and we are well positioned to deliver on several of our key enrolment goals, including graduate enrolment. While our international enrolment was affected by a range of factors, we are confident that we will recover our numbers in the near future.

To continue to be successful, the university will focus on delivering quality academic programs; ensuring our outreach activities and pathways resonate in the increasingly competitive post-secondary market; offering competitive scholarship and bursary programs aligned with our recruitment and retention goals; maximizing research opportunities for students; and ensuring that key university supports and services are responsive to students' needs.



University  
of Victoria

**SUBMISSION TO THE UVIC BOARD OF GOVERNORS**

**FOR INFORMATION**

**November 10, 2023**

**To:** Operations and Facilities Committee

**From:** Elizabeth Croft, Vice-President Academic and Provost

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

**cc:** President and Vice-Chancellor

**Meeting Date:** November 28, 2023

**Subject:** Annual Academic Staffing, Recruitment and Vacancies Report

**Basis for Jurisdiction:** University Act, 27(g)  
Procedures of the Board (11)  
Strategic Plan  
Collective Agreement

---

**Strategic Relevance:** UVic continues to develop targeted initiatives to recruit and support a diverse and talented community of faculty and librarians committed to teaching, research and service excellence. As per the Strategic Plan's People, Place and the Planet priority, we are committed to including and supporting diverse and talented faculty who want to make a difference in communities and have a positive impact on people, places and the planet.

**Previous Consultation:** Throughout the year, the Office of the Vice-President Academic and Provost works with Deans of Faculties and Divisions on faculty hiring, retention and vacancies.



**Background:** Under the University Act, the Board has authority to appoint faculty members and senior academic administrators. Appointments are governed by a number of UVic policies and are delegated to the University Executive under Section 11 of the Procedures of the Board.

At UVic, academic appointments and reappointments for full-time faculty and librarians are governed by the Collective Agreement and approved by the Vice-President Academic and Provost under the Board delegations' procedures. The Operations and Facilities Committee receives an annual staffing report that provides an overview of all continuing faculty and librarian appointments.

The allocation of faculty and librarian full-time equivalents (FTEs) and annual recruiting is overseen by the Office of the Vice-President Academic and Provost within a planning framework that integrates the Strategic Plan, Equity Action Plan, academic and unit planning, and budget planning.

**Summary:** This report provides an overview of UVic's full-time faculty and librarian complement—including new hires, vacancies, resignations, and retirements—as of June 30, 2023. For context, it also includes historical data. This report does not include sessional or limited-term faculty, who are not subject to the Collective Agreement.

UVic employs 915 FTE faculty and librarians in filled budgeted positions—an increase of 26 FTEs from the previous year. There are 16 FTE active recruitments in progress and 22 FTE vacant positions available for recruitment. UVic's five-year average rate of faculty and librarian resignation is less than one per cent, and in 2022/23, eight members resigned and 30 retired or reduced their hours in anticipation of retirement.

This report also includes limited equity and diversity information, working towards our Equity Action Plan goal of building a more equitable workforce and inclusive community and our pledge to hold ourselves accountable to ʔetal nəwəl | ÁTOL,NEUEL. Of continuing faculty surveyed, 38 self-declared as Indigenous—an increase of 65 per cent in five years. This growth is in part thanks to an Indigenous Recruitment Support Fund included in past and current Collective Agreements.

**Planned Further Action:** Although the report does not include forecasts for 2023/24, UVic will continue to prioritize academic appointments that are critical to our academic and research mission, aligned with our institutional plans, and responsive to government and community priorities. For example, the BC Government recently funded another five-year expansion in the Faculty of Engineering and Computer Science, which will include new faculty positions in programs that have increased student demand.

**Attachment(s):** Academic Staffing, Recruitment and Vacancies Report 2022/23

# Academic Staffing, Recruitment and Vacancies Report

2022/23



## Introduction

This report provides an overview of the full-time faculty and librarian complement at the University of Victoria (UVic), including new hires, vacancies, resignations and retirements. The information is current as of July 1, 2023 and outlines a full year of faculty and librarian complement from July 1, 2022 to June 30, 2023. It does not include sessional or limited-term faculty. Numbers are rounded to the nearest FTE.

Of note, faculty hiring and retirements have increased this year compared to last, which could be attributed to the end of the COVID-19 pandemic. Promotions have been strong. Our number of resignations is extremely low.

Guided by our institutional plans and priorities, UVic continues to develop targeted initiatives to recruit and support a diverse and talented community of faculty and librarians committed to teaching, research and service excellence. We aim to attract and retain faculty and librarians of the highest national and international calibre and support their career development.

Over the past five years, UVic has been guided by the Strategic Framework (2018-2023). During this time, faculty renewal hiring has been strong, and our resignation rate is less than one per cent per year. Recruiting and supporting Indigenous faculty and staff has been a focus, as has strategic program expansions in engineering, computer science, nursing and the joint Indigenous law degree to align with institutional priorities and student demand. In September 2023, UVic is launching a new Strategic Plan, *Distinctly UVic*, which further advances our commitment to Indigenous Peoples.

## Faculty and librarian budgeted FTEs

UVic employs 915 FTE (full-time equivalent) faculty and librarians in filled budgeted positions—an increase of 26 FTEs from the previous year. The number of FTEs illustrated in the table below does not include vacant or limited-term positions.

Filled FTEs, excluding limited-term or vacant positions.

Rank	2013/ 14	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2022/ 23
Full professor	268	291	297	323	322	305	321	335	308	362
Associate professor	300	292	270	273	270	266	255	252	247	245
Assistant professor	136	121	140	109	110	135	150	159	189	154
Lecturer	4	0	1	1	2	1	1	1	5	1
Teaching professor	75	77	79	82	85	90	99	109	109	120
Artist-in-Residence*	4	4	4	4	4	4	0	0	-	-
Academic admin.*	7	9	8	9	7	6	0	0	-	-
Librarian	30	31	33	34	32	31	34	35	31	35
<b>TOTAL</b>	<b>824</b>	<b>823</b>	<b>831</b>	<b>833</b>	<b>832</b>	<b>838</b>	<b>860</b>	<b>896</b>	<b>889</b>	<b>915</b>

\*These ranks were disestablished in 2019/20 and members were moved to other ranks.

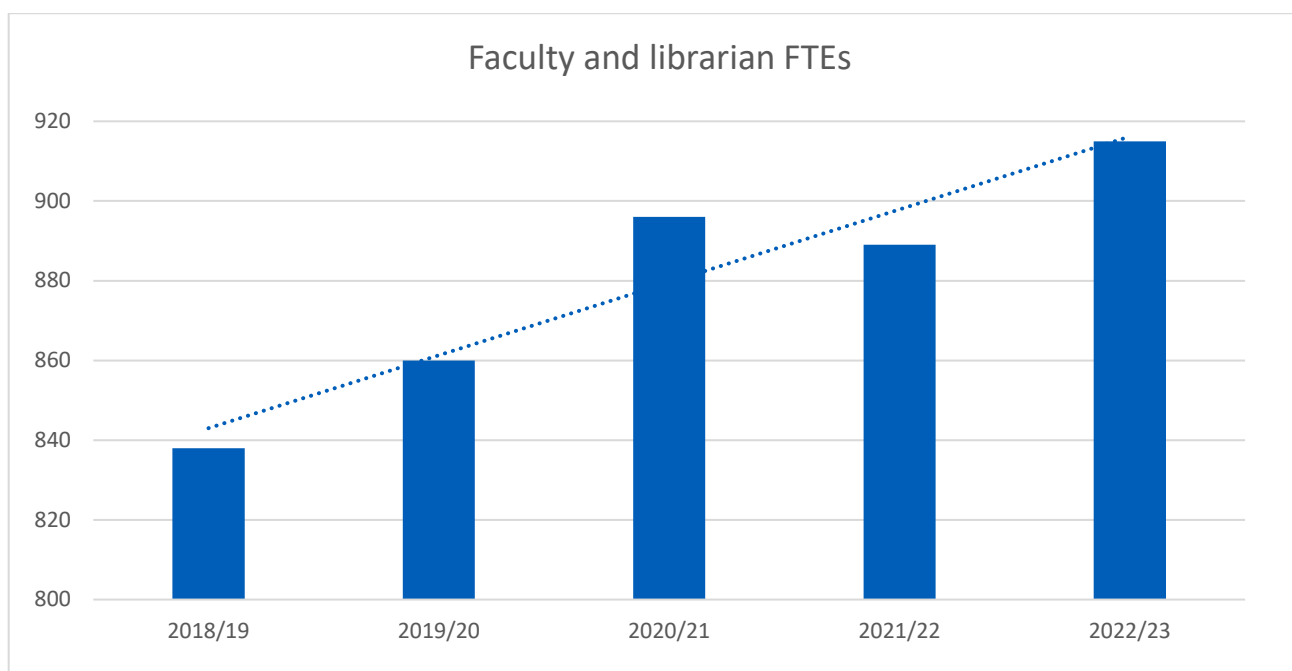


Figure 1: Filled FTE faculty and librarian positions over the past five years, excluding limited-term or vacant positions.

Maintaining a robust faculty and librarian complement is essential to our mandate as a research university and ensures that we can continue to be a top ranked Canadian comprehensive institution. The recent increase is a combination of new positions, filling prior vacancies and prioritizing Indigenous hires.

## Vacancies

UVic implemented a university-wide hiring pause and review process in fall term 2022 in response to lower-than-anticipated tuition revenue. The process ensured that all new hires aligned with core operations and responded to student demand in a constrained budgetary environment. Slowing down the usual hiring process also helped leaders manage a four per cent budget reduction in 2023.

There are 55 vacant FTE positions, 22 of which are available for recruitment. Reasons for the discrepancy include bridged positions for research chairs (e.g., Canada Research Chairs), returns from excluded administrative positions, vacant positions already filled by faculty pending immigration approval, and other commitments by the university. There are 16 FTE active recruitments in progress for existing and anticipated vacancies.

## Equity and diversity

UVic's Equity Action Plan launched in 2022 with a goal of attracting, advancing and retaining faculty, staff and librarians from systemically and historically marginalized communities. UVic actively encourages applications from members of groups experiencing barriers to equity so that we can increase the diversity of our faculty and librarian complement. By increasing representation in all campus populations and positions, we create a more inclusive environment that values diversity and where everyone feels a sense of belonging as connected and respected parts of the university community.

One of the actions in the Equity Action Plan is to establish comprehensive employee recruitment, hiring and retention strategies at all levels that include demographic targets, timelines, advancement

processes, transparency mechanisms and ongoing commitments and resources.

UVic's Equity and Human Rights office sends all new employees a survey to track the university's progress towards achieving an equitable workforce, which helps us to identify areas where we have been successful and where improvements are necessary.

Through the survey, 109 faculty identified as a visible minority. Of continuing faculty surveyed, 38 self-declared as Indigenous—an increase of 65 per cent in five years. Increasing the number of Indigenous faculty and librarians at UVic has been a priority for the university over the past decade, indicated in various institutional plans including the Strategic Framework, Equity Action Plan and Indigenous Plan. The new Strategic Plan further upholds this priority.

Our recently ratified Collective Agreement with the Faculty Association includes a commitment to increasing and supporting Indigenous faculty and librarians through an Indigenous Recruitment Support Fund, building on the success of a previous program that recruited 15 Indigenous scholars to UVic. The Collective Agreement includes several other funds to support and retain Indigenous members and advance our collective commitment to decolonization, Indigenization and reconciliation.

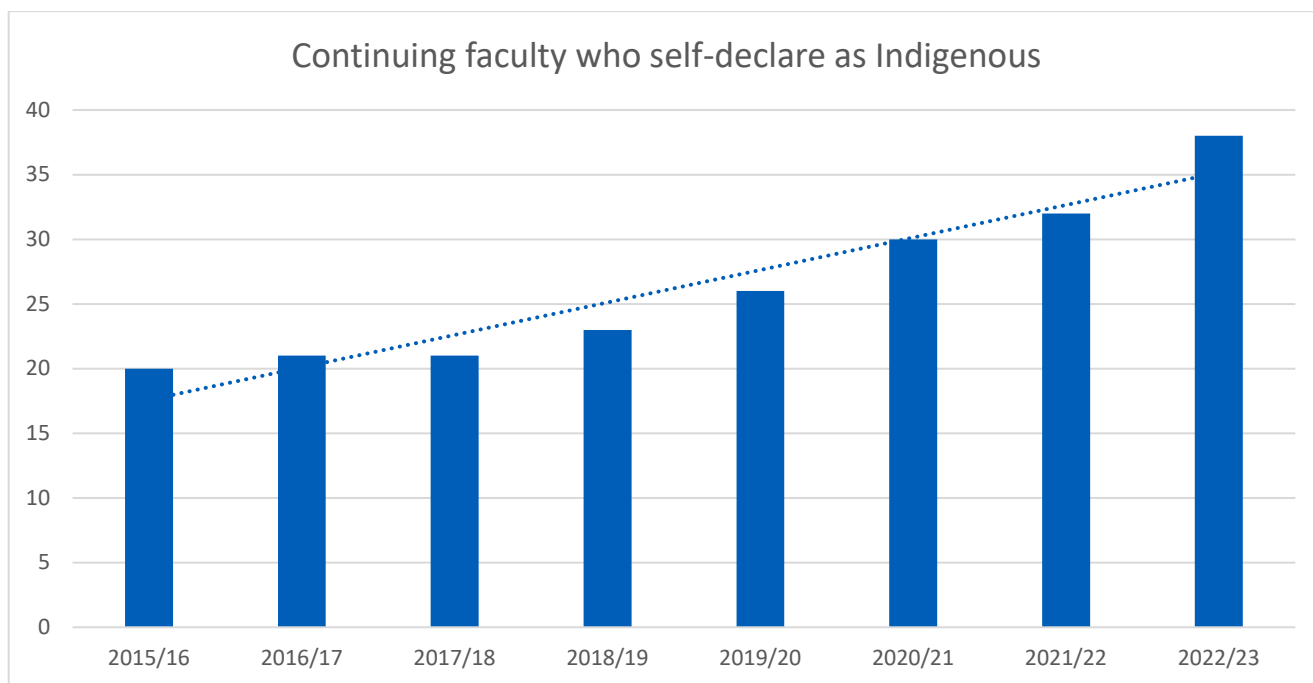


Figure 2: UVic has 38 continuing faculty members who self-declare as Indigenous.

Also through the new Collective Agreement, a Black Scholar Recruitment Support Fund was established to increase the number and success of Black faculty members at UVic. Where possible, more than one Black Scholar will be hired within a faculty to enhance retention and success.

Of those surveyed, 28 faculty identified as having a disability or disabilities. One of the actions of the Equity Action Plan is to ensure UVic's commitments to and resources (accommodations and supports) for employees with disabilities are featured in all academic and hiring recruitment materials. UVic's inaugural Accessibility Plan launch in September 2023, which serves as a framework for creating a more inclusive and accessible campus for all.

## New faculty and librarian headcount

In 2022/23, UVic hired 53 new continuing faculty and librarians. Consistent with previous years, most new hires were at the assistant professor level. The highest numbers of new recruits were in the Faculty of Social Sciences, Faculty of Human and Social Development (HSD) and the Faculty of Engineering and Computer Science.

Hires in Engineering and Computer Science are an outcome of UVic's provincially funded growth in those disciplines, which created new faculty positions to support 500 additional student FTEs over a five-year period. The province also recently funded growth in nursing programs in HSD. Social Sciences is UVic's largest Faculty in terms of student enrolment and has been for several years.

### New FTEs, excluding limited-term appointments

Rank	2013/ 14	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2022/ 23
Full professor	4	5	4	2	8	2	1	3	12	6
Associate professor	0	1	1	3	4	6	7	3	9	3
Assistant professor	18	16	23	28	23	30	32	28	29	29
Lecturer	1	1	0	1	0	0	1	0	3	1
Teaching professor	7	6	9	5	10	10	14	13	12	11
Academic admin.	1	1	0	0	0	0	0	0	-	-
Librarian	3	3	3	2	2	1	3	1	2	3
<b>Total</b>	<b>34</b>	<b>33</b>	<b>40</b>	<b>41</b>	<b>47</b>	<b>49</b>	<b>58</b>	<b>48</b>	<b>67</b>	<b>53</b>

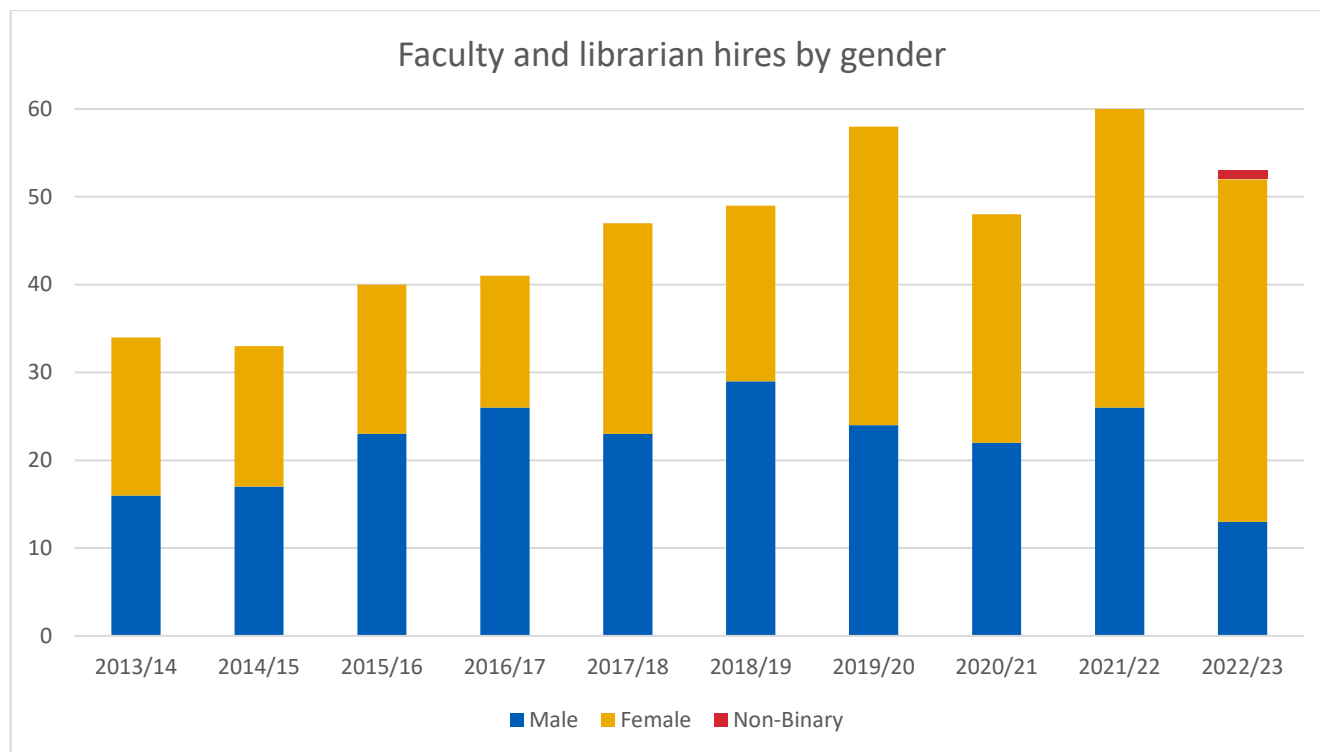


Figure 3: Of the 53 total faculty and librarians hired in 2022/23, 13 self-identified as male, 39 as female and one as non-binary.

## Faculty promotions

In 2022/23, 27 faculty members were promoted to the rank of full professor and 38 were promoted to the rank of associate professor. The recent increase in the number of promotions is directly related to changes made to the Career Progress Increment (CPI) in the 2019-2022 Collective Agreement. The CPI eligibility bands are designed to encourage applications for career progression.

### Promotions

Rank	2013/ 14	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2022/ 23
Full professor	14	15	17	25	20	15	16	20	36	27
Associate prof.	26	30	26	16	17	13	7	12	37	38
<b>TOTAL</b>	<b>40</b>	<b>45</b>	<b>43</b>	<b>41</b>	<b>37</b>	<b>28</b>	<b>23</b>	<b>32</b>	<b>74</b>	<b>65</b>

## Faculty and librarian resignations and departures

UVic is committed to supporting and retaining our faculty and librarians, and our number of resignations is extremely low. The five-year average rate of faculty and librarian resignation is less than one per cent. This year, we had eight resignations: two professors, three assistant professors, two assistant teaching professors, and one librarian.

Retention packages are negotiated on a case-by-case basis and the majority of retention efforts are successful. For those that are not successful, the primary reasons for departure are health and family circumstances, followed by other employment opportunities. It is worth noting that resignations during the COVID-19 pandemic (primarily 2020–2022) were lower than the 10-year average of seven resignations.

### Resignations

Rank	2013/ 14	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2022/ 23
Full professor	1	1	3	3	0	4	0	0	0	2
Associate prof.	3	0	1	3	2	2	2	0	0	0
Assistant prof.	7	2	1	5	5	3	1	1	3	3
Teaching prof. (all)	0	1	0	2	0	1	1	1	1	2
Lecturer	0	0	0	0	0	0	0	0	0	0
Academic admin.	0	0	0	1	0	0	0	0	0	0
Librarian	0	0	0	0	0	0	0	0	1	1
<b>Total</b>	<b>11</b>	<b>4</b>	<b>5</b>	<b>14</b>	<b>7</b>	<b>10</b>	<b>4</b>	<b>2</b>	<b>5</b>	<b>8</b>

### Terminations and deaths

Rank	2013/ 14	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2022/ 23
All ranks	0	1	2	0	2	0	0	0	0	1

## Retirements

In 2022/23, 20 faculty and librarians retired or indicated an upcoming retirement date. Most retirees were 65 years or older. As well, 10 faculty members chose to reduce their hours in anticipation of retirement.

## Retirements and reduced hours

Type	2013 /14	2014 /15	2015 /16	2016 /17	2017 /18	2018 /19	2019 /20	2020 /21	2021 /22	2022 /23
Retirement at age 65 or later	14	21	20	11	28	19	14	20	28	16
Retirement before age 65	5	8	8	9	7	8	4	5	5	4
<b>Total retirees</b>	<b>19</b>	<b>29</b>	<b>28</b>	<b>20</b>	<b>35</b>	<b>27</b>	<b>18</b>	<b>25</b>	<b>33</b>	<b>20</b>
<i>Reduced FTE towards anticipated retirement</i>	7	8	6	5	11	15	11	11	9	10

Based on UVic's annual Faculty Recruitment and Retention Survey, 16 faculty members who are 65 years of age or older have indicated that they will retire on or before June 30, 2024. We anticipate a total of 130 faculty and librarians 65 or older in the 2023/24 academic year.

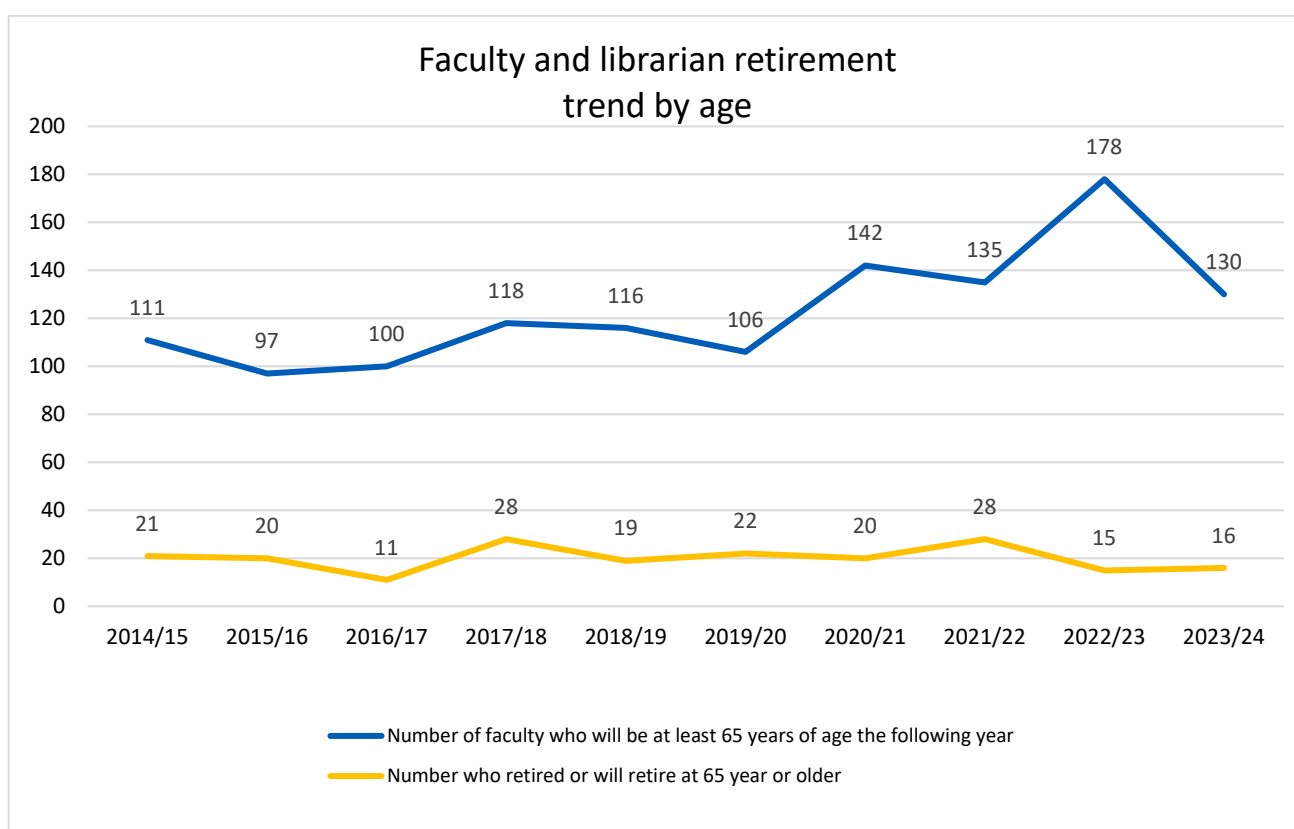


Figure 4: As of June 30, 2023, 16 faculty and librarians 65 or older have indicated that they will retire as of June 30, 2024. Note that previous years have been updated with the actual number of retirees.

## Investing in our future

The university remains dedicated to recruiting and supporting a diverse community of talented faculty and librarians. Building on our dual commitment to excellence in teaching and research, we will continue to implement recruitment, onboarding and retention strategies to ensure faculty and librarians are supported to achieve their full potential. As well, academic programs must be resourced appropriately to ensure students achieve their learning objectives and succeed academically and professionally.

We continue to hire faculty to support enrolment growth in engineering and computer science,



supported by the Ministry of Post-Secondary Education and Future Skills and aligned with institutional plans and priorities at UVic. Our institutional plans, together with our scholarship and partnerships, send a strong message about what we value as an institution, our priorities, and strategic direction for future recruitment.



University  
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

November 10, 2023

**To:** Operations and Facilities Committee

**From:** Carrie Andersen, University Secretary

**cc:** President and Vice-Chancellor

**Meeting Date:** November 28, 2023

**Subject:** Equity and Human Rights Annual Report

**Basis for Jurisdiction:** University Act, s. 27  
Board procedures, s. 8.1  
University of Victoria's Strategic Plan  
University of Victoria's Equity Action Plan  
British Columbia Sexual Violence and Misconduct Policy Act

---

**Strategic Relevance:**

ʔetal nəwəl | ÁTOL,NEUEL | Respecting the rights of one another and being in right relationship with all things. Sharing the work of creating an environment that supports Indigenous students, staff and faculty with the entire university community—supported by accountable practices and policies in all areas of our teaching, research and operations.

Sʔəətenxʷ | S,ÁELA'NW | When things are in harmony. Addressing systemic barriers to equity and inclusion and progressively integrating our guiding principles throughout all decisions, processes and outcomes, to transform practices within UVic.

xəciŋəʔ nəwəl | XEĆINEĒNEUEL | Actively planning and problem solving. Fostering adaptable, creative policies, governance and uses of space and resources to grow transformative ideas, partnerships, education and communities of practice.

ᑭᐱᑦ ᑎᐱᐱᐱ ᑭᐱᑦ | ÍY,NEUELIST | Moving forward together for the good of all. Cultivating a culture of partnership so our university community and the communities we serve experience it as a defining cultural element at UVic—we are an open, responsive, supportive and preferred partner.

### **Background:**

The Equity and Human Rights (EQHR) annual report will inform the Board of Governors and university community of the annual activities of EQHR to advance the mandate of the office, support the institutional strategic framework, and implement university policies. The report also responds to the legislative requirement that the university president of a post-secondary institution report to the governing body on the implementation of the post-secondary institution's sexual misconduct policy (Sexual Violence and Misconduct Policy Act, section 6.2).

### **Summary:**

The EQHR annual report provides an overview of EQHR's operations from September 2022 through August 2023. Our priorities focused on:

- Working with executive leadership to launch the UVic Equity Action Plan and develop equity-centred implementation and accountability framework for the EAP.
- Working with partners and stakeholders to develop an institutional anti-racism framework.
- Building upon and broadening the reach of education and training programs.
- Continuing to strengthen strategic partnerships.
- Restructuring equity data collection and analysis through the Better Data Project.
- Advancing the Discrimination and Harassment Policy review process.
- Strengthening the use of all forms of alternative dispute resolution.
- Developing new and creative communications strategies for embedding equity, diversity, and inclusion.

EQHR provides a leadership and coordinating function in building and fostering partnerships across the university community. This includes campus groups and constituencies, with senior leaders, and liaising with experts and groups on and off campus. In this way, we are harnessing the expertise of our team to embed equity principles throughout our community to drive systemic and sustainable change.

### **Highlights in support of these priorities include:**

- UVic's first Equity Action Plan launched in October 2022 with reflection and action guides to support campus groups to advance the Plan and a mechanism to report their progress through community actions.
- An anti-racism framework has been completed to consider alongside the ongoing work of the Equity Action Plan, the Indigenous Plan, and UVic's commitments to the Scarborough Charter.
- Offering over 100 education training sessions, reaching more than 2,400 participants.
- Systematizing the equity review process to support units in conducting internal equity reviews.
- Partnering with Fine Arts to increase community engagement in equity and human rights centred topics delivered using art-based mediums.
- Successfully hosting the annual 5 Days of Action in partnership with the UVic community and external community.
- Preparing to launch the Better Data Project to enhance equity data collection at UVic.
- Initiating the review and update of UVic's Discrimination and Harassment Policy.
- Creating robust Voluntary Resolution Processes and further education on information and options available.

**Policy response:**

- 196 individuals visited EQHR expressing concerns of varying natures under the Discrimination and Harassment policy. No one initiated a formal resolution process/investigation this year.
- 4 formal investigations which started in 2021-2022 were completed this year. None resulted in a finding that the Discrimination and Harassment Policy was breached.
- 59 disclosures were received under the Sexualized Violence Prevention and Response Policy.
- 3 formal reports under the Sexualized Violence Prevention and Response Policy were received this year. One was resolved through a voluntary resolution process. Two led to investigations; of the two, one resulted in a policy breach.

**Planned Further Action:**

EQHR will continue to build on the successes and learn from the challenges of 2022-2023. For 2023-2024 EQHR has identified the following high-level priorities:

- Complete the Discrimination and Harassment Policy review and update process.
- Initiate the Sexualized Violence Prevention and Response Policy review and update.
- Launch the Better Data Project and its questionnaire.
- Launch the Engaging Men Program.
- Launch a strategic education plan to address education and training needs more broadly and robustly.
- Work with executive leadership to develop equity-centred implementation and accountability framework for UVic Equity Action Plan.
- Work with executive leadership and project leaders to embed equity considerations at each stage of a project's life cycle.
- Continue to strengthen strategic partnerships.
- Strengthen the use of all forms of informal and/or voluntary dispute resolution.
- Develop new and creative communications strategies for embedding equity, diversity, and inclusion.

**Attachment(s):** EQHR's 2022-2023 Annual Report

## Equity and Human Rights Annual Report 2022- 2023

This annual report provides a high-level overview of the initiatives, priorities, and ongoing response work undertaken by Equity and Human Rights (EQHR) over the September 2022 – August 2023 period.

### What we do

EQHR champions UVic's commitment to practices of equity, fairness and inclusion. EQHR leads UVic in developing and coordinating plans, policies and procedures to promote equity, diversity and inclusion in employment and education. We are a resource for all UVic community members, providing education, information, assistance and advice in aid of building and supporting an inclusive campus.

When issues and concerns arise, we are here to assist community members and help guide them through the range of available options such as dispute resolution, investigating human rights complaints, and providing information and support in cases of sexualized violence.

### Our focuses

There are four main focuses within EQHR.

**EQHR leads UVic's efforts to prevent and respond to discrimination, harassment and/or sexualized violence on campus.** We are responsible for implementing the [Discrimination and Harassment Policy](#) and the [Sexualized Violence Prevention and Response Policy](#) in a trauma-informed and procedurally fair manner. The case management team provide accessible and person-centred information and support.

**EQHR leads and supports the strategic implementation of institutional equity practices at UVic to promote a culture of respect, consent, equity, diversity and inclusion.** Building on the goals and objectives of UVic's Equity Action Plan, we provide education and advice on fair, equitable, and other inclusive practices, removing barriers to the recruitment and retention of underrepresented groups.

**EQHR designs and facilitates educational programs that support equity, diversity, inclusion and human rights including freedom from sexualized violence.** This includes offering education and training on how to work together through an intersectional and anti-oppressive lens. We offer workshops, courses, training sessions and resources to support the learning and unlearning journey of everyone at UVic. The staff at EQHR are open for consultations for projects, programs, or initiatives that would benefit from being reviewed through an anti-oppressive and equity-centred lens.

**EQHR works to strengthen partnerships and further community engagement to foster equity, diversity and inclusion.** Equity work is the responsibility of every person; by empowering more people to work together, we are more likely to have the capacity and ability to make systemic and sustainable change.

## Contents

<b>What we do .....</b>	<b>1</b>
<b>Our focuses.....</b>	<b>1</b>
<b>Preventing and responding to discrimination, harassment and/or sexualized violence .....</b>	<b>3</b>
Discrimination and Harassment Policy (GV0205) .....	3
Types of incidents .....	4
Themes.....	5
Education and awareness .....	5
Sexualized Violence Prevention and Response Policy (GV0245) .....	5
Policy jurisdiction .....	6
Gender breakdown .....	6
Voluntary resolution process and formal reports.....	7
Types of incidents .....	7
Types of supports offered and requested .....	7
<b>Strategic implementation of institutional equity practices .....</b>	<b>8</b>
Identify barriers and work across silos to achieve equity-centred actions .....	8
Highlights .....	8
Build capacity to embed systemic and sustainable change.....	10
Highlights .....	10
<b>Designing and facilitating educational programs .....</b>	<b>13</b>
Highlights .....	13
<b>Strengthening partnerships and community engagement .....</b>	<b>16</b>
Highlights .....	16
<b>Increasing capacity to deliver the EQHR mandate .....</b>	<b>18</b>
Highlights .....	18
<b>Looking ahead .....</b>	<b>19</b>

## Preventing and responding to discrimination, harassment and/or sexualized violence

### Discrimination and Harassment Policy (GV0205)

Individuals seek advice and resolution options from EQHR when they feel they have experienced some form of discrimination, harassment and/or workplace bullying and harassment. Due to the unique nature of each person's story, every intake begins with a confidential consultation. A confidential consultation involves an impacted individual meeting with someone from EQHR to bring forward their concerns, review relevant policies in addressing the concern, identifying potential resolution options and referrals to support options.

EQHR works hard to support community members in resolving their concerns in a trauma-informed and procedurally fair manner. EQHR's Human Rights team, where appropriate, first attempt to resolve complaints through informal resolution pathways. Informal resolution can involve everything from documenting the concern for tracking purposes, to education and/or coaching for individuals alleged to have caused harm, to alternative dispute resolution options including mediation/facilitated conversations or written communication and/or behavioural agreement. Oftentimes those involved in informal resolution processes will combine more than one of these options. The primary reasons why people seek informal resolution is to: 1) ensure no one else is impacted by the action or behaviour; 2) hold people accountable for harm caused; 3) create psychological safety for themselves and others; and 4) improve communication and/or restore relationships.

Between September 1, 2022, and August 31, 2023, EQHR received 128 complaints of discrimination, harassment, and/or workplace bullying and harassment. Of these, 65 (51%) individuals participated in, but did not proceed beyond, a confidential consultation. An additional 63 (49%) individuals chose to pursue some form of informal resolution process. Below includes a numerical breakdown of the types of informal resolution processes requested. The purpose is to highlight the relative engagement of the various informal resolution options. In many cases, participants in an informal resolution process use a combination of strategies, most commonly advice and coaching for the person impacted and a facilitated understanding for the person alleged to have caused harm.

	Record Only	Advice Coaching	Facilitated Understanding	Education	Impact Statement	Other
<b>Actions Completed</b>	24	52	21	8	5	25

This year, no one initiated a formal resolution process (which involves an investigation by a third-party investigator to determine if a policy was breached). Despite there being no new investigations, four investigations that began in 2021-2022 were completed in the 2022-2023 academic period. None of these investigations resulted in a finding that the Discrimination and Harassment Policy was breached.

While these statistics appear significantly lower than the previous year (2021-2022=185), this is a result of updating our data collection methods for greater accuracy. Previous annual reports included the total number of complaints resolved in an academic year (and therefore included ongoing files initiated in the previous academic year). Moving forward, we will report only on new complaints brought forward in the reporting period.

## Types of incidents

The majority of complaints (60%) received by EQHR this year were of personal harassment, including workplace bullying and harassment, abusive and demeaning behaviour, and differential treatment (although not on a prohibited ground). A notable trend for this year is an increase in the number of complaints of ableism or discrimination based on a disability, with 17 (13%) complaints this year compared to 12 (6%) last year. Such complaints are often initiated by students who find individual professors, whole programs, or systems to be ableist.

We created a new complaint category created this year called “hate speech”. While EQHR has addressed hate speech in the past, we have had slightly more complaints of this type than previous years and feel it is important to distinguish this as a unique form of harm.

The following table lists the general grounds for a complaint from September 1, 2022, to August 31, 2023. In many cases, people come forward with multiple and intersectional concerns. For example, both race and disability. As a result, the total here exceeds the total number of complainants (n=128).

Categories	Concerns
Gender	14
Race	33
Disability	17
Personal Harassment, Bullying or Interpersonal Conflict	79
Third-Party Requesting Support	20
Other	32
<b>Total</b>	<b>196</b>

*\* Given our commitment to confidentiality and anonymity, we collapse categories with less the 5 instances into the category “Other”. This year “Other” includes discrimination on the basis of sexuality, religion and family status but also includes hate speech. “Other” also includes confidential consultations on topics that were unrelated to discrimination, harassment, and bullying.*

We continue to see a large proportion of complainants identifying as students (57; 45%). An important theme embedded within student complaints is power, specifically, abuses of power and power imbalances whereby students feel unable to address their concerns directly with their professors, supervisors, etc. Often these students request that EQHR advocate for change on their behalf and/or have educational conversations with the person who caused harm. This trend prompted EQHR to develop a new workshop specifically aimed at faculty and senior leaders on campus entitled, *Power, Privilege and Accountability*.

The following table lists the breakdown by the position of complainant. Note that Management Excluded Employees are included in the category “Other” as there were less than 5 in that category.

	Undergrad Student	Grad Student	CUPE 951	CUPE 917	CUPE 9143	PEA	Senior Leader	Faculty Member	Other
Complainant	38	19	10	8	8	11	5	23	17

*\* Some individuals hold more than one role at UVic and incidents may be relevant to both roles.*



## Themes

EQHR saw an increase in the number of people requesting their files be placed in abeyance, returning and re-opening their file weeks or months after initiating the complaint. This is often due to individuals' capacity to participate in a process and/or parties to a complaint going on leave. We are also seeing individuals spending more time engaged in informal resolution processes. This can be due to the complicated nature of the complaint as well as hesitation or uncertainty about involving the other/another party. Given the importance of ensuring people who come forward feel psychologically safe, we encourage impacted parties to take the necessary time to move through an EQHR process.

The office continues to receive a significant number of confidential consultations that were from individuals who were not directly involved in the incident, but rather third-party's seeking advice on how to manage or intervene in conflict. The information and advice generally wanted by third parties are how to support the parties involved in a conflict and/or their obligations in terms of UVic's policies and procedures.

## Education and awareness

To increase UVic's awareness of both the informal and formal resolution processes, EQHR continues to develop and make available plain language information sheets. These handouts aim to improve transparency and increase accessibility, while supporting individuals in making important decisions about the processes that will best serve them. These information sheets give parties the tools to enter an EQHR process feeling informed and prepared.

In addition, this year EQHR has developed a short training session aimed at raising awareness around EQHR's mandate, approach, and intake and referral processes. This information session can be delivered to units and departments and is ideally suited to those who regularly receive disclosures and/or complaints related to discrimination, harassment, workplace bullying, and sexualized violence.

## Sexualized Violence Prevention and Response Policy (GV0245)

UVic is committed to providing transparent information around the number of disclosures and reports made each year, as well as trends about the type of sexualized violence being reported. The statistics below reflect not only the disclosures and reports made to EQHR, but also, the Office of Student Life, Residence Services, and Campus Security.

In this report, we share as much information as possible without breaching privacy legislation. While in some cases it would be useful to provide a more detailed and intersectional analysis of the social location of the survivors/complainants and person who has caused harm/respondents involved in processes through our office, we do not currently collect this type of information. One aspect of engaging in survivor-centred and trauma-informed practice is only collecting the necessary information to help individuals access support and options. Further, sometimes the number of individuals who would fall into specific identity categories would be so small as to potentially be identifiable; this could breach individuals' anonymity and confidentiality.

Total number of disclosures this year (N=59) is consistent with the number received in 2021-22 (61). As per previous years, most disclosures were made by UVic students although the profile of those alleged to have caused harm is more varied. Notable is the increase in the total number of UVic staff alleged to have caused harm (17%); however, many staff alleged to have caused harm are teaching assistants who are also students. They are listed as staff because we categorize survivors and respondents based on the

role they were in at the time of the incident. For example, a teaching assistant/graduate student may reach out inappropriately to an undergraduate in their class, making inappropriate sexualized comments and/or inappropriately asking them out on dates.

Below is a table sharing the breakdown between the UVic role-based identities of the survivors and alleged respondents from the disclosures this year.

	Student	Staff	Faculty	Community Member	Other	Total
<b>Survivors</b>	53	3	0	3	0	59
<b>Alleged Respondents</b>	38	10	3	6	2	59

*“Community Member” is a category that includes individuals who know the survivor as someone from the broader community, this may include UVic alumni (both students and employees). The category “other” includes those individuals who are either unknown to the survivor or know but the survivor is unwilling to share this information with UVic staff (which is their right).*

## Policy jurisdiction

The policy and its procedures apply to all members of UVic. UVic has jurisdiction when the incident occurred in one or more of the following circumstances:

1. On property controlled by the UVic;
2. When the respondent is/was in a position of power or influence over the survivor’s academic status or employment status at UVic;
3. At an event or activity sponsored or under the auspices of UVic.

All survivors, regardless of whether there is policy jurisdiction for the purposes of an investigation, are offered information, advice, and support. As survivors have the choice to not share information about the identity or position of an alleged respondent, some also choose not to disclose where an incident has occurred which results in an “unknown” category.

Jurisdiction	Yes	No	Unknown	Total
<b>Totals</b>	40	18	1	59
<b>*Historical</b>	7	52	0	59

*\* A historical disclosure is one that happened more than two years ago. In those cases where we did not know the date of the incident they are listed as unknown as to whether they are historical.*

## Gender breakdown

Given the relatively low numbers in each category, we are unable to provide a gender breakdown by position. In some rare cases, the gender of the alleged respondent is unknown because the information was not provided during the disclosure. There is less gender diversity in terms of the survivors who came forward this past year, with 90% of survivors identifying as cis-gender women. Consistent with last year, trans/non-binary people make up approximately 7% of survivors with only 3% identifying as cis-gender men. It is important to note that there are unique barriers to men reporting that help explain these low numbers.

Gender	Survivor	Respondent
Male identified	2	54
Female identified	53	3
Trans/Gender Non-Binary	4	1
Unknown	0	1
<b>Totals</b>	59	59

## Voluntary resolution process and formal reports

EQHR continues to see many people who make a disclosure initiate a voluntary resolution process (VRP). A VRP includes any process, agreed upon by all the parties, that will bring about accountability and/or closure for the parties. This may include anything from awareness and education for the person alleged to have caused harm, to mediation, healing circles, or more formal behavioural or communication agreements. This year, 24% of survivors requested a VRP, with most resulting in either awareness and education for the person alleged to have caused harm and/or behavioural agreements. In some cases, a VRP was initiated but not completed as one or more of the parties did not want to proceed. We do know that the more people who disclosure directly to EQHR initiate VRP processes, whereas those that disclose solely to CSEC, for example, do not go beyond the disclosure phase.

We received three formal reports this year (5% of survivors) and proceeded to investigate two. In the third instance, the incident of sexualized violence was addressed through a VRP. Of the two investigations, one resulted in a policy breach while the other did not.

## Types of incidents

Like previous years, most disclosures described unwanted sexualized attention in the form of sexualized looks, comments, and persistent reach outs, messages, and come-ons. While these types of incidents did not involve physical contact, many survivors found these interactions emotionally and psychologically harmful. A trend has emerged whereby there are more disclosures made by individuals who initially consented to some form of sexual contact or activity, but later withdrew their consent. In these cases, the person who caused harm ignored or refused to stop the sexual contact or activity. While this kind of sexual assault is common, we have seen an uptick in the number of people reporting these types of concerns and seeking resolution.

## Types of supports offered and requested

Each person who disclosed to the Sexualized Violence Resource Office was given information on the options available to them both in terms of support and resolution options. Rarely were survivors looking solely for health and counselling referrals; many were seeking accountability from the person alleged to have caused harm or else options to avoid future contact or interaction with the person alleged to have caused harm. As such, we found a quarter of those who disclosed request a VRP. In some instances, these processes were successful and led to some form of education and awareness for the person who caused harm, or an agreement that would support the survivor in feeling psychologically safe. In other instances, the request was for some form of academic concession or accommodation.

## Strategic implementation of institutional equity practices

### Identify barriers and work across silos to achieve equity-centred actions

Advancing equity involved identifying systemic barriers and working with our diverse community to centre their experience in addressing those barriers. This work involves working across institutional silos and unit and creating shared strategic actions.

This year, such work included the launch of the Equity Action Plan and strengthening the academic equity advisory structure, beginning design of an anti-racism framework and identifying and addressing barriers to 2SLGBTQIA+ inclusion.

### Highlights

#### *Launch of the Equity Action Plan*

In October 2022, UVic's inaugural [Equity Action Plan \(EAP\)](#) was launched. The plan provides UVic with strategic direction to advance equity, diversity and inclusion, and to create the conditions in which everyone feels a sense of belonging: as connected and respected parts of UVic's community.

The EAP consists of 5 goals:

1. **Equity-centred culture** - Create an inclusive campus community that values diversity and challenges dominant systems of power, including colonization, white supremacy, historical trauma and patriarchal norms, through research, teaching, curriculum policy and practice.
2. **Relationality and belonging** - Transform university structures and practices to show value for diverse lived experiences and ways of knowing to build relationships across and beyond UVic.
3. **Recruitment and retention** - Attract, advance and retain students, staff, faculty, librarians and senior leadership from systemically and historically marginalized communities.
4. **Access and support** - Create equitable support structures that address the diverse access needs of the campus community.
5. **Institutional accountability** - Conduct ongoing, transparent evaluations of this action plan with continued opportunities for meaningful engagement and feedback with/from the community.

These goals are aspirational and will guide UVic's direction for the next 5 years. Each goal is accompanied by a list of actions that UVic is committed to undertaking as we work towards achieving equity and creating the conditions where everyone can feel a sense of belonging.

The EAP is accompanied by [Reflection and Action guides](#) to support various campus groups understand their role in advancing the EAP. To share progress and inspire action, the EAP website also includes a [community actions](#) feed where members of the campus community can share equity initiatives that their units/groups are working on.

Over the next year, a process will be designed to leverage the work across these processes to take the next step towards establishing an anti-racism framework for UVic.

#### *Academic Equity Advisory Structure*

This year, we renewed the structure of the Academic Advisory Committee on Equity and Diversity (AACED) to strengthen equity work across campus, reduce siloed information sharing, and create stronger support structures for equity committees and their integration with the new Equity Action Plan. The new structure, called the Academic Equity Advisory Structure (AEAS) will provide consultation and

advice on issues relating to equity, diversity and inclusion to leaders (the Office of the Vice-President Academic and Provost and Equity and Human Rights office), academic units and program designers (cross-institutional).

The AEAS serves as a key advisory body for prioritizing major initiatives and programs that relate to faculty, librarians and the academic environment under the EAP. Members in the structure will take part in developing the related equity-centred initiatives and programs. The AEAS also serves as a venue for information sharing between faculties and units with the goal of developing a community of practice and promoting equity, diversity and inclusion within and across the institution. The AEAS seeks to be inclusive of campus community members with a shared interest in embedding equity in academic systems, structures and spaces.

### *An institutional anti-racism framework*

The Anti-Racism Working Group saw the active involvement of faculty and staff from diverse areas of campus. Continuing their work of developing an approach to embed anti-racism within the work of campus, the Working Group completed its report exploring the current experience of racism at UVic and its assessment of what actions are needed by leadership and the campus as a whole to support reducing racism at UVic and building racial justice.

The group's proposal for developing an anti-racism framework for UVic was submitted to the University's President in summer 2022.

Since receiving the report, the President, Dr. Kevin Hall, has carefully read the Proposal and we have engaged in several conversations about its connection to the EAP, Indigenous Plan, and Scarborough Charter initiative. Our discussions have centred around how to design and communicate a cohesive strategy that acknowledges the ongoing work under both the EAP and Indigenous plan while also demanding specific, focused action regarding anti-racism.

### *2SLGBTQIA+ inclusion on campus*

The Rainbow Crosswalk Steering committee, met from Sep 2022 – Aug 2023 to consider new initiatives to provide solutions to current barriers for the larger encompassing 2SLGBTQIA+ people on campus. This work stemmed from a Calls to Action Against Transphobia letter shared by the UVic Pride Collective last year. The group was led in partnership by the Office of Student Life and EQHR with representation from staff, faculty, undergraduate, and graduate students who either have lived experience as a 2SLGBTQIA+ person or are very involved in its advocacy work.

The committee identified steps forward in repainting the rainbow crosswalk on campus as well as other means to increase the visibility and support of 2SLGBTQIA+ students in partnership with PeerNetBC. PeerNetBC is a regional non-profit organization that provides training, resources, and support to peer-led initiatives and peer support groups across the unceded and stolen lands colonially known as British Columbia.

Community consultation sessions took place June to September 2023 which include a QTBIPOC virtual town hall, a Queer, Trans, and GNC staff and faculty focus group, an online survey, multiple peer-led consultation sessions, and options to schedule one-on-one session with PeerNetBC. Consultation sessions are expected to be completed early Fall 2023. Actions following the consultations like repainting crosswalk(s) at UVic will start in mid-Fall 2023.

## *Expanded gender declaration options*

A working group lead by the Office of the Registrar in the spring/summer of 2022 invited EQHR to support the coordination of offering expanded gender declaration options across UVic. Since September 2022, UVic has updated its gender declaration options for all students and employees following the new guidelines and standards from Government of British Columbia.

The current option of responding to gender questions with female/male/not available is replaced with two expanded gender questions:

1. Gender identity: man/non-binary/woman/prefer not to answer
2. Gender expression: cisgender/transgender/prefer not to answer

Directions to update your gender declaration has been shared widely across UVic.

## *All-gender washrooms*

EQHR has continued in our advisory role as UVic works to implement the findings of the Inclusive Washrooms Advisory Group from 2019. Facilities Management and EQHR developed a new centralized [all-gender washrooms webpage](#) listing the location of all-gender washrooms and free menstrual products on campus. The website is now screen-reader friendly and includes a map for those who are less familiar with the building names on campus. In addition to improving access, this page serves as a place to share project plans. The next step toward meeting this goal would be to develop a reporting plan for sharing renovation progress as the project advances towards its goals.

## **Build capacity to embed systemic and sustainable change**

A collective effort from leaders, units, and groups is required to make systemic and sustainable changes. EQHR works to develop new resources, strategies, and tools to build capacity for the collective to take on the work and empower individuals to lead actions which prioritize embedding systemic change.

As in previous years, we continue to evolve our understanding of what actions are crucial to increasing equity in institutional processes. In October 2022, UVic made an organizational shift from an Employment Equity Plan covering faculty and staff to an Equity Action Plan covering all members of the campus and wide-ranging activities. We worked with the UVic Board of Governor's to pilot an equity lens tool to support decision makers in considering proposals that come forward through and equity lens. We have shifted our use of the Embedding Equity materials: nine shared practices that are foundational to building a diverse, equitable and inclusive campus. While some of these practices now fall under the Better Data Project, others have been adapted as the framework for recommended actions by units that undertake Equity Reviews. This new framework will also be available for all units who are looking for foundational equity practices to advance their work.

## **Highlights**

### *Design and facilitate a Board of Governor's Equity Lens*

The goals and identified barriers of the Equity Action Plan drive UVic's equity agenda. This year we piloted an equity lens tool with the UVic Board of Governors to support them in removing and reducing the identified structural barriers. The equity lens tool provides a set of questions that members can engage with, a set of ways that the information can be identified or demonstrated, and questions for deeper consideration and discussion.



The tool is still in the pilot stage, and it is built on the premise that:

- Executive and project leaders will work to build equity considerations into their institutional projects from the outset
- Not all barriers, inequities, and biases will be eliminated in all projects; the initial value is in identification and transparency – not in perfection
- Board members should be able to identify and question equity concerns. Capacity to do this requires an understanding of the barriers facing the university community, a commitment to challenge individual and collective biases, and a willingness to learn and unlearn.

The tool was well received and we are continuing the project in 2022-2023, working with Executive and project leaders to embed equity understanding and considerations at the outset of projects and through the various stages of a project or initiative through to Board approval.

### *Activating the Equity Action Plan*

Since the launch of the Equity Action Plan in October 2022, EQHR been working to develop an implementation framework to support the unit-level advancement of the Equity Action Plan goals and more specifically the committed actions. The implementation of the plan must be done through a principled approach drawing on the data collected throughout the EAP engagement and the key concepts already in the plan, the framework includes four principles: Equity, Diversity, Inclusion and Accountability.

The framework sets out 6 phases through which units will advance the actions of the Equity Action Plan. In the first phase, 'Get Started,' unit's will review the entire Equity Action Plan and then determine which actions your unit will contribute to through supporting activities. The other phases make up a cycle through which each individual activity will be planned, put in motion, assessed and reflected upon. This cycle is meant to be iterative, meaning that based on learnings you may need to continue to plan and adjust.

To support the use of this framework, EQHR designed various tools and resources. The first set of implementation tools have been pilot tested by eight units across the university (both academic and operational units). With valuable feedback from pilot participants, the tools will be revised and are set to be available to the campus community in October 2023.

### *Building capacity to advance the Equity Action Plan*

Since the launch of the Equity Action Plan in October 2022, the EAP development team has been providing various presentations to groups and units across campus (i.e., President's Leadership Council, the Library, departmental meetings, vice-president executive meetings, etc.). These presentations have focussed on deepening people's understanding of the 5 EAP goals and to encourage people to think about ways they can begin advancing these goals within their own units.

In addition to presentations, the Senior Lead for Institutional Equity Planning (EQHR) has been working closely with the Vice President Finance and Operations (VPFO) portfolio to design and deliver a 3-phased educational program to strengthen leadership's skills and abilities in advancing equity, diversity and inclusion within VPFO. The Equity, Diversity, Inclusion and Belonging program was kicked-off in January 2023 with a focus on building a foundation of understanding of key concepts and practices related to

EDI work. It will continue into 2024 with a focus on building skills and applying those skills to projects to practise what has been learned.

*Launch of the Better Data Project*

The [Better Data Project](#) is a proactive institutional initiative at UVic to enhance the collection, management, and use of self-identification demographic data across campus.

Stemming from shortcomings of current data collection methods (i.e., limited identities in the Employment Equity Survey for employees and questions within the applicant portal for students), the Better Data Project aims to establish ethical data governance practices that include consistent collection of disaggregated data as a means of addressing barriers to equity for populations across UVic. To accomplish this objective, the project team has engaged in community consultation in combination with a review of best-practice standards to develop the new Better Data questionnaire which will allow all UVic employees and students to self-identify across six main identity categories.

An education and communication campaign will start in September 2023 to communicate the importance of participating in/completing the new Better Data self-identification questionnaire to both employees and students. Momentum and interest will be built up over the course of September and October before the formal launch of the questionnaire in November 2023 during 5 Days of Action. Once launched, the new questionnaire will be available to all UVic employees and students through their UVic User Profiles. The next phase includes working on new reporting processes centring live-updated data dashboards available to the community.

While work on the Better Data Project rolls into the next phase, EQHR continues to track and report on the currently available representation data within the structure of our Equity Action Plan. Reports are typically run every three months as we begin to build a dataset capable of tracking employment trends across UVic for women, Indigenous Peoples, persons with disabilities, and members of visible minorities. The most recent numbers are shown in the tables below.

<i>Designated Group</i>	<i>N=2040</i>	<i>Weighted Representation at Uvic</i>	<i>Availability<sup>1</sup></i>
<b>Women</b>	1295	63.5%	53.5%
<b>Indigenous Peoples</b>	61	3.0%	2.8%
<b>Persons with Disabilities</b>	83	4.1%	9.1%
<b>Members of Visible Minorities</b>	227	11.1%	13.6%

*Diversity among continuing staff at UVic*

<i>Designated Group</i>	<i>N=817</i>	<i>Weighted Representation at Uvic</i>	<i>Availability<sup>1</sup></i>
<b>Women</b>	396	48.5%	44.9%
<b>Indigenous Peoples</b>	41	5.0%	1.4%
<b>Persons with Disabilities</b>	32	3.9%	8.9%
<b>Members of Visible Minorities</b>	121	14.8%	20.8%

*Diversity among continuing faculty and librarians at UVic*

We acknowledge and respect the Ləkʷəŋən (Songhees and Esquimalt) Peoples on whose territory the university stands, and the Ləkʷəŋən and WSÁNEĆ Peoples whose historical relationships with the land continue to this day.



**Date:** April 15, 2023

**Data source:** Rates calculated through the Federal Workplace Employment Equity Information Management System (WEIMS) using UVic confidential self-identification data and Statistics Canada data.

For comparison, please see Statistics Canada's 2016 [Employment Equity Data Report](#)

## *Preferential and limited hiring*

As the university expands its work to increase diversity among employees, EQHR continues to have a role in ensuring that the information we provide about preferential and limited hiring is up to date and aligned with policy. Work this year focused on creating a more robust web space with resources to address common questions about preferential and limited hiring, and to provide the resources and guidance needed to use this policy successfully. We have also reviewed our internal process to streamline the work and how to more effectively communicate the processes. We hope soon to finalize additional documents with Human Resources so that all references on UVic's webpages are up to date.

## Designing and facilitating educational programs

To educate and inspire change in the campus community, EQHR offers proactive education on wide-ranging issues such as equity, diversity, anti-racism, anti-oppression, conflict resolution, inclusion and human rights.

Our [educational work](#) has continued alongside our strategic development. Over 100 staff facilitated training sessions were offered this past year, reaching more than 2,400 participants. This includes delivery of content around sexualized violence prevention and response, anti-oppression principles, core considerations of equity, diversity and inclusion (EDI), and EDI in research. Additional approaches to education include offering events like 5 Days of Action, *on the Verge* Writing Contest, and a Walk to End Gender-Based Violence.

## Highlights

### *Systematizing equity reviews*

We have continued to build on our new [Equity Review program](#). This initiative, developed in collaboration with the Department of Chemistry in spring 2020, offers a proactive equity review process for departments, units and/or faculties on campus to gain an objective view on their successes and challenges with regard to equity. The feedback from the review—including documents, a self-study, and a survey—can be used to assess current equity work in the department and to build equity actions into departmental plans.

Given ongoing interest from units in conducting equity reviews, we have streamlined the review process, developing an appreciative self-study that aligns with effective foundations for equity work in a unit that builds on pieces from the Embedding Equity framework. We launched a webpage to share the process more transparently with the campus, with initial plans to hold two slots per year for equity reviews (see earlier section on the partnership with the Faculty of Fine Arts).

## *Increasing Equity in Decision Processes*

EQHR is nearing two full years of offering the online course “Increasing Equity in Decision Processes” which is required for all who serve on Faculty ARPT committees. Over 900 people have taken the training course since it was launched. Feedback from the first year of the course was positive, with 85% of course participants indicating that they found the course prepared them to contribute to equitable ARPT decisions “A great deal” or “A moderate amount.” Additionally, approximately 75% of participants indicated that their experience taking the course was “Very positive” or “Positive.” While the design team from EQHR and the Vice-President Academic & Provost (VPAC) colleagues was heartened by this response, we still chose to undertake some significant redesigns of the course to address some technical suggestions, add more self-test questions, streamline the resources, and reorganize several sections to maximize its impact. The course was re-launched in fall 2022, and we look forward to reviewing and considering feedback from the second year of the course this fall. The next stage of work will include piloting the draft workbook for Stage 3: Work in Committees, a workbook to guide committees and committee members in applying equity step by step during committee work.

## *on the Verge Writing Contest*

EQHR has had another successful round of the *on the Verge* Student Writing Contest in collaboration with UVic Libraries with the theme of “Dialogue.” Together with celebrity judge Johnny D. Trinh, we offered a masterclass performance workshop for writers that supported participants in learning how to engage an audience, use physical and vocal exercises to improve performance, and how to occupy and embody space on stage. First and second-place student winners were selected in spring 2023 for the categories of fiction, non-fiction, poetry and spoken word and published in the [UVicSpace Collection](#).

## *Anti-oppression education*

Over the course of this year, 16 *Kil Kaahl̥al̥angdal* – “*Hear Someone’s Voice Before You See Them*”: *Anti-Oppression Key Principles, Knowledges, and Equity-Focused Action-Based Frameworks* workshops and 1 *Leading Towards an Anti-Oppressive Future* workshop were offered this year, collectively reaching over 800 people. *Kil Kaahl̥al̥angdal* is lead by our Indigenous Rights and Anti-Racism officer. It is open for all students, employees, and community and have accommodated tailored content to meet identified needs of the registrants. This session guides participants through critical equity-seeking topics in-depth. Topics covered included: accountability/accountable spaces, colonization, white supremacy, white privilege, white fragility, settler moves to innocence, (systemic) racism, (implicit) bias, implicit attitude tests, racialization, microaggressions, appreciation vs. appropriation, decolonization, land acknowledgements, intersectionality, equity, diversity, inclusion, Indigenization, oppressive systemic structures, lateral violence, and reconciliation.

Starting this fall, *Kil Kaahl̥al̥angdal* will be part of an expanded series that makes up EQHR’s Anti-oppression Education Program. The program includes 5 workshops:

1. *Kil Daagwiiyaay* – “*Strong Voice*”: *Rematriation as Resistance*
2. *Kil Kaahl̥al̥angdal* – “*Hear Someone’s Voice Before You See Them*”: *Anti-Oppression Key Principles, Knowledges, and Equity-Focused Action-Based Frameworks*
3. *Gaayinxal* – “*Come Closer on a Boat*”: *Deconstructing Colonial Power Structures*
4. *Maahl̥a Sdiihlga Gaw̥a* – “*Returning Missing Seeds*”: *Reclaiming Indigenous Power Structures*
5. *Xidsii, K’iivaat’as, Tlay.yad* – “*Under, Over, Everywhere*”: *Centering 2LGBTQIA+ Knowledges in Anti-Oppression Work*

*Leading Towards an Anti-Oppressive Future* is a reflection and discussion-based workshop designed to promote creative, anti-colonial insights into leading UVic in transformative ways. The *Leading Towards an Anti-Oppressive Future* workshop was hosted for academic leaders, Human Resources, and Leading for Engagement members.

## *Sexualized violence education and prevention strategies*

The Sexualized Violence Resource Office in EQHR continues to offer a suite of tailored education and prevention offerings to students, staff, and faculty at UVic, including:

- 1) *Tools for Change*, an in-person workshop aimed at new undergraduate students with an online version of the program delivered through pre-arrival programming;
- 2) *Sexualized Violence Prevention and Response Training* for faculty and staff;
- 3) *Social and Professional Competency Training*, designed to increase graduate student and teaching assistant's understanding and sense of responsibility in regards to UVic's Sexualized Violence Prevention and Response Policy and Discrimination and Harassment Policy;
- 4) *Power, Privilege and Accountability*, designed for UVic senior leaders.

Within the next year, we will be piloting the *Engaging Men Program* in partnership with UVic Vikes. This program is aimed at empowering self-identified male students with the skill and confidence to intervene and end gender-based violence through a 6-week interactive program. Plans are underway to carefully evaluate the program and identify opportunities to open the program to all male UVic students.

## *Sexualized violence awareness and impact*

EQHR provided a total of 47 sexualized violence educational sessions to students, staff and faculty between September 1, 2022, and August 31, 2023. Through these 47 sessions EQHR reached 700 UVic community members. This year, we anticipate that we will continue to reach a significant and broad cross section of UVic community members as EQHR continues to reach out to those units and departments on campus who have not done sexualized violence prevention training in 3 years, as well as those who have never done training. This year we saw units on campus run as many as 6 sessions to reach every staff member.

EQHR continues to partner with other offices and student advocacy groups on campus to coordinate awareness of resources and supports available for our campus community and educational sessions on consent for Sexualized Violence Awareness Week. This year that work has included commissioning a video series for students on the distinction between a Disclosure and a Report, as well as options for anonymous reporting.

## *5 Days of Action: 365 Days of Commitment*

UVic's fifth annual 5 Days of Action: 365 Days of Commitment took place on November 14-18, 2022. The free week-long event is a collaborative event to amplify the efforts of groups, units and organizations on and off-campus and come together in our shared commitment to a more diverse, inclusive and equitable campus 365 days of the year. Each day of the week represents a call to listen, reflect, dialogue, engage, and finally take action. 5 Days of Action: 365 of Commitment is an opportunity for our community to highlight our shared commitment to end discrimination, harassment and sexualized violence.

Many on-campus and off-campus groups held events during the week including the Faculty of Engineering and Computer Science, Faculty of Fine Arts, Co-Op and Careers, the Transgender Archives, Human Resources, CanAssist, Ambit Gender Diversity, the Sierra Club BC and more. All senior leaders were invited participate in at least one event. All together there were 44 scheduled events/workshops (with over 900 registrants total), in addition to outdoor quick engagement activities like interactive art number installations with reflective questions and a JeopardEI game, and a calls to action list to provide resources for members who could not join the scheduled events. New focuses for this year include increasing student engagement and community engagement, diversifying our offered workshop topics, and improving accessibility to the workshops offered.

Other key events organized and supported by EQHR include:

- A Walk to End Gender-Based Violence on December 6<sup>th</sup>, the National Day of Remembrance and Action on Violence against Women (NDRAVAW) in partnership with the Faculty of Computer Science and Engineering. The event also affirms our commitment to end all gender-based violence.
- Bridging the Gap for the Black Futures panel in February in partnership with the Indigenous Governance Program and the Faculty of Social Sciences recognized Black History Month. The panellists discussed how to collectively support Black futures.
- Orange Shirt Day in September in partnership with the Office of Indigenous Academic and Community Engagement, and University Communications and Marketing, along with other campus units and departments.

## Strengthening partnerships and community engagement

EQHR is committed to reciprocal learning and engagement with our UVic and community partners. The Executive Director, EQHR meets regularly with UVic's senior executives, President and Vice-Presidents, to support capacity building and cross-institutional equity initiatives.

While most of EQHR's major initiatives involve partnerships and engagement, this section highlights particularly powerful engagements. These include the Equity Review and community engagement partnerships with the Faculty of Fine Arts, the Scarborough Charter Steering Committee, and embedding EDI expertise between EQHR and Research services.

### Highlights

#### *Equity Review process with the Faculty of Fine Arts*

The Faculty of Fine Arts approached EQHR to partner on an Equity Review in support of their Strategic Planning process. Working closely with the Dean and the Fine Arts Indigenous Resurgence Coordinator, and with the support of the leadership team, EQHR built on the Equity Review framework (developed with the Department of Chemistry) to design a structure for the equity review that is reproducible for other units or faculties. The Faculty of Fine Arts conducted an equity survey of their community in early Fall 2022; the final report, building on the survey and the Faculty self-study document, will inform the upcoming Strategic Planning Process. More information can be found below under priority [IV](#) [Developing effective strategies to educate on harm prevention and intersectional inclusion](#) and on the new [Equity Review webpage](#).

## *Partnering with Fine Arts to increase community engagement*

Thembelihle Moyo (she/her) is a creative writer that splits her time between EQHR and co-teaching at the Faculty of Fine Arts. Thembelihle uses creative and artistic expression (participative theatre, workshops, engagement activities, etc.) to engage the broadest subsection of our university community in EQHR's essential work. She works with students, faculty and staff to help EQHR ensure that we are inclusive of all voices and experiences as we begin to take bold institutional steps to embed anti-racism and anti-oppression initiatives and actions.

This past May, EQHR and the Staging Equality Project collaborated with support from the Department of Theatre to offer three public showings of the workshop production, *It's Just Black Hair* by Thembelihle Moyo. This play is developed through conversations with Black African immigrants and other racialized immigrants in Canada navigating cultural differences and the expectations of fitting into "Canadian standards". The subtle everyday microaggressions that surround Black immigrants are captured and portrayed throughout the play. At the end of each showing was a talk back to engage the audience to have conversations with the playwright, director, and actors around the play's development process and their personal reflections.

## *Scarborough Charter Steering Committee*

Sponsored by EQHR and the Vice-President Academic and Provost, EQHR is working with Black institutional leaders to consider how to best support UVic's commitments in signing the [Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education](#). Tricia Best, Director of International Centre for Students and Devi Mucina, Director of Indigenous Governance led the work in November 2022 with administrative support from EQHR. The leads held consultations with Black community members in Greater Victoria on what they envision Black inclusion would mean locally. A Steering Committee was formed from the consultations and planning discussions with the leads. The Committee is composed of members representing UVic faculty, staff, students, alumni and external community members to incorporate a multi-lens approach in how to build permanent community supports and make space for people who identify as Black. In May 2023, Devi Mucina went on academic leave and Kelci Harris, Associate Professor in Psychology took over the Scarborough Charter Steering Committee co-lead with Tricia Best.

The Steering Committee is expecting to share updates around the work's progress in the fall by developing a new landing webpage and presenting during 5 Days of Action.

## *Partnership with Research Services to strengthen EDI initiatives*

EQHR and the Vice-President Research and Innovation continue to partner to strengthen equity, diversity, and inclusion (EDI) initiatives as they relate to research. Central to this partnership is the EDI Research Officer. The EDI Research Officer develops and implements EDI initiatives to attract, support and create an inclusive community of talented researchers. The EDI Research Officer offers consultation for researchers and research teams preparing for major funding applications. During this reporting period, the officer was engaged in funding applications which include but are not limited to the New Frontiers in Research Fund, the Canada Foundation for Innovation's 2023 Innovation Fund, and the Canada First Research Excellence Fund. The officer also oversaw internal selection processes for the Robbins-Ollivier Award for Excellence in Equity and for the Canada Excellence Research Chairs to ensure the EDI principles were embedded at every stage.

## Increasing capacity to deliver the EQHR mandate

EQHR works to constantly reconsider and review our work and deliver models and adapt to the changing context. We care for ourselves and the campus community by creating and managing adaptive processes and team structures

This year, we focussed on reviewing one of UVic's central policies, the Discrimination and Harassment Policy. As well, we have updated our team structure and maintained flexible multi-modal delivery.

### Highlights

#### *Review of the Discrimination and Harassment Policy (GV0205)*

This year EQHR is leading the review and update of the university's Discrimination and Harassment Policy (GV0205). In January 2023, the Learning and Advisory Committee (LAC) was established to engage members of the University Community in the initial policy draft and consultation design. The LAC was made up of students, staff, faculty, and leaders from across campus. This group's role was to support the policy review by engaging in deep learning and thoughtful discussion over 6 months on key policy-related topic areas such as systemic discrimination, microaggressions, policy principles and the Declaration on the Rights of Indigenous Peoples Act. Based on these learning discussions, the LAC designed a plan for University community engagement which will take place in two phases over 2023-2024.

#### *Review of the EQHR Educational Approach*

Growing out of our work last year to develop and describe a coherent educational approach for our office, we recognized the need to clarify the foundational education in equity that we believe is needed for the campus. An internal working group has been busy consulting with individuals and units on campus who offer education related to equity, and who deal with equity-related complaints and concerns, to determine the key learning needs for the campus. After analysis and integration with the team's own expertise in equity education, they have proposed a framework for this foundational education. The next stage of this work will involve exploration of how we can build out and implement such a program for the campus, including considerations of how this work connects with existing educational offerings within and outside of EQHR.

#### *EQHR team changes*

EQHR's team structure has been updated this year to better support EQHR's mandates and meet UVic's commitments to make the campus a more inclusive space that values equity, and its community to be well-informed and feel capable of acting against discrimination, harassment, and sexualized violence on campus. We will continue to adapt our team structure as we advance our work in these areas.

#### *Multi-modal service delivery*

EQHR has adapted and restructured our services including consultations, case management, workshops and events. Within the last few years, we have focused on expanding delivery modes to increase access to our available services and encourage greater engagement with the initiatives within our office. Consultations are offered through online surveys, self-directed conversation cafés, in-person open houses and opportunities to directly connect with someone through email. Policy disclosures and complaints are accepted through email, phone, online meetings, in-person meetings, and drop-ins to our office during our hours of operation. Workshops and events are offered through in-person, online and hybrid options.



## Looking ahead

We will continue to build on the successes and learn from the challenges of 2022-2023. For 2023-2024 we have identified the following high-level priorities:

- Complete the Discrimination and Harassment Policy review and update process.
- Initiate the Sexualized Violence Prevention and Response Policy review and update.
- Launch the Better Data Project and its questionnaire.
- Launch the Engaging Men Program.
- Launch a strategic education plan to address education and training needs more broadly and robustly.
- Work with executive leadership to develop equity-centred implementation and accountability framework for UVic Equity Action Plan.
- Work with executive leadership and project leaders to embed equity considerations at each stage of a project's life cycle.
- Continue to strengthen strategic partnerships.
- Strengthen the use of all forms of informal and/or voluntary dispute resolution.
- Develop new and creative communications strategies for embedding equity, diversity, and inclusion.

We look forward to working with you to achieve them in 2023-2024.



University  
of Victoria

**SUBMISSION TO THE UVIC BOARD OF GOVERNORS**

**FOR DECISION**

**November 10, 2023**

**To:** Operations and Facilities Committee

**From:** Elizabeth Croft, Vice-President Academic and Provost



**cc:** Kevin Hall, President and Vice-Chancellor

**Meeting Date:** November 28, 2023

**Subject:** Revisions to the Procedures for the Appointment and Review of the Associate Dean Humanities (GV0600)

**Basis for Jurisdiction:** University Act, 27(2f)  
Policy GV0600

---

**Strategic Relevance:** As per our Strategic Plan, Distinctly UVic, we are committed to creating a culture of change and transformation, including by fostering adaptable, creative policies. Associate deans play an essential role in the leadership and governance of academic faculties.

**Previous Consultation:** Revisions were approved unanimously by the Humanities Faculty Council on May 16, 2023. They were then presented to the Senate Committee on Agenda and Governance and approved by Senate on Nov. 3, 2023.



**Recommendation:**

*THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the Revisions to the Procedures for the Appointment and Review of the Associate Dean Humanities (GV0600) effective immediately.*

**Background:** The Office of the Vice-President Academic and Provost intends to bring forward a consolidated Procedures for the Appointment and Review of Associate Deans in the near future. However, in the immediate term, there are some gaps in GV0600 that must be addressed prior to the end of 2023 to allow the Faculty of Humanities to commence an Associate Dean appointment/reappointment process.

Among other needed updates, the current procedures do not outline a mechanism through which an incumbent can seek reappointment.

**Planned Further Action:** The revised policy will be shared with the Faculty of Humanities so that they may commence with an Associate Dean appointment/reappointment process in the spring of 2024.

**Attachment(s):**

- A memo to Senate and the Board of Governors from the Dean, Faculty of Humanities
- Revisions to the Procedures for the Appointment and Review of the Associate Dean Humanities (GV0600) – a version with track changes and a version with all changes accepted

**DATE:** October 13, 2023

**TO:** Senate and Board of Governors

**FROM:** Dr. Annalee Lepp, Dean, Faculty of Humanities

**RE:** ***Procedures for the Appointment and Review of Associate Dean of Humanities (GV0600) for Board of Governors Approval***

---

Please find attached documents corresponding to the approval of the changes to *Procedures for the Appointment and Review of Associate Dean of Humanities (GV0600)*. The following motion was approved unanimously at Faculty Council on May 16, 2023:

**Motion:** That the Faculty approve the revised *Procedures for the Appointment and Review of Associate Dean of Humanities* and that they be forwarded to the Board of Governors for approval.

Given that the Faculty of Humanities must conduct an Associate Dean appointment/reappointment in the spring of 2024, the procedures were updated while we await the approval of the University-wide procedure for the appointment and reappointment of Associate Deans.



---

Annalee Lepp  
Dean of Humanities

University Policy No.: GV0600

Classification: Governance

Approving Authority: Senate and the Board of Governors

Effective Date: January 2003

Supersedes:

Last Editorial Change: May 2023

Mandated Review:

## APPOINTMENT AND REVIEW OF THE ASSOCIATE DEAN OF HUMANITIES

---

### PURPOSE

- 1.00 The following procedures define the method by which the appointment, or review and reappointment of the Associate Deans (Faculty of Humanities) will be conducted.

### SCOPE

- 2.00 These procedures apply to the appointment of a new Associate Dean Academic or Associate Dean Research, the review and reappointment of an incumbent, and to the appointment of an Acting Associate Dean Academic or Associate Dean Research. An Acting Associate Dean is not considered an incumbent.

### PROCEDURES

- 3.00 Delegation of Appointment Authority  
Under Sections 27(2) (f) and (g) of the *University Act*, the Board of Governors shall with the approval of Senate establish procedures for the recommendation and selection of senior academic administrators and shall subsequently appoint these administrators.

3.01 The Board of Governors has delegated its authority to make appointments of academic and senior administrators to the President or the appropriate Vice-President Academic and Provost. For the purpose of this procedure, the Vice-President Academic and Provost is responsible for approving the appointment of Associate Deans in the Faculty of Humanities.

### Responsibilities of the Search Committee

- 4.00 Equity  
The University of Victoria is committed to employment equity. Faculties are strongly encouraged, where possible, to strike a Search Committee including representation from equity deservingthe four designated groups. During the selection process, the Committee should acquaint itself with human rights requirements, University equity and harassment policies, the Faculty's equity plans, and include equity issues in its consideration of criteria for the position. Postings for the position shall include an employment equity statement encouraging applicants from equity deservingthe four designated groups. The Chair of the Committee is encouraged to consult the Equity and

[Human Rights](#) Office for advice and support in running a fair and equitable search process.

#### Confidentiality

- 5.00 Deliberations of the Committee shall be confidential. A person who has breached confidentiality shall be subject to sanction by the Chair up to and including dismissal from the Committee and forfeiture of constituency representation. Members should respond to general questions on the Committee's progress by referencing procedural decisions of the Committee as recorded in the minutes. At no point is it appropriate to reference opinions or individual comments voiced at meetings.

#### FOI/POP FIPPA

- 6.00 Documentation received by the Committee during its deliberations is confidential. Personal information is protected by the B.C. Freedom of Information and Protection of Privacy Act.

#### Consultation

- 7.00 Members of the Committee shall be responsible for seeking information from their constituencies and keeping them advised of the process.

### **Size and Composition of the Search Committee**

- 8.00 The Dean of Humanities shall establish a Search Committee consisting of:

- 5 Regular faculty members elected by the members of the Faculty; each department will be asked to nominate one member to stand for election and that slate of ~~ten~~ members will then be submitted to the Faculty for the final selection of the five members
- 1 Regular faculty member from outside the Faculty of Humanities, elected by the chair and directors of the Faculty of Humanities
- 1 Staff member elected by and from the CUPE and PEA members in the Faculty
- 1 Graduate student in the Faculty of Humanities selected by the Graduate Students' Society
- 1 Undergraduate student registered in a program in the Faculty of Humanities selected by the University of Victoria Students' Society
- $\frac{1}{10}$  Dean of the Faculty of Humanities as Chair

- 9.00 The Committee members will familiarize themselves with the duties of the position and establish the criteria for the position.

- 10.00 The Committee shall determine if the incumbent wishes to seek a further term; if so, the Committee shall proceed as outlined under the review and re-appointment of incumbent section of these procedures.

- 11.00 If the incumbent does not wish to seek reappointment, the Committee shall invite applications and nominations for the position from tenured regular members of the Faculty.
- 12.00 The Committee shall not give any substantive consideration to the suitability of any person for the position unless the Committee shall have received clear evidence that the person has agreed to be considered as a candidate by the Committee.
- 13.00 The Committee shall gather relevant information about the applicants, shall short-list candidates, interview ~~shortlisted~~<sup>stronger</sup> candidates, and make a recommendation for appointment of a candidate for the position.
- 14.00 The Committee will review all relevant information and reach a decision by secret ballot on a recommendation by simple majority vote.
- Review and Reappointment of Incumbent**
- 15.00 If, after reviewing the criteria established for the position, the incumbent elects to stand for a consecutive term, the Committee shall determine through the following steps whether or not to recommend the reappointment.
- 16.00 The past performance of the incumbent shall be assessed in the context of the Faculty's future directions. Material to be examined by the Committee shall include:
- a) an updated curriculum vitae;
  - b) the criteria established as part of the search process;
  - c) the criteria and objectives established for the Associate Dean at the time of initial appointment; and
  - d) the results of consultation with the departments.
- 17.00 The incumbent shall be invited by the Committee to provide a self-assessment which shall include a statement of past and projected leadership in the context of the criteria established for continuation in the position.
- 18.00 The incumbent shall make a presentation to the members of the Faculty.
- 19.00 The Committee shall interview the candidate.
- 20.00 The Committee shall review all evidence and reach a decision on a recommendation on reappointment by simple majority vote.

#### **Ratification Procedures**

- 21.00 Regular faculty members in the Faculty of Humanities must vote to ratify the appointment. The candidate recommended by the Committee must be acceptable to 60 per cent of the faculty members voting.

#### **Acting Associate Dean**

- 22.00 If required for six months or less, an Acting Associate Dean shall be nominated by the Dean after consultation with the chairs and directors of the Faculty of Humanities. If the Acting Associate Dean is to serve for more than six months, the procedures shall be those used to appoint an Associate Dean.

#### **Length of Term**

23.00 The term of appointment will have a maximum length of five years.

#### **AUTHORITIES AND OFFICERS**

24.00 The authorities and officers for this policy are:

- (i) Approving Authority: Senate and Board of Governors
- (ii) Designated Executive Officer: Vice-President Academic and Provost
- (iii) Procedural Authority: Vice-President Academic and Provost
- (iv) Procedural Officer: Vice-President Academic and Provost

#### **RELATED POLICIES AND DOCUMENTS**

Appointment and Re-Appointment of the Associate Dean Academic Advising (Faculties of Science, Social Sciences and Humanities) (GV0670)

**APPOINTMENT AND REVIEW OF THE  
ASSOCIATE DEAN OF HUMANITIES****University Policy No.:** GV0600**Classification:** Governance**Approving Authority:** Senate and the  
Board of Governors**Effective Date:** January 2003**Supersedes:****Last Editorial Change:** May 2023**Mandated Review:**

---

**PURPOSE**

- 1.00 The following procedures define the method by which the appointment, or review and reappointment of the Associate Deans (Faculty of Humanities) will be conducted.

**SCOPE**

- 2.00 These procedures apply to the appointment of a new Associate Dean Academic or Associate Dean Research, the review and reappointment of an incumbent, and to the appointment of an Acting Associate Dean Academic or Associate Dean Research. An Acting Associate Dean is not considered an incumbent.

**PROCEDURES**Delegation of Appointment Authority

- 3.00 Under Sections 27(2) (f) and (g) of the *University Act*, the Board of Governors shall with the approval of Senate establish procedures for the recommendation and selection of senior academic administrators and shall subsequently appoint these administrators.
- 3.01 The Board of Governors has delegated its authority to make appointments of academic and senior administrators to the President or the appropriate Vice-President Academic and Provost. For the purpose of this procedure, the Vice-President Academic and Provost is responsible for approving the appointment of Associate Deans in the Faculty of Humanities.

**Responsibilities of the Search Committee**Equity

- 4.00 The University of Victoria is committed to employment equity. Faculties are strongly encouraged, where possible, to strike a Search Committee including representation from equity deserving groups. During the selection process, the Committee should acquaint itself with human rights requirements, University equity and harassment policies, the Faculty's equity plans, and include equity issues in its consideration of criteria for the position. Postings for the position shall include an employment equity statement encouraging applicants from equity deserving groups. The Chair of the Committee is encouraged to consult the Equity and Human Rights Office for advice and support in running a fair and equitable search process.

### Confidentiality

- 5.00 Deliberations of the Committee shall be confidential. A person who has breached confidentiality shall be subject to sanction by the Chair up to and including dismissal from the Committee and forfeiture of constituency representation. Members should respond to general questions on the Committee's progress by referencing procedural decisions of the Committee as recorded in the minutes. At no point is it appropriate to reference opinions or individual comments voiced at meetings.

### FIPPA

- 6.00 Documentation received by the Committee during its deliberations is confidential. Personal information is protected by the B.C. Freedom of Information and Protection of Privacy Act.

### Consultation

- 7.00 Members of the Committee shall be responsible for seeking information from their constituencies and keeping them advised of the process.

### **Size and Composition of the Search Committee**

- 8.00 The Dean of Humanities shall establish a Search Committee consisting of:
- 5 Regular faculty members elected by the members of the Faculty; each department will be asked to nominate one member to stand for election and that slate of members will then be submitted to the Faculty for the final selection of the five members
  - 1 Regular faculty member from outside the Faculty of Humanities, elected by the chair and directors of the Faculty of Humanities
  - 1 Staff member elected by and from the CUPE and PEA members in the Faculty
  - 1 Graduate student in the Faculty of Humanities selected by the Graduate Students' Society
  - 1 Undergraduate student registered in a program in the Faculty of Humanities selected by the University of Victoria Students' Society
  - $\frac{1}{10}$  Dean of the Faculty of Humanities as Chair
- 9.00 The Committee members will familiarize themselves with the duties of the position and establish the criteria for the position.
- 10.00 The Committee shall determine if the incumbent wishes to seek a further term; if so, the Committee shall proceed as outlined under the review and re-appointment of incumbent section of these procedures.
- 11.00 If the incumbent does not wish to seek reappointment, the Committee shall invite applications and nominations for the position from tenured regular members of the Faculty.



- 12.00 The Committee shall not give any substantive consideration to the suitability of any person for the position unless the Committee shall have received clear evidence that the person has agreed to be considered as a candidate by the Committee.
- 13.00 The Committee shall gather relevant information about the applicants, shall short-list candidates, interview shortlisted candidates, and make a recommendation for appointment of a candidate for the position.
- 14.00 The Committee will review all relevant information and reach a decision by secret ballot on a recommendation by simple majority vote.

#### **Review and Reappointment of Incumbent**

- 15.00 If, after reviewing the criteria established for the position, the incumbent elects to stand for a consecutive term, the Committee shall determine through the following steps whether or not to recommend the reappointment.
- 16.00 The past performance of the incumbent shall be assessed in the context of the Faculty's future directions. Material to be examined by the Committee shall include:
- a) an updated curriculum vitae;
  - b) the criteria established as part of the search process;
  - c) the criteria and objectives established for the Associate Dean at the time of initial appointment; and
  - d) the results of consultation with the departments.
- 17.00 The incumbent shall be invited by the Committee to provide a self-assessment which shall include a statement of past and projected leadership in the context of the criteria established for continuation in the position.
- 18.00 The incumbent shall make a presentation to the members of the Faculty.
- 19.00 The Committee shall interview the candidate.
- 20.00 The Committee shall review all evidence and reach a decision on a recommendation on reappointment by simple majority vote.

#### **Ratification Procedures**

- 21.00 Regular faculty members in the Faculty of Humanities must vote to ratify the appointment. The candidate recommended by the Committee must be acceptable to 60 per cent of the faculty members voting.

#### **Acting Associate Dean**

- 22.00 If required for six months or less, an Acting Associate Dean shall be nominated by the Dean after consultation with the chairs and directors of the Faculty of Humanities. If the Acting Associate Dean is to serve for more than six months, the procedures shall be those used to appoint an Associate Dean.

#### **Length of Term**

- 23.00 The term of appointment will have a maximum length of five years.

#### **AUTHORITIES AND OFFICERS**

24.00 The authorities and officers for this policy are:

- (i) Approving Authority: Senate and Board of Governors
- (ii) Designated Executive Officer: Vice-President Academic and Provost
- (iii) Procedural Authority: Vice-President Academic and Provost
- (iv) Procedural Officer: Vice-President Academic and Provost

**RELATED POLICIES AND DOCUMENTS**

Appointment and Re-Appointment of the Associate Dean Academic Advising (Faculties of Science, Social Sciences and Humanities) (GV0670)



University  
of Victoria

**SUBMISSION TO THE UVIC BOARD OF GOVERNORS**

**FOR INFORMATION**

**November 10, 2023**

**To:** Board of Governors

**From:** Helga Hallgrímsdóttir, Deputy Provost

A handwritten signature in black ink, appearing to read 'Helga Hallgrímsdóttir'.

**cc:** President and Vice-Chancellor

**Meeting Date:** November 28, 2023

**Subject:** Campus-Wide Survey on a Health-Related Faculty

**Basis for Jurisdiction:** University Act 27 (2i)(2j)  
Ad hoc Senate Committee on Academic Health Programming Terms  
of Reference  
Strategic Plan

---

**Strategic Relevance:** Raising the profile of health-related programs aligns with the university's Strategic Plan, including by supporting the well-being of the community and enhancing collaborations towards healthier and more resilient futures. New structures for health programming would also advance and mobilize UVic's Aspiration 2030 impact areas while supporting a diverse community of interdisciplinary health researchers to achieve excellence and address critical societal challenges.

**Previous Consultation:** The Committee reviewed and discussed the survey results from the campus-wide survey at their Oct. 13, 2023 meeting.

Following this, the summary of results was shared with Senate and highlights were presented at their Nov. 3, 2023 meeting. The summary was also shared with the President's Leadership Council and discussed at Deans' Council and Integrated Planning. Following Senate, the summary was posted to the public web page ([uvic.ca/health-faculty](https://uvic.ca/health-faculty)).

**Background:** At their May 5, 2023 meeting, Senate voted unanimously in favour of forming an ad-hoc Senate Committee on Academic Health Programming, chaired by the Deputy Provost, to explore and determine the structure of a health-related faculty at UVic.

The Board of Governors was updated at their May 30, 2023 meeting. As per the *University Act*, the establishment of academic facilities and departments is the responsibility of the Board of Governors, on the recommendation of Senate.

The Committee's update to campus on May 9, 2023 confirmed that we are not proposing a net-new faculty. If Senate and the Board agrees to a new faculty structure, some departments and schools will migrate to a new faculty. Others may migrate to different existing faculties. Many of these details will be determined after Senate and Board's initial approval.

**Summary:** To consult the campus community and receive feedback from as many faculty, staff and students as possible, the Committee launched a campus-wide survey from Sept. 1–25, 2023. The survey received more than 1,900 responses from faculty and librarians, staff, students, alumni and community members. All academic faculties and divisions are represented in the results.

The survey reflects great enthusiasm across campus for this initiative—and the potential benefits are seen to far outweigh the potential challenges. Principal among the benefits is the opportunity to attract high-performing students. There is optimism about the opportunities and outcomes for students that a new health faculty would provide, including with respect to experiential learning and training opportunities as well as research-enriched learning from experts in health-related fields. Respondents also emphasized the need to centre Indigenous perspectives in this work and in the outcomes, and the Committee has launched a parallel process specific to Indigenous health.

**Planned Further Action:** The survey results will help to inform future consultations, including meetings with units who are likely to be directly impacted.

As noted on the public web page ([uvic.ca/health-faculty](https://uvic.ca/health-faculty)), the project has an ambitious timeline. The first phase involves developing recommendations to Senate on whether to establish a health faculty and, if Senate agrees, a description, name and list of foundational units. The Committee is planning to bring a recommended motion to the Board of Governors at their March 26, 2023 meeting, which will also include interim procedures for a new dean of the faculty. This will allow UVic to begin the recruitment process.

Determining foundational units in early 2024 will help provide certainty to units and individuals who are wondering if they will be affected by this change and allow the Committee to focus on supporting the evolution of units throughout 2024, and work with the new dean towards implementation for fall term 2025.

**Attachment(s):**

Campus-Wide Survey on a Health-Related Faculty at UVic: Summary of Results  
(October 24, 2023)



# CAMPUS-WIDE SURVEY ON A HEALTH-RELATED FACULTY AT UVIC

## SUMMARY OF RESULTS

October 24, 2023

Submitted by the Senate Committee  
on Academic Health Programming



## Executive summary

In September 2023, UVic's [Senate Committee on Academic Health Programming](#) surveyed the campus community to seek input on the formation of a health-related faculty, including its focus, name, foundational units and structure, potential benefits, and potential risks that should be avoided. While some areas of campus are likely to be more impacted than others, all opinions and viewpoints were welcomed and encouraged given the impact of such a transformational change to campus.

Based on the survey responses, there is great enthusiasm across campus for this initiative—and the potential benefits identified far outweigh the potential challenges. Principal among the benefits is the opportunity to attract high-performing students, and a significant number of student respondents indicated that they were seeking a health-related program prior to enrolling at UVic. There is optimism about the opportunities and outcomes for students that a new health faculty would provide, including with respect to experiential learning and training opportunities as well as research-enriched learning from experts in health-related fields.

Additionally, survey respondents believe this initiative will improve UVic's ability to respond to pressing local and global health challenges, including through expanded research opportunities, enhanced partnerships with health care organizations, and increased access to funding and resources. There is also support for increased collaboration and interdisciplinary approaches among units.

With respect to focus, respondents recommend a balanced approach to health programming that includes biological and social determinants of health, which is reflected in the top recommendations for the faculty's name, its foundational programs and future programs. Faculty respondents within existing units that have health programming strongly recommended the inclusion of their own programs in the new structure.

Respondents also emphasized the need to centre Indigenous perspectives in this work and in the outcomes, including through a distinctions-based approach. There is a desire to see Indigenous ways of knowing and scholarship incorporated into future programming, courses and curriculum related to health and wellness.

The level of interest and engagement on campus related to this initiative is high, and many respondents used the survey as an opportunity to urge the committee to create a new faculty of health.

Additional information about this initiative can be found on the [project page](#).

## Contents

Part I: Survey design and engagement.....	3
Audiences and recruitment.....	3
Responses .....	3
Part II: Survey results and analysis.....	4
Current state and perception.....	5
Focus .....	7
Faculty names and inspiration .....	9
Structure .....	10
Considerations for success.....	11
Risks to avoid.....	11
Potential benefits and challenges .....	12
Benefits .....	12
Challenges .....	14
Partnerships and collaborations.....	17
Indigenous teaching, research and scholarship.....	19
Student motivation and outcomes .....	19
Career preparation.....	21
Future programming .....	21
Part III: Final observations.....	23
Appendix: Survey instrument .....	23



## Part I: Survey design and engagement

The survey was developed by a working group comprised of six Committee members: three faculty and three staff (including an A/Associate Dean, Dean and Associate Vice-President). The working group began by consulting the Committee on potential themes. In developing some of the questions, the group drew from the UVic Health Initiative Concept Paper. Prior to launch, the group integrated feedback from the Committee's student representatives and made additional edits from the entire Committee.

The Committee discussed and agreed that the survey should be anonymous and confidential as this would result in the most authentic and useful results. As such, unique identifiers have been removed and results presented in the aggregate. In the survey preamble, the Committee committed to sharing high-level findings as part of its accountability to Senate.

Most questions in the survey had both quantitative and qualitative response options. Respondents could select categories and ratings and provide context through "other" options. A range of open-ended questions were also posed, which were read by members of the analysis team. This summary provides an overview of both forms of responses. Quantitative responses were analysed in SAS and MS Excel while qualitative responses were analysed in NVivo and GPT 3.5.

As with any optional survey, the presence of sample selectivity bias is expected. Those who would be most impacted by the creation of a new health-related faculty are more likely to provide their input even though the survey was open to all. Since the survey is not being used for statistical inference, no testing has been carried out; responses are used to provide information and context to the Committee and to Senate on the perspectives of UVic community members.

### Audiences and recruitment

The survey was open from September 1–25 and promoted to faculty, librarians, staff and students. Alumni and external community members were also welcome to participate, though they were not target audiences.

The survey included a general set of questions for all audiences, and then a unique stream for each target audience: faculty/librarians, staff, and students. Alumni and external members were only provided with the general set of questions. A copy of the survey instrument, as provided by SurveyMonkey, is included as an appendix.

Recruitment included a broadcast email to faculty and staff, follow-up emails from leaders to their areas, a Brightspace announcement, an in-person information booth on campus, digital and physical posters, social media, the web page, verbal reminders at meetings, and the Campus Checklist.

Based on timestamps, our initial broadcast email to faculty and staff on Sept. 5 resulted in about 400 responses. A second surge in responses occurred through the Sept. 14 information booth, which generated about 300 responses and built awareness through engagement with an estimated 800 individuals. A third surge occurred through the Brightspace announcement that reached instructors and students. Instagram was the final promotion tactic, which resulted in an estimated 500 responses starting on Sept. 22, primarily from students but also over 100 alumni and 32 external respondents.

### Responses

We received 1,915 total responses with a 47% completion rate and an average time spent of 3 minutes and 30 seconds. This completion rate was expected, as the survey was designed with general questions upfront and the option for respondents to answer questions specific to their role (i.e., relationship with

UVic). Faculty/librarians had a 69% completion rate and spent an average of 13 minutes and 30 seconds on the survey. Staff had a 48% completion rate and spent 7 minutes and 30 seconds. Students had a 40% completion rate and spent just over 2 minutes.

## Part II: Survey results and analysis

The majority of the 1,915 respondents were students, followed by staff then faculty/librarians. This summary provides an overview of responses from all survey respondents, as well as some results filtered by audience group (e.g., students, faculty/librarians, staff).

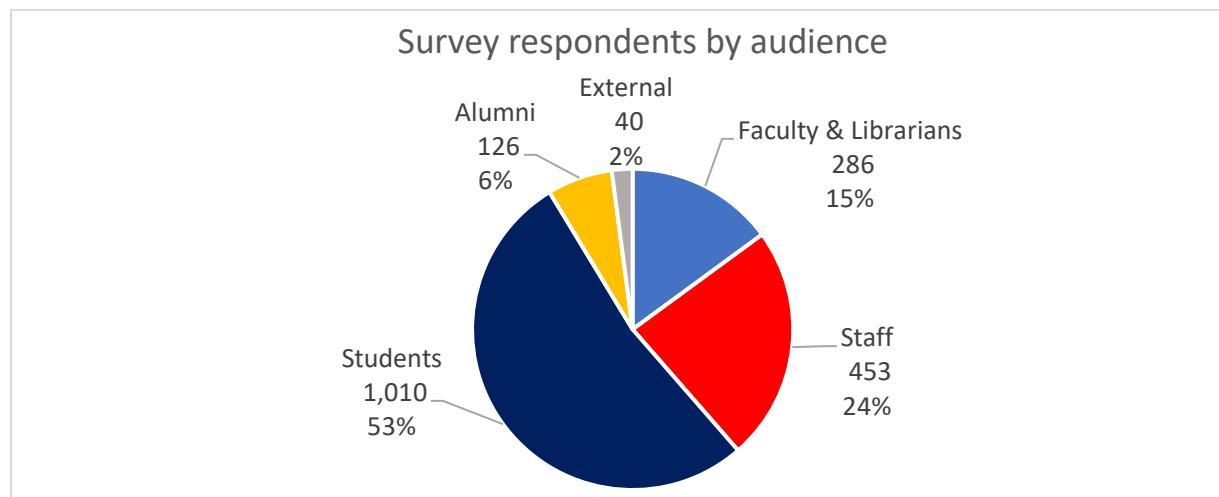


Figure 1: Survey respondents by audience, based on the question “Which group best describes your role at UVic (select one).”

Respondents were then asked to identify with a department, school, faculty, division or portfolio. Not all non-academic units were listed and respondents were instead asked to identify with their portfolio (for example, University Systems was not an option but Vice-President Finance and Operations was).

Area	Faculty & Librarians	Staff	Students	Alumni	External to UVic	Total
Faculty of Education	33	18	60	11	2	124
Faculty of Engineering & Computer Science	15	12	139	10	3	179
Faculty of Fine Arts	8	6	33	4		51
Faculty of Graduate Studies		3	11	2		16
Faculty of Human & Social Development	73	55	150	39	8	325
Faculty of Humanities	27	6	68	9	4	114
Faculty of Law	9	11	15	1		36
Faculty of Science	54	33	215	12	3	317
Faculty of Social Sciences	35	14	246	30	9	334
P.B. Gustavson School of Business	10	6	24	5		45
Division of Continuing Studies	1	22	36			59
Division of Medical Sciences	7	8	4		2	21
University Libraries	8	6		1		15
PRES, USEC & VPI		7				7
VP Academic & Provost (STUA, COOP & LTSI)	3	120		1		124
VP External Relations	1	21				22
VP Finance & Operations		58			1	59
VP Research & Innovation		17				17
Prefer not to say	2	13	4		4	23
Unsure/none		17	5	1	4	27
<b>Total</b>	<b>286</b>	<b>453</b>	<b>1,010</b>	<b>126</b>	<b>40</b>	<b>1,915</b>

Figure 2: Respondents grouped by faculty, division or portfolio, based on the question “To which unit are you most connected?”

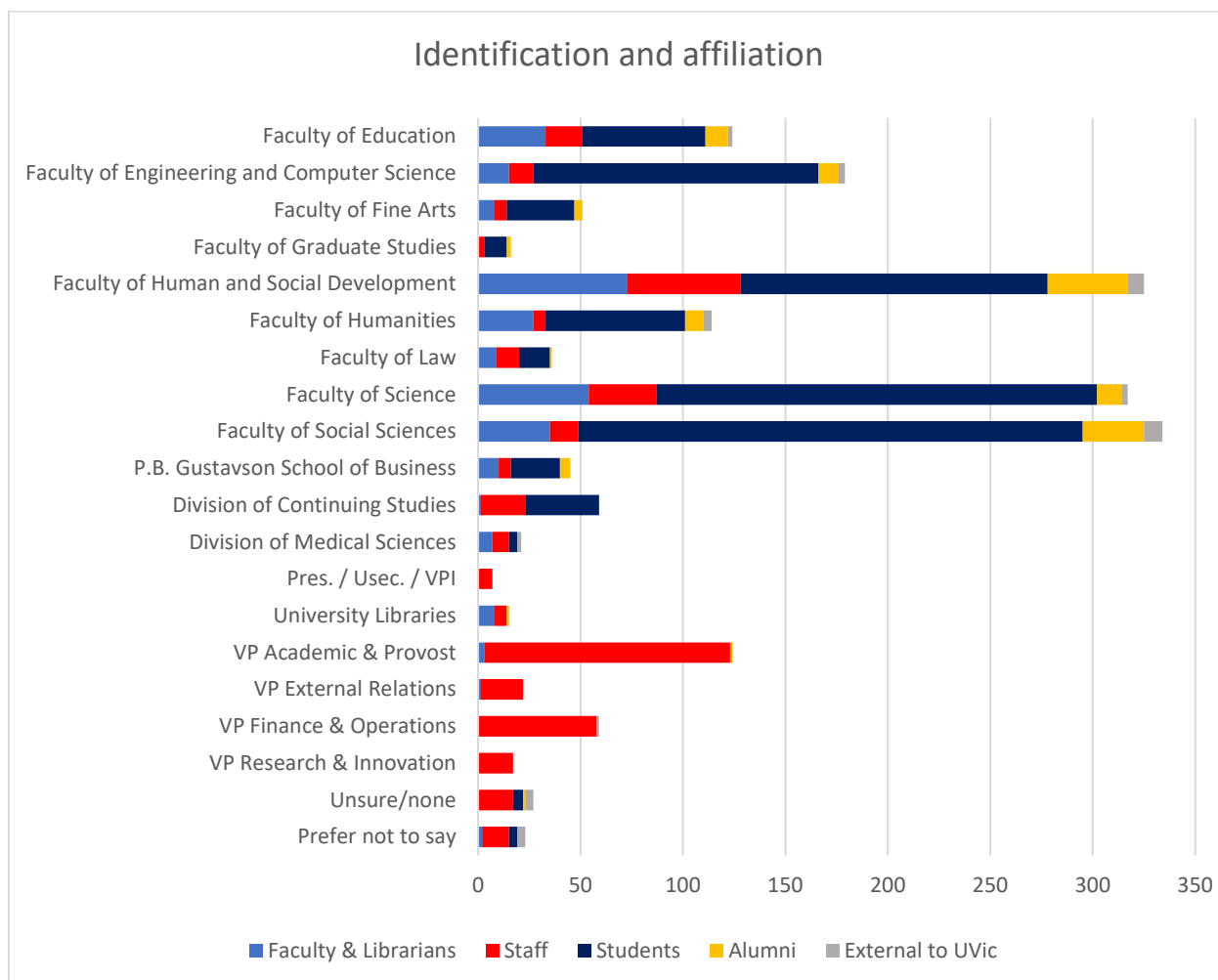


Figure 3: Respondents grouped by faculty, division or portfolio, based on the question “To which unit are you most connected?” This is the same information provided in figure 2.

All academic faculties and divisions are represented in the results, as is University Libraries and all executive portfolios.

The Vice-President Academic and Provost portfolio had the most staff responses (120), with 90 individuals identifying with the Division of Student Affairs. Student Affairs consists of frontline staff—including recruiters, tour guides, advisors, clerks and counsellors—who interact regularly with prospective and current students.

The Faculty of Social Sciences, UVic’s largest faculty, had the most overall responses (334). Within the Faculty, 63 respondents identified with the Department of Psychology specifically.

The Faculty of Human and Social Development (HSD) had the second-most overall responses and the most faculty responses (73). Within HSD, 43 individuals identified with the School of Nursing, 36 with Public Health and Social Policy, and 32 with Health Information Science.

### Current state and perception

Survey results indicate there is a mixed perception of whether UVic is viewed as having a health focus. While UVic has notable health-related programs, research and initiatives, there are challenges in terms of perception and awareness, particularly due to the absence of a dedicated medical school.

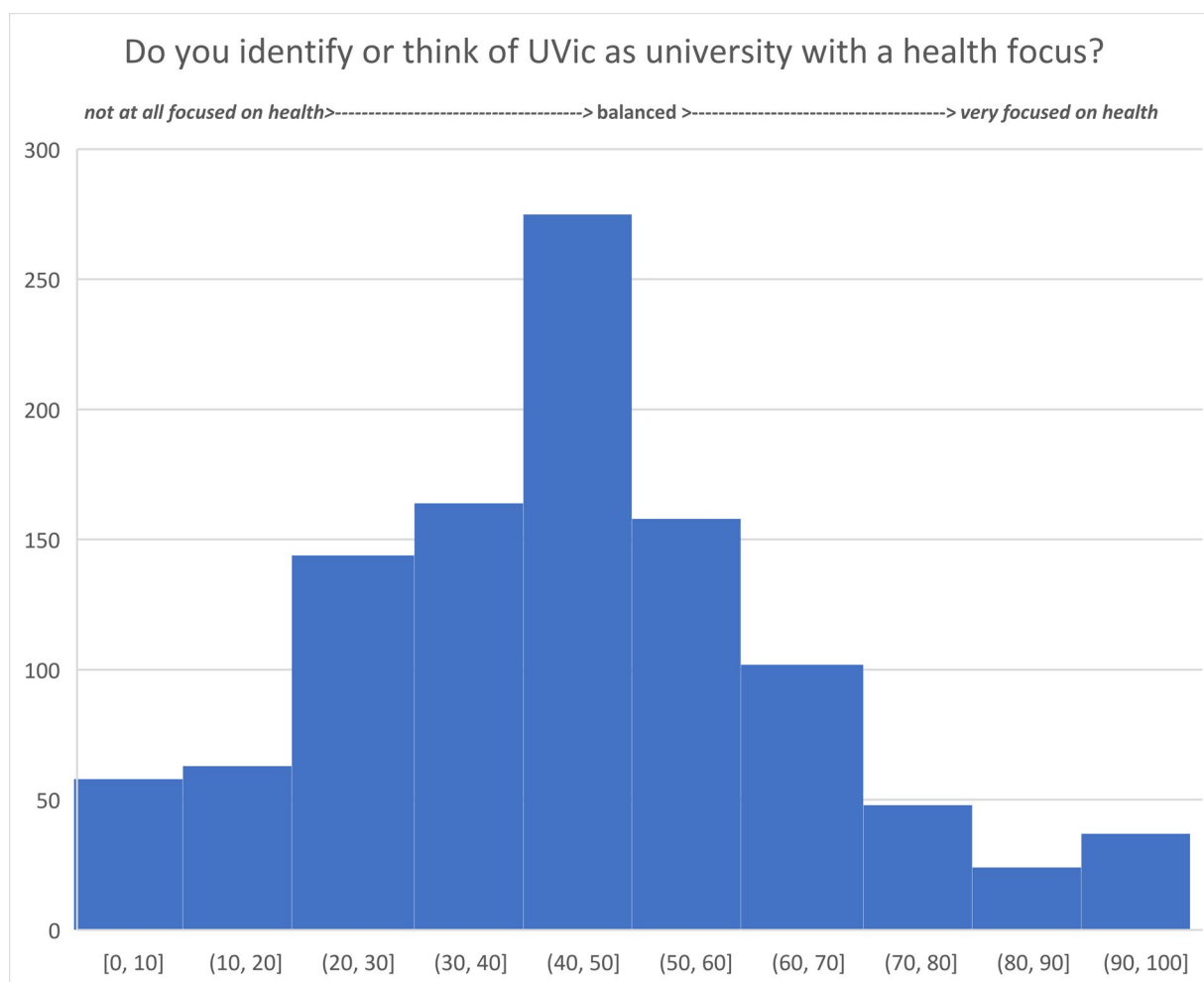


Figure 4: Respondents rated, on a scale of 0-100, if they thought of UVic as having a health focus.

Positive indicators of a health focus include our academic programs, research and on-campus initiatives. UVic is seen as being committed to health-related education, with nursing, kinesiology, public health, psychology, counselling and health informatics featuring prominently in qualitative responses. UVic’s affiliation with UBC’s Island Medical Program was also highlighted.

One of the challenges UVic faces in this regard, as noted by respondents, is our lack of a medical school. As well, some respondents felt that UVic’s health programs are not well-advertised or promoted—particularly compared to engineering and science disciplines—leading to limited awareness both internally and externally.

*UVic is committed to the distributed partnership model with UBC’s Faculty of Medicine and hosts the Island Medical Program through the Division of Medical Sciences. No further medical school is contemplated by the Province of BC and so any consideration of such is outside of the scope of the Committee.*

Many respondents expressed concerns about the fragmentation of health-related disciplines across different faculties, leading to a lack of cohesion and collaboration. Some suggested the creation of a comprehensive health faculty that brings together various health-related disciplines would help to foster collaboration and synergy among faculty and students.

## Focus

When asked whether the new faculty should focus on biological determinants of health or social determinants of health, respondents generally opted for a balanced approach—although there was some polarization, particularly among faculty/librarian respondents. The largest cluster for that group, however, was still at the balanced point.

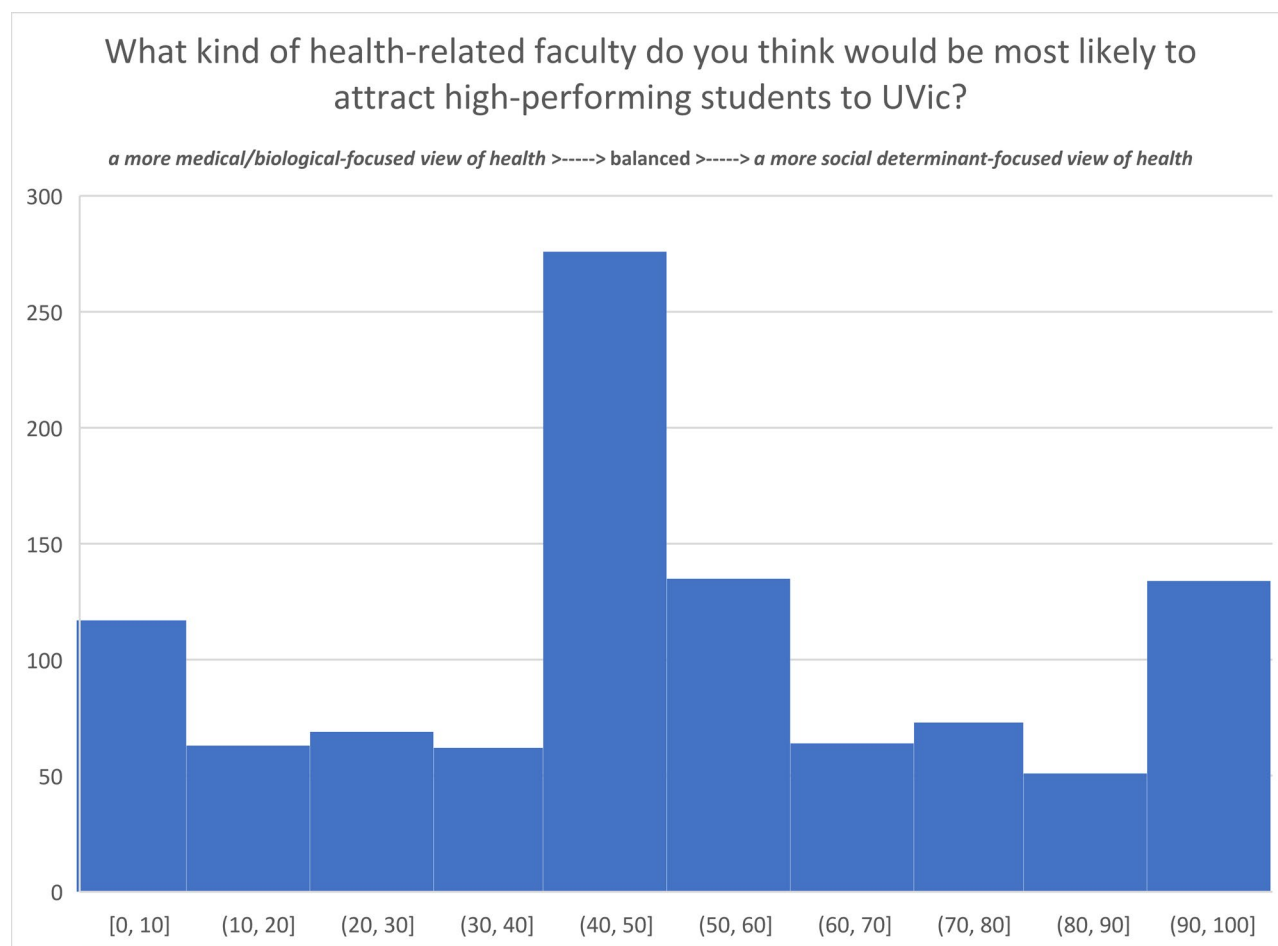


Figure 5: Respondents rated, on a scale of 0-100, what they thought the new faculty should focus on.

Following this question, respondents were asked to identify foundational programs to be included in a health-related faculty. Pre-populated options were drawn from the [UVic Health Initiative Concept Paper](#).

Among all audience groups, both combined and individually, public health, health information science, nursing and social dimensions of health were among the top four recommendations.

*A unit or program's appearance in the figure below does not necessarily mean it will form part of a new health-related faculty. The Committee intends to consult potentially impacted units, including those that might move or evolve as part of this initiative.*

*Currently, public health is part of the School of Public Health and Social Policy, in HSD. The School of Health Information Science and the School of Nursing are also in HSD. Social dimensions of health is an interdisciplinary graduate program administered by HSD. Clinical psychology is a graduate program in the Department of Psychology, in the Faculty of Social Sciences. Exercise science and kinesiology are part of the School of Exercise Science, Physical and Health Education, in the Faculty of Education. Neuroscience is an interdisciplinary graduate program administered by the Division of Medical Sciences.*

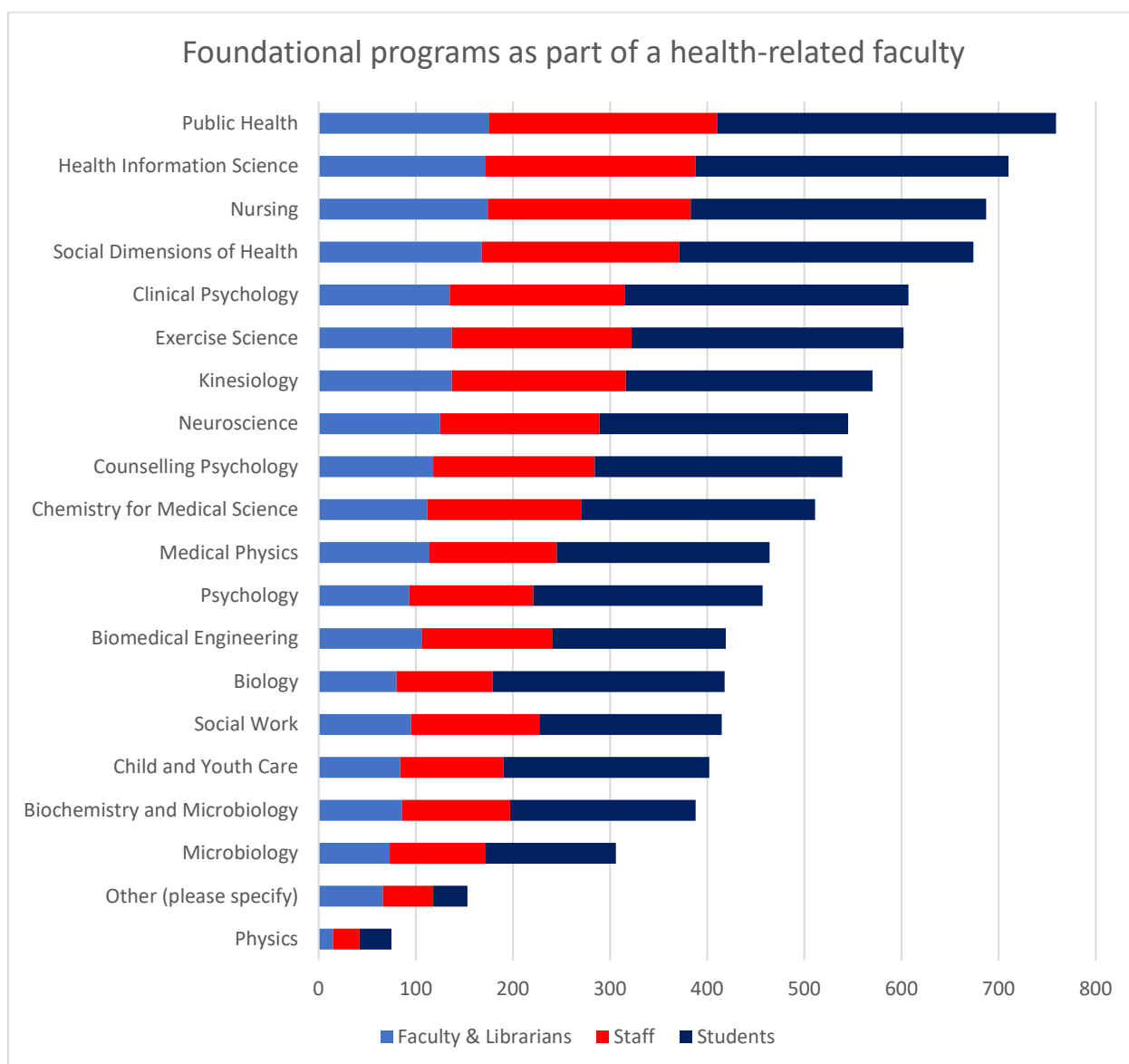


Figure 6: Suggestions for foundational programs, based on the question “What are the foundational programs that you believe should be a part of a health-related faculty?” Respondents could select all that applied.

For the top 10 proposed foundational programs listed above, faculty respondents in those units indicated a high level of support for being included in a new health-related faculty. For example, when filtering survey results to this question based on audience and unit:

- 100% of faculty who identified as being in the School of Public Health and Social Policy and 88% of all faculty in HSD believe **public health** should be a foundational program.
- 100% of faculty who identified as being in the School of Nursing and 89% of all faculty in HSD believe **nursing** should be a foundational program.
- 100% of faculty who identified as being in the School of Health Information Science and 84% of all faculty in HSD believe **health information science** should be a foundational program.
- 86% of faculty who identified as being in the Department of Psychology and 79% of all faculty in social sciences believe **clinical psychology** should be a foundational program.
- 100% of faculty who identified as being in the School of Exercise, Physical and Health Education and 96% of all faculty in education believe both **exercise science** and **kinesiology** should be foundational programs.

The question as posed recognized that a complete list of programs was not provided, and so included an “other” field. The 170 respondents who also opted to complete the “other” field suggested a range of programs and disciplines, many of which were programs that UVic does not offer, although we may offer a related course or courses.

Given the UVic community’s commitment to Indigenous education and research, several respondents recommended a focus on Indigenous health and healthcare. An Indigenous approach to health and medicine and Indigenous perspectives on health were mentioned more frequently among those 170 respondents than any other theme or discipline.

The most common suggestions are listed here along with the number of times mentioned:

- Indigenous health, studies, perspectives (19)
- Economics, biostatistics, bioinformatics (13)
- Health education, recreation, leisure (9)
- Medicine, medical science, medical school (9)
- Environmental health, studies, science (7)
- Nutrition (7)
- Sociology (7)

Some respondents noted disciplines that offer courses or conduct research connected to health—for example, law and gender studies—which may be considerations for interdisciplinary collaborations. Other respondents advocated for the inclusion of arts and humanities in health education to foster a holistic understanding of health and well-being.

Faculty names and inspiration

There were many suggestions for a new faculty name, with “Faculty of Health Sciences,” “Faculty of Health” and “Faculty of Health and Social Development” as the top responses. Several respondents sought to integrate words related to health, wellness and wellbeing.

Rather than suggesting a specific name, some respondents recommended UVic opt for a simple name that is short and clear.

*The Committee has emphasized the importance of aligning the faculty’s name with the mandate, once established.*

Name	Count
Faculty of Health Sciences	190
Faculty of Health	138
Faculty of Health and Social Development	91
Faculty of Health and [other]	47
Faculty of Health and Wellness	33
Faculty of Health and Wellbeing	20
Faculty of Health and Medical Sciences	10
Faculty of Health Studies	10
Faculty of Integrated Health	7
Faculty of Medicine	6
<b>Total suggestions</b>	<b>768</b>

Figure 7: Top 10 faculty name suggestions.

For inspiration, faculty/librarian and staff respondents suggested mostly Canadian universities. Fewer than 90 respondents had suggestions, with the following mentioned more than once:

- University of British Columbia – [Faculty of Medicine](#) & [Island Medical Program](#)
- McMaster University – [Faculty of Health Sciences](#)
- Simon Fraser University – [Faculty of Health Sciences](#)
- Dalhousie University – [Faculty of Medicine](#) & [Faculty of Health](#)
- Western University – [Faculty of Health Sciences](#)
- University of Toronto – [Faculty of Medicine](#)
- Simon Fraser University – [Faculty of Health Sciences](#)
- University of Alberta – [College of Health Sciences](#)
- York University – [Faculty of Health](#)

## Structure

Faculty/librarians and staff were asked how a new faculty should be structured. Most respondents opted for a departmentalized approach, though they noted that the structure should depend on the specific focus, scale and needs of the health-related faculty. Some respondents were concerned about protecting the interests of existing departments or faculties, suggesting that changes shouldn't disadvantage them.

Many respondents emphasized the importance of interdisciplinary collaboration and integration as a key organizing component. They expressed a desire for breaking down silos and fostering cooperation between health-related disciplines. Faculty/librarian respondents were asked to rate the effectiveness of potential strategies to foster or promote interdisciplinary teaching, learning and collaboration.

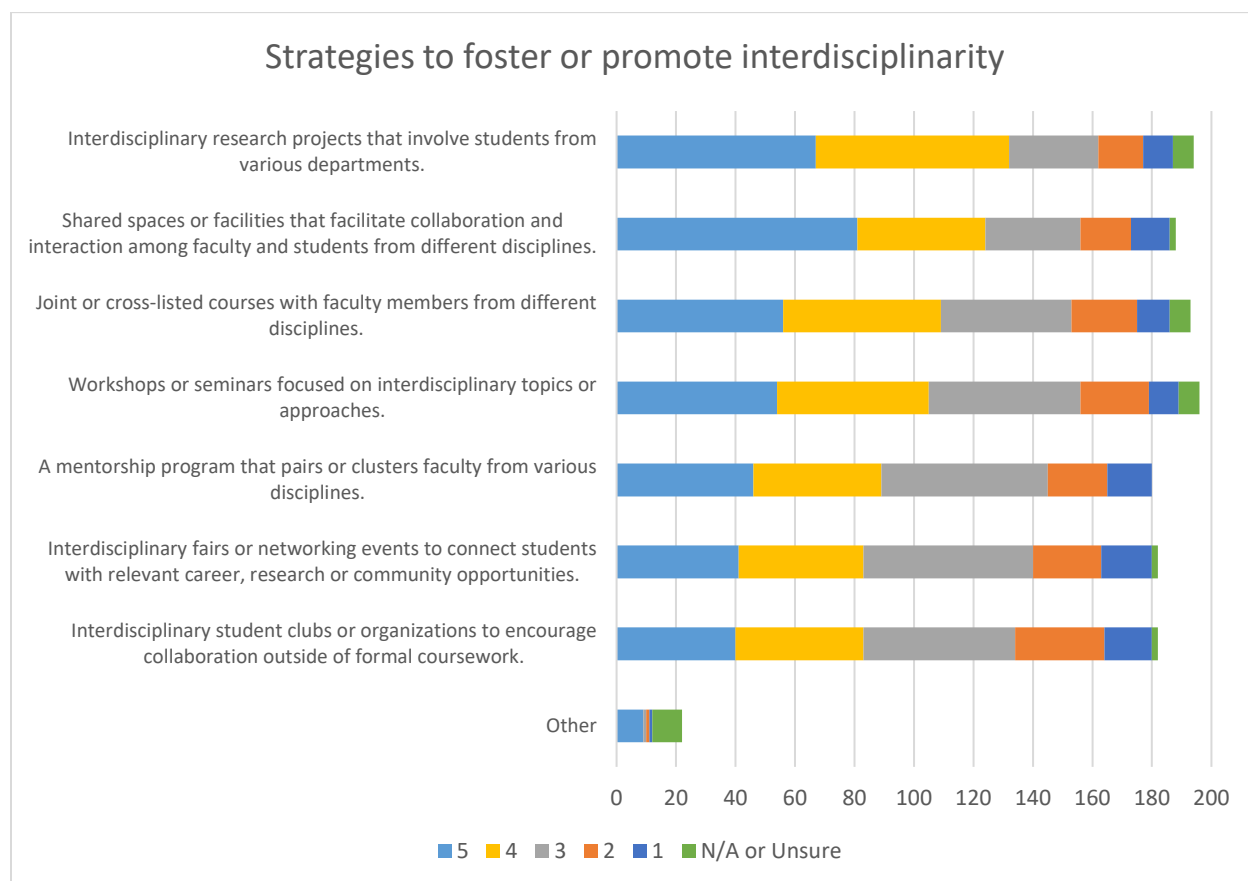


Figure 8: Faculty/librarians were asked to rate the effectiveness of each strategy to foster or promote interdisciplinary teaching, learning and collaboration, where 1 is “not at all effective” and 5 is “highly effective.”



The few responses in “other” mentioned collaborative spaces (including a lab dedicated to interdisciplinary work), interdisciplinary clusters, cross-listing courses, cross-appointed faculty and both internal and external research grants for interdisciplinary projects. Structuring interdisciplinary collaboration around themes that transcend disciplines was suggested as an effective strategy.

Elsewhere in the survey, students emphasized the importance of interdisciplinary collaboration and integration of health concepts across various academic disciplines, not just in a health faculty.

### Considerations for success

When asked what would constitute a successful health-related faculty, respondents were enthusiastic and engaged in providing thoughtful suggestions and recommendations. They expressed a strong desire for the faculty to succeed and make a positive impact on the university and the broader community. While there may be some differences in opinion regarding specific aspects, the tone of the responses indicates a genuine interest in creating a thriving and distinctive health-related faculty that aligns with UVic's values and addresses real-world health needs.

A successful health-related faculty, as envisioned by survey respondents, should be community-oriented, innovative, and comprehensive, addressing healthcare challenges while preparing students for diverse health-related professions. Collaborations with clinical partners for practical experience was emphasized by several respondents, as was engaging with community to address local health needs.

It should strive for a balance between biological and social aspects of health, include both undergraduate and graduate programs, and promote an interdisciplinary approach. Faculty/librarian respondents in particular emphasized the importance of interdisciplinary collaboration, suggesting bringing together various disciplines—including sciences, social sciences and humanities—to address health holistically. A focus on preventative health was seen as essential by many.

It should prioritize diversity and inclusion and include Indigenous perspectives. Aligning the faculty with UVic's values, such as commitment to Indigenous well-being, anti-racism, and climate action, was mentioned by several respondents. Ensuring diversity, equity and inclusivity in both faculty and student populations was emphasized. Maintaining high ethical, professional and quality standards was also considered crucial.

Finally, a successful health-related faculty should effectively govern itself, have modern equipment and maintain financial sustainability. Faculty/librarians stressed the need for a strong emphasis on research, including to secure external funding, grants and research chairs.

### Risks to avoid

Conversely, when asked what risks should be avoided, respondents commented on resourcing, administration, collaboration and mandate. They want to avoid creating silos and unintended competitiveness that hinder collaboration.

Faculty/librarians and staff warned against creating too big of a faculty, although there was a tension related to size and scope: UVic should not create too big of a faculty but should also not have too narrow of a focus. Respondents want to ensure a collaborative faculty—one where a single health discipline doesn't dominate others or smaller disciplines—and suggested a balanced rather than narrow academic and research focus. Some respondents are worried about competition and the “cannibalization” of existing faculties and warned against duplicating programs offered elsewhere.

Respondents want to avoid overstaffing or creating high-level administrative positions without clear purpose. It will be important to resource the new faculty appropriately, including with respect to staff positions that support faculty and students.

There is belief that risks can be mitigated with innovative and clear planning, a compelling vision, and a modern structure that fosters collaboration. Many risks can be mitigated by clearly defining the scope and focus of the new faculty. The new faculty should not simply duplicate what other schools or faculties are already doing, and programs should be unique and well-structured. Striking a balance that encompasses various aspects of health is considered crucial by many respondents.

## Potential benefits and challenges

Faculty/librarians and staff were asked to rate the potential benefits and challenges of establishing a health-related faculty. Students were also asked to rate potential benefits, although their question had different response options.

### Benefits

When asked to rate potential benefits, faculty/librarians and staff noted several, with student recruitment and increased access to funding as the top two responses. Overall, staff were more optimistic than faculty/librarians, with far fewer “not beneficial at all” ratings.

Students were particularly interested in paid co-op positions, and they also noted interest in other experiential learning opportunities. Learning from expert faculty and researchers was also seen as a major benefit.

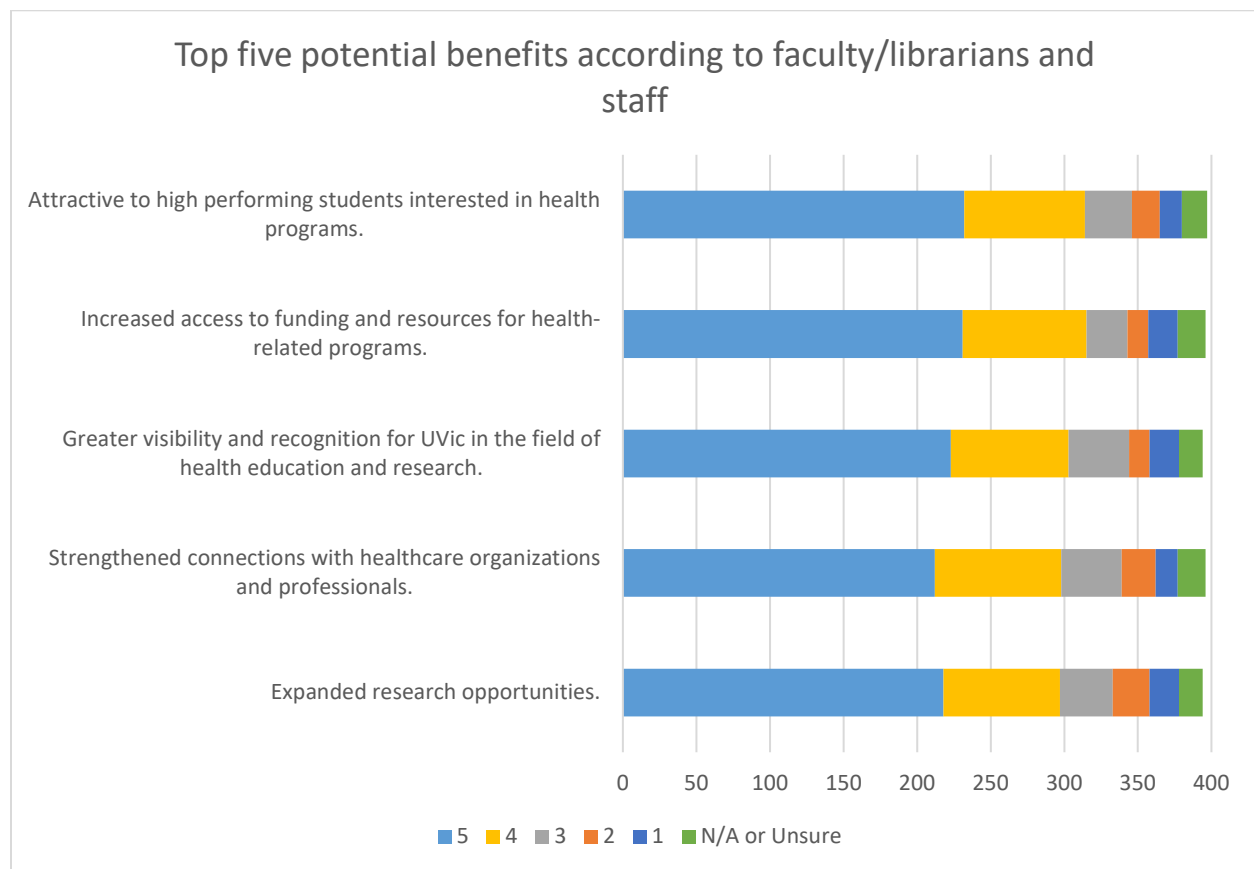


Figure 9: The top five potential benefits according to faculty/librarian and staff respondents, where 1 is "not at all beneficial" and 5 is "highly beneficial."

## Potential benefits according to faculty/librarians

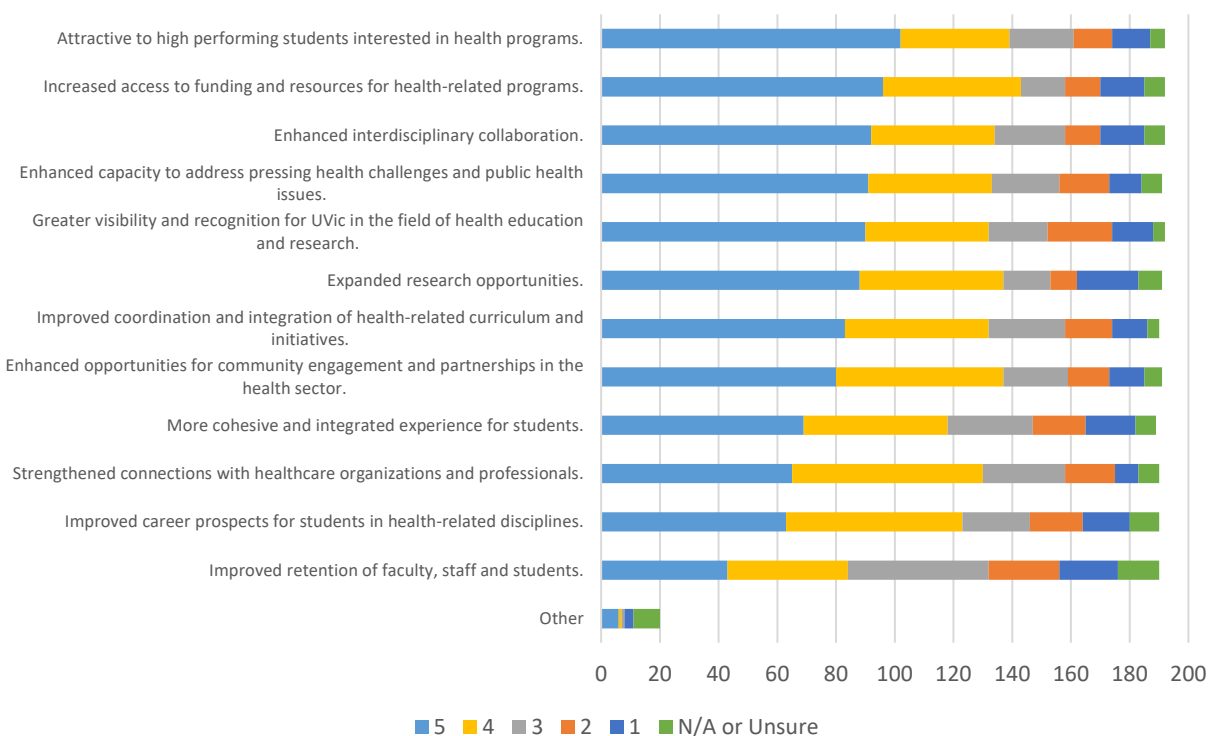


Figure 10: Faculty/librarian responses to: "What are the potential benefits you perceive in establishing a health-related faculty at UVic?" Faculty/librarians were asked to rate each, where 1 is "not at all beneficial" and 5 is "highly beneficial."

## Potential benefits according to staff

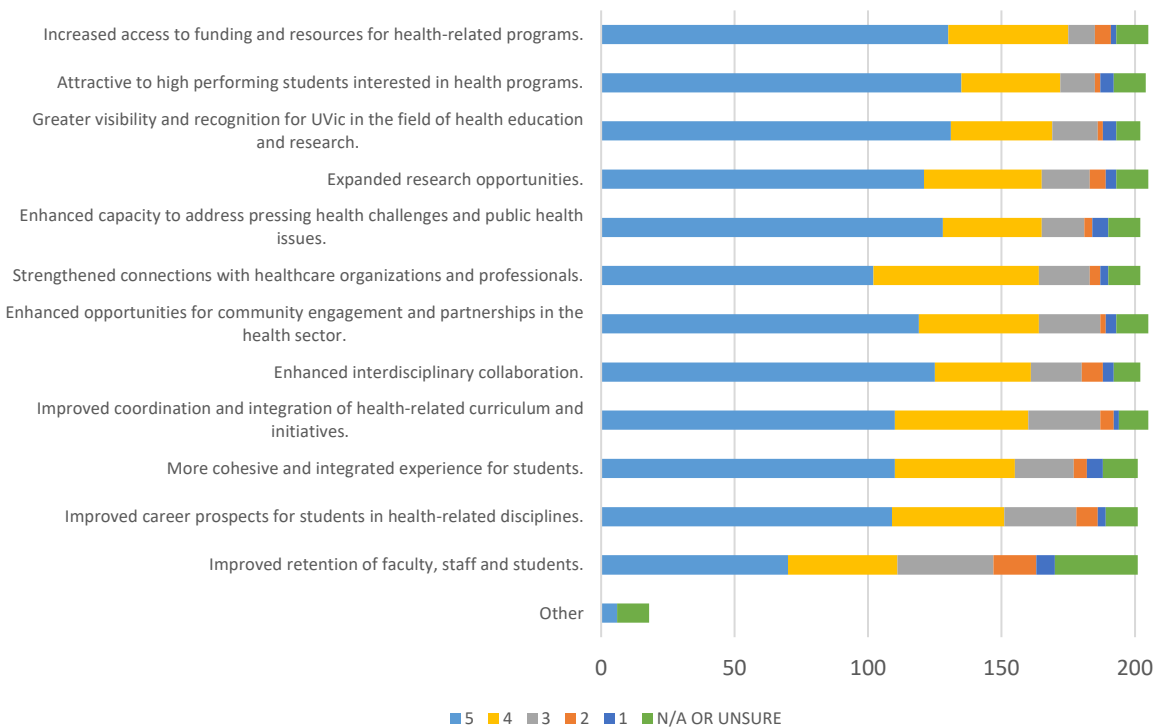


Figure 11: Staff responses to the same question as above, where 1 is "not at all beneficial" and 5 is "highly beneficial."

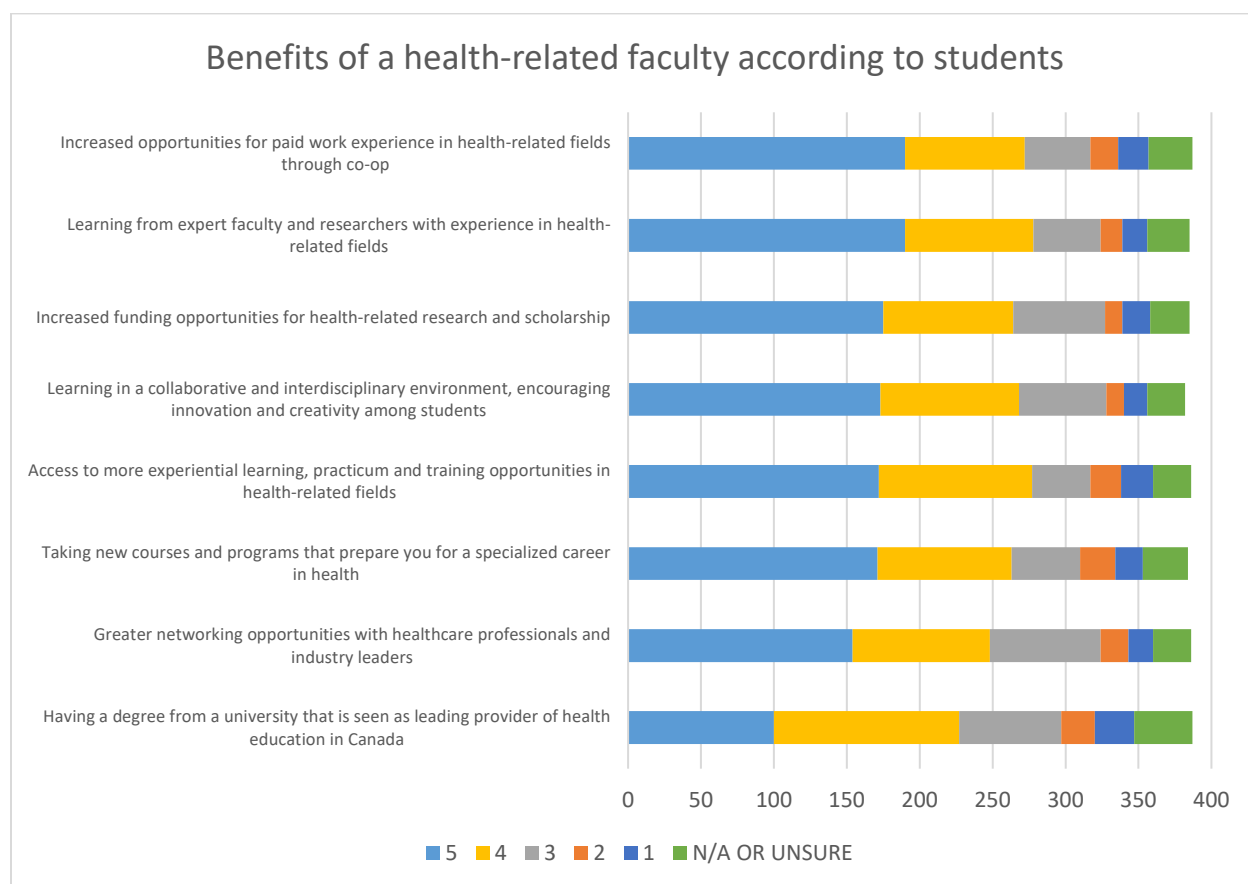


Figure 12: Student responses to: "How important are the following benefits of a health-related faculty to you as a student?" Students were asked to rate each, where 1 is "not at all important" and 5 is "extremely important."

In the "other" field, faculty/librarian and staff respondents noted benefits related to scientific advancements and research impact, including those that have tangible improvements in healthcare outcomes (i.e., through health policies and practices). There were also comments related to enhanced collaboration and integration, such as the opportunity to break down perceived barriers and silos between disciplines.

It was suggested that UVic should help to address the shortage of healthcare practitioners in British Columbia, including through new services and insights. Respondents believe a new health-related faculty could improve connections with policymakers, health authorities and government, which could lead to increased funding opportunities.

Several respondents commented that the benefits listed in the question are contingent on adequate funding and a well-thought-out structural plan.

A few students mentioned the importance of a holistic approach to health, including mental, emotional and physical well-being.

### Challenges

While the benefits outweighed the challenges, faculty/librarians perceived more potential challenges than did staff. When creating a new faculty, consideration should be given to departmental culture and cohesion, both with respect to dividing existing units as well as integrating into a different unit. Faculty/librarians, in particular, are concerned with drawing resources from other faculties.

## Top five potential challenges according to faculty and staff

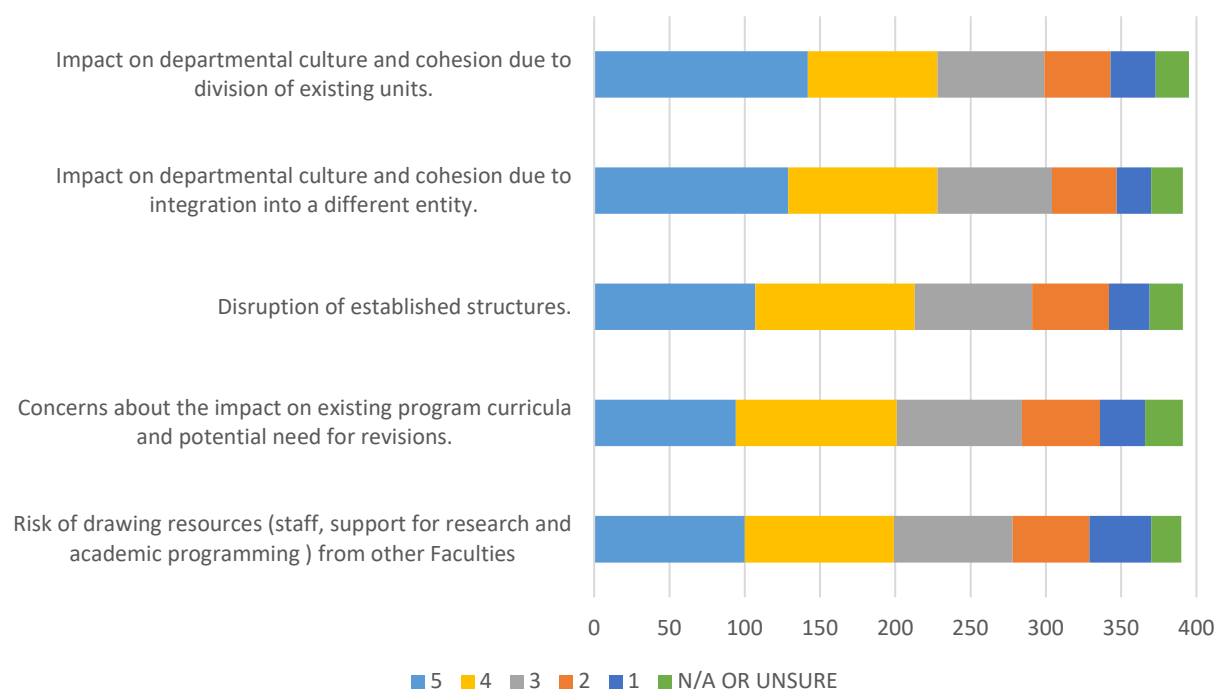


Figure 13: The top five potential challenges according to faculty/librarian and staff respondents, where 1 is "not at all challenging" and 5 is "highly challenging."

## Potential challenges according to faculty/librarians

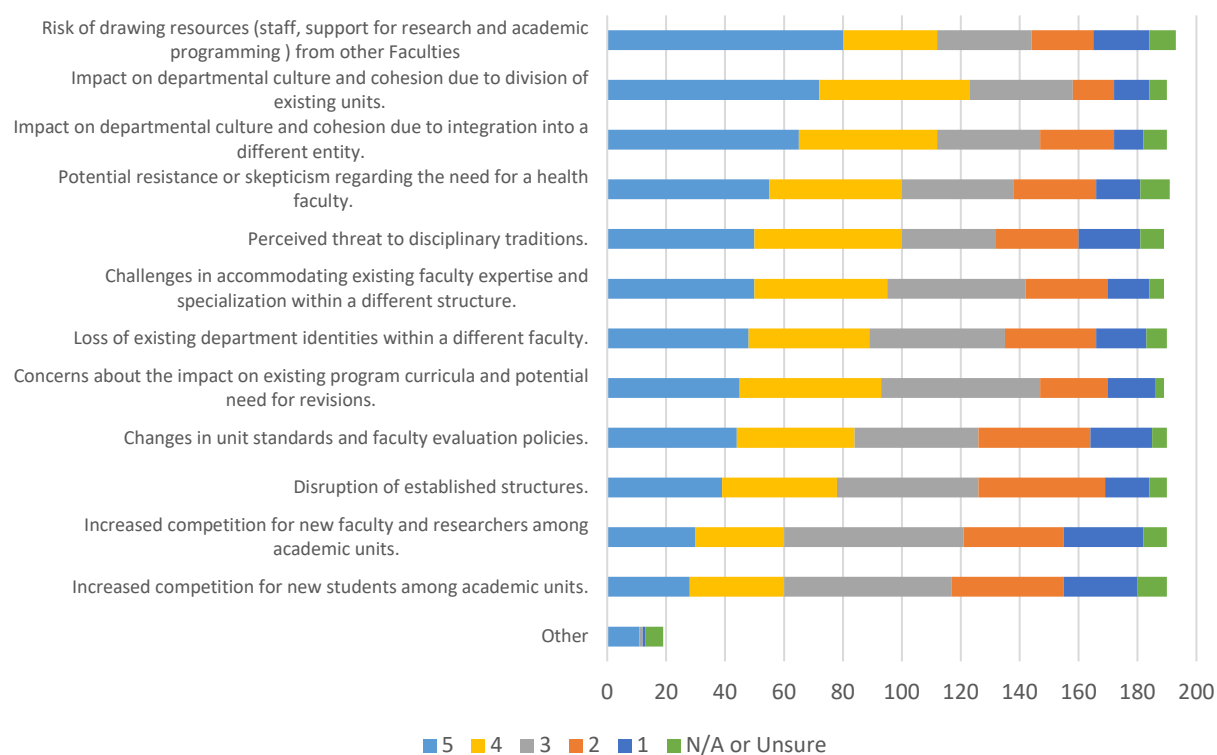


Figure 14: Faculty/librarian responses to: "What are the potential challenges you perceive in establishing a health-related faculty at UVic?" Faculty/librarians were asked to rate each, where 1 is "not at all challenging" and 5 is "highly challenging."

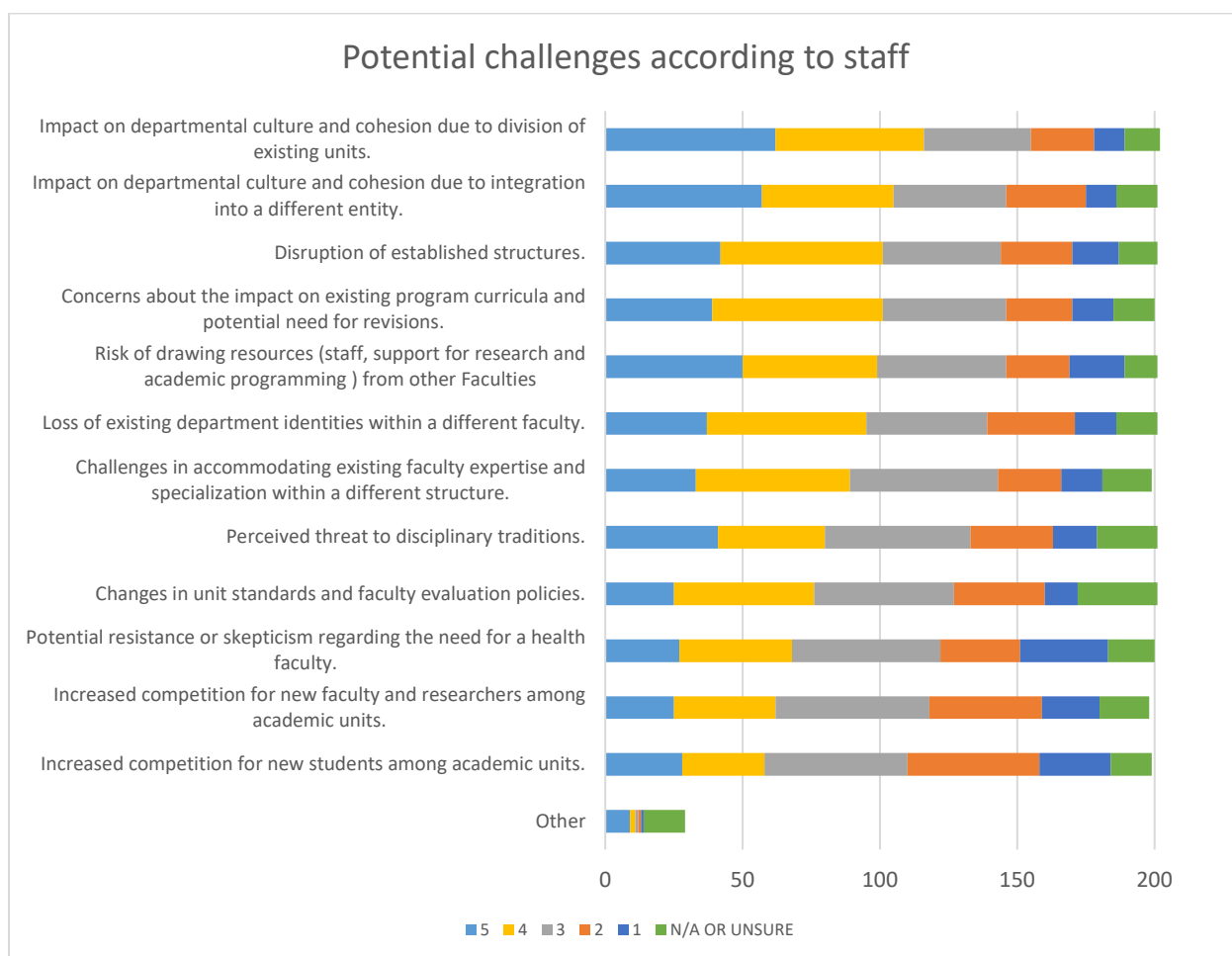


Figure 15: Staff responses to: "What are the potential challenges you perceive in establishing a health-related faculty at UVic?" Staff were asked to rate each, where 1 is "not at all challenging" and 5 is "highly challenging."

In the "other" field, some faculty noted potential challenges with addressing professional and regulatory competencies that are mandatory for healthcare professionals.

Along with financial concerns related to new faculty, there was a general dissatisfaction with the level of funding at UVic. Several respondents raised concerns about the cost of creating a new faculty, including new senior administrative roles.

Some students expressed concerns that funding might be diverted from existing faculties, potentially negatively impacting their programs. A small number of students (7) suggested that new funding should go towards other priorities, such as improved student services.

*There is no new funding for this initiative, and no additional costs are anticipated as UVic is not considering a net-new faculty but rather the reimagining of an existing faculty/division(s). There is, however, revenue potential through government funding and tuition, including for new and targeted program expansions and associated capital related to health, provided a structure exists to house those programs.*

Respondents emphasized the importance of considering financial stability and viability when creating any new structures or changing existing structures.

While the presence of on-campus health and wellness facilities was noted as evidence of UVic's commitment to health, some students used the opportunity of the survey to express concerns with access to existing health and wellness facilities on campus.

### Partnerships and collaborations

Respondents generally supported all pre-populated suggestions to foster collaboration and partnerships with external stakeholders, with experiential learning opportunities seen as the most effective strategy. The only noticeable difference between faculty/librarian and staff responses was their ordering of strategies to support collaboration and partnerships; for example, pursuing joint grant applications was ranked second for faculty, fourth for staff and third overall.

Here and elsewhere in the survey, respondents suggested expanding or strengthening the Island Medical Program with UBC; it was noted as an effective distributed education model and good example of a successful partnership.

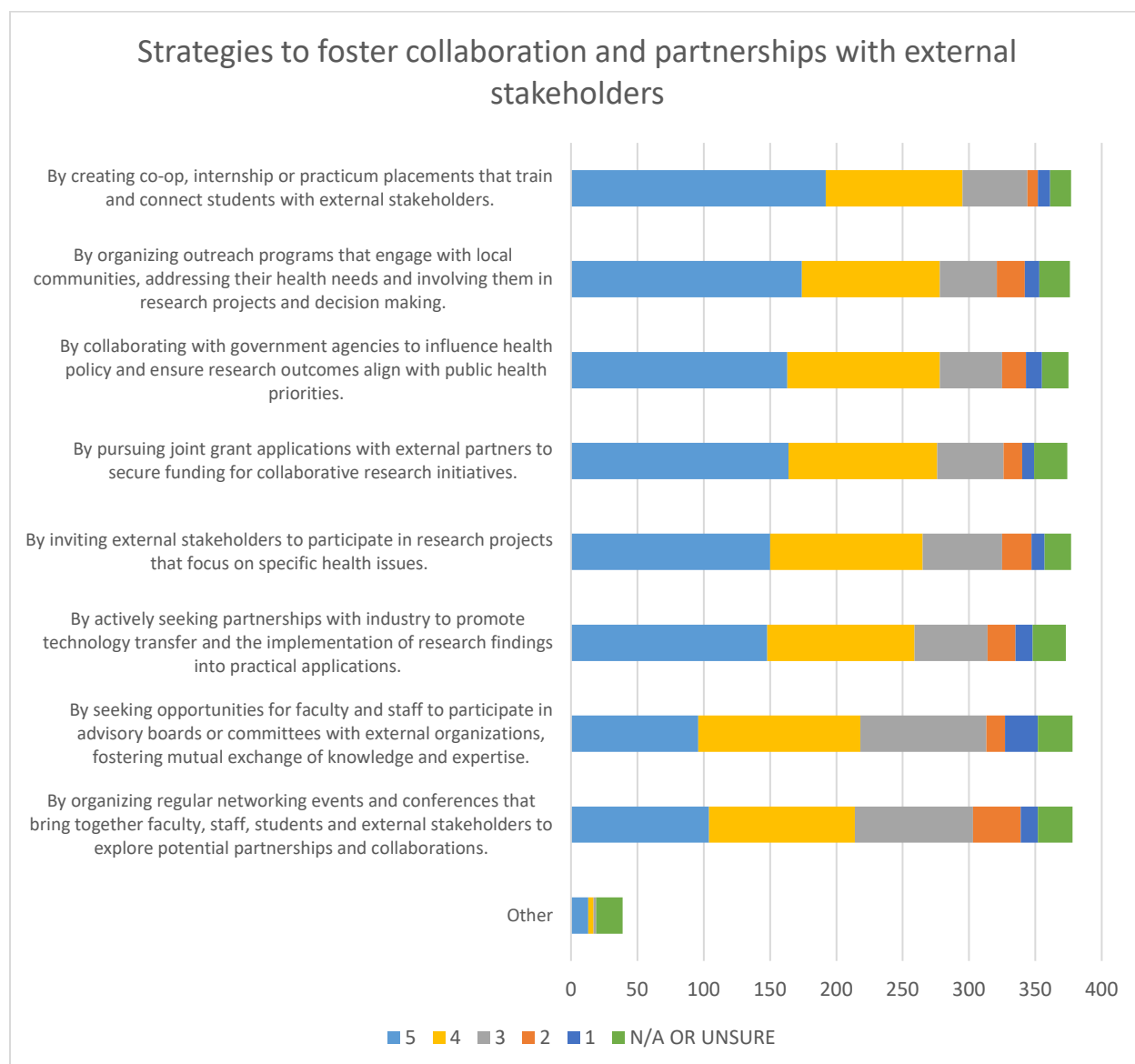


Figure 16: Faculty/librarians and staff rated potential strategies to foster collaboration and partnerships with external stakeholders (e.g., healthcare, health organizations, Indigenous communities, government agencies, industry). Faculty/librarians rated potential strategies from 1-5 for each option, where 1 is "not well at all" and 5 is "very well."

There were seven suggestions in the “other” field: community-driven/initiated programming, recognizing community-engaged work as part of research productivity, collaborating with other global leaders, ensuring sufficient funding, reducing administrative burden, and using industry to provide resources for technology.

Elsewhere in the survey, several respondents suggested creating teaching and training clinics on campus where faculty, students and partners can work together to serve the community. Clinical psychology and the need for improved spaces, including to serve our community, were cited by some students.

Faculty/librarians were also asked to comment on strategies that could help to integrate diverse perspectives, disciplines and approaches to address complex health challenges. They ranked joint research projects and incentives such as grants and awards as the most effective strategies.

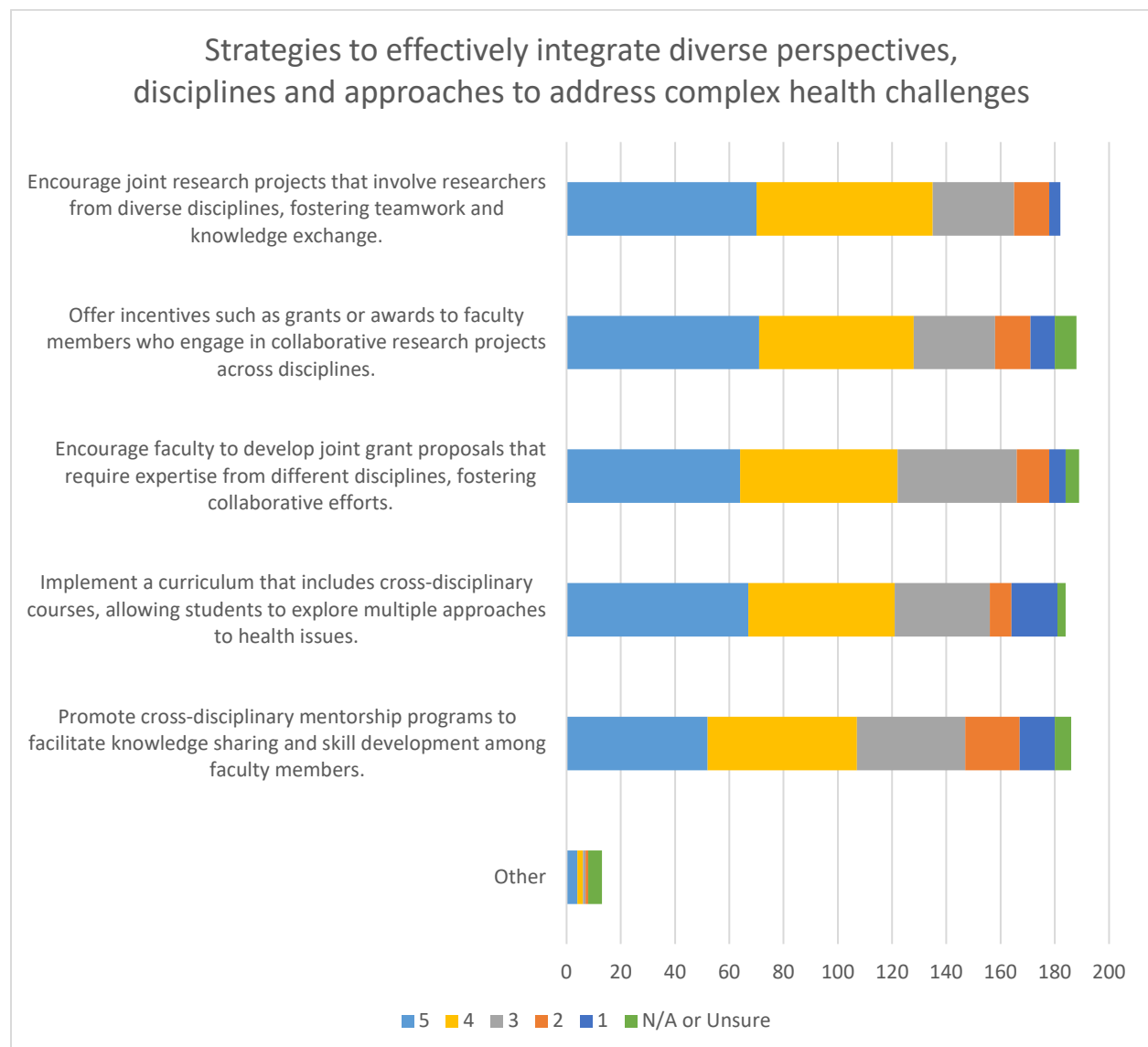


Figure 17: Faculty/librarians rated potential strategies from 1-5 for each option, where 1 is “not well at all” and 5 is “very well.”

There were eight suggestions in the “other” field: cluster hiring, cross-disciplinary courses, cross-appointed faculty, a professional degree certification, an internal in-residence program, making grants easier to acquire, and research projects involving a clinician.



## Indigenous teaching, research and scholarship

Throughout the survey, there emerged a call for the incorporation of Indigenous teaching and healing practices, along with the promotion of a distinctions-based approach to healthcare.

Faculty/librarians and staff were asked how a health-related faculty could strengthen and promote First Nations, Inuit and Metis teaching, research and scholarship in health. Almost 200 respondents provided suggestions, many of whom emphasized the importance of consulting Indigenous Peoples on this question.

*The Committee is consulting Indigenous Peoples through an Indigenous Health Working Group, led by the Committee representative appointed by the Vice-President Indigenous. Relevant survey responses to this question will be shared with the Working Group for consideration.*

Respondents emphasized the recruitment and representation of Indigenous students and faculty, stressing the importance of cultural competency training and interdisciplinary knowledge that incorporates Indigenous ways of knowing.

Recommendations also included curriculum changes to integrate Indigenous perspectives and traditional knowledge, offering Indigenous health courses and programs, and ensuring inclusivity and anti-racism across all disciplines. As well, respondents proposed creating specific research centers or cluster hires for Indigenous health scholars.

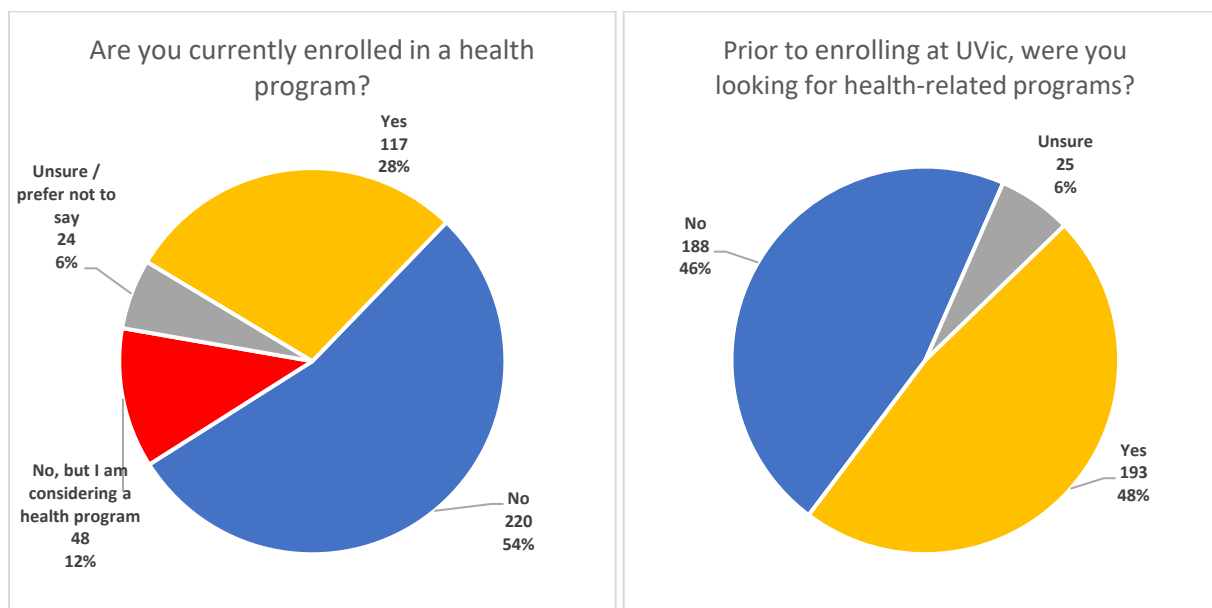
Community engagement and consultation with Indigenous leaders and communities were seen as key, with suggestions for dedicated liaison(s) and financial commitments to enact consultation insights. Collaboration with Indigenous scholars, communities, and Elders, along with outreach programs, is emphasized. Furthermore, respondents suggested fostering a holistic, decolonial approach to health and well-being and prioritizing Indigenous governance systems.

A few respondents suggested a distinctions-based approach in the branding of the faculty, including from students when asked about a possible name for the faculty.

Overall, the responses underscored the need for comprehensive, culturally respectful, and community-driven strategies to promote Indigenous teaching, research, and scholarship in health.

## Student motivation and outcomes

Of the approximately 400 students who opted to complete the survey in full, 73% were undergraduate, 21% were graduate, and 4% were Continuing Studies students. About 28% identified as being enrolled in a health program, with 12% considering one. Prior to enrolling at UVic, nearly half of student respondents indicated that they were looking for health-related programs.



Of the students currently enrolled in a health program:

- 33% indicated they were seeking “work in healthcare (nursing, social work, etc.)”
- 29% wanted to “conduct health-related research”
- 21% were seeking a “pathway to other health professions (physical therapy, pharmacy, dentistry, optometry, chiropractic, etc.)”\*
- 16% were seeking a “pathway to medical school”

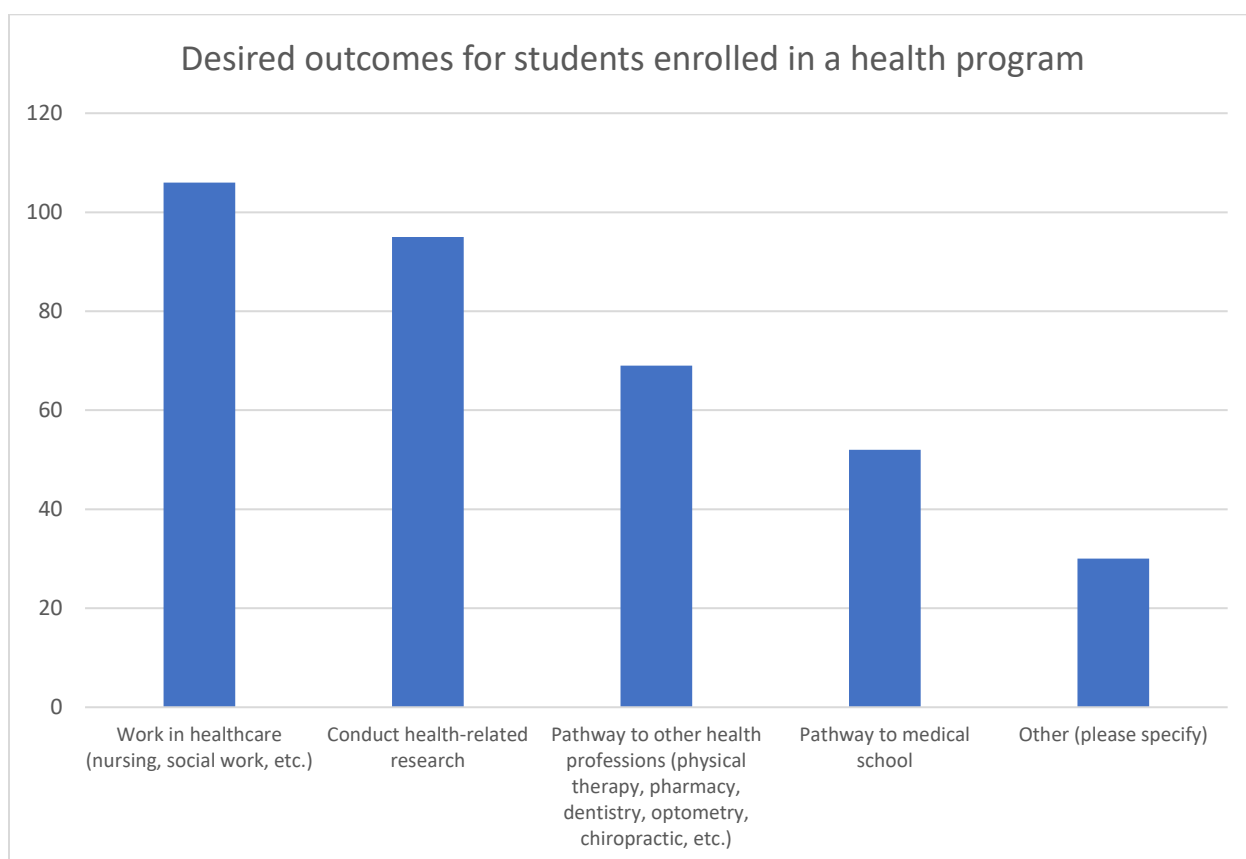


Figure 18: Students who identified as being enrolled in health-related program were asked to select all that applied; 323 respondents answered this question.

\*Of the 30 students who selected “other,” most were seeking a pathway to other health professions. Examples of common responses include naturopathy, physical therapy, dentistry, chiropractic and psychiatry.

Many students expressed enthusiasm and belief that a health-related faculty would have a positive impact on their studies, career opportunities, and the overall academic environment. They highlighted the potential for interdisciplinary collaboration and increased opportunities for research and community engagement. Students from various fields expressed interest in taking health-related courses or electives, demonstrating a potential demand for such offerings.

In some cases, students felt that the creation of a health-related faculty may not have a significant impact on their studies or may not align with their program’s focus.

### Career preparation

Several students anticipate that a health-related faculty could create more opportunities for careers in health-related fields. There is an expectation that a health-related faculty would lead to greater community engagement, possibly enhancing students’ learning experiences. Respondents expressed the need for practical, hands-on training programs—including paid practicums, co-op placements and internships—to prepare students for healthcare careers.

Some respondents expressed a desire for the new faculty to include medical training or focus on primary care to address healthcare provider shortages on Vancouver Island. A few respondents mentioned the potential for health programming to benefit the wider community, providing healthcare services and resources beyond the university campus.

There was good interest in co-op. Of the almost 400 students who responded to the question of whether they have participated in a health-related co-op, 91% said no. Of those students who said no, 68% indicated that they would like to or might like to participate in a future health-related co-op placement.

*Experiential learning is an essential part of the UVic student experience and value proposition and is core to UVic’s academic mission, reputation and branding. It will be important to ensure there are adequate hands-on learning opportunities for students regardless of the new faculty’s focus.*

### Future programming

All respondents were invited to suggest up to three new bachelor or graduate programs at UVic related to health. Common suggestions related to nursing, nutrition and diet culture, mental health, the impact of climate change on health, pre-medical programs, holistic and alternative approaches to health and wellness, and technology and health (including the integration of AI). There was also strong interest in programs that combine multiple fields of study, such as biology, psychology, sociology, and environmental science, to provide a comprehensive understanding of health and well-being.

Students noted particular interest in accelerated nursing programs, pre-med programs, health sciences, nutrition and dietetics, dentistry, optometry, and occupational health and therapy programs. There were a few students interested in psychedelic therapy, holistic health and the social determinants of health more broadly. There was also a call for courses or perspectives related to international/non-Western health concepts, social and cultural elements of healthcare, and medical ethics.

Students expressed interest in health-related programming, including in medical sciences and health sciences. Some students suggested offering minors and certificates related to health, with specific examples not always provided.

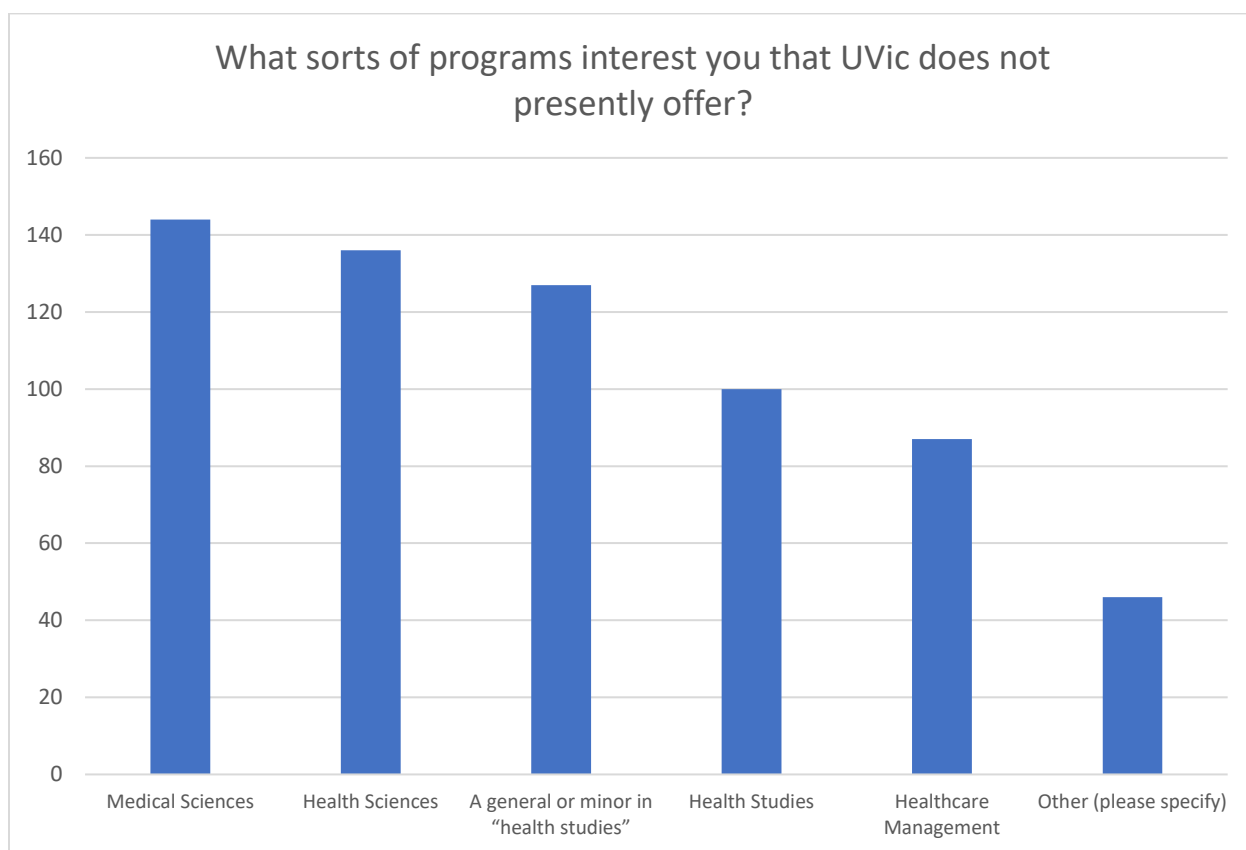


Figure 19: Students were asked to select all programs they were interested in; 319 respondents answered this question.

Several respondents suggested research-intensive programs in health. Based on the targeted question to students (above) as well as frequency of mentions in the open-ended question posed to all respondent groups, UVic may wish to consider the following health-related programs or streams:

#### *Undergraduate programs*

- Bachelor of Health Sciences
- Bachelor of Medical Sciences (pre-med)
- Bachelor of Arts in Health Studies
- Bachelor of Science in Epidemiology
- Bachelor of Life Sciences (pre-med)
- Bachelor of Indigenous Health
- Bachelor of Science in Gerontology

#### *Graduate programs*

- Master of Science in Health Sciences
- Master of Health Administration
- Master of Public Health or Epidemiology
- Master of Integrative Medicine
- Master of Clinical Informatics
- Master of Cultural Dimensions of Health
- Master of Social Dimensions of Health

#### *Specialized programs*

- Dentistry
- Optometry
- Speech Language Pathology
- Occupational Therapy
- Pharmacy/Pharmaceutical Sciences
- Veterinary Medicine
- Naturopathic Medicine
- Physical Therapy

Among all respondent groups, there was a strong emphasis on equity, diversity and inclusivity in health education and practice, including the need to prioritize the health and well-being of marginalized and underrepresented populations. Substance use, addiction and mental health was a thematic area, particularly from faculty/librarian and staff respondents.

Specializations and courses in Indigenous health and healing are seen as essential by many, including as they relate to Indigenous acumen, decolonization and reconciliation. Students expressed their interest in programs that incorporate Indigenous perspectives and approaches to health and healing.

### Part III: Final observations

The overall tone of the consolidated responses is generally positive, with the majority of respondents expressing support for the idea of establishing a new health-related faculty at UVic. They see it as an exciting and timely opportunity that recognizes the importance of health research and education, with significant potential to address health issues comprehensively.

A smaller number of respondents raised concerns and challenges, which reflect a more cautious and critical tone in parts of the feedback. These concerns primarily revolve around resource allocation, integration of existing departments, branding, Indigenous engagement, equity, and the need for clear goals and success measures. Less than 1% of respondents felt UVic should not proceed with this initiative, and most of those respondents cited financial concerns.

While there is great enthusiasm and optimism, there is also a recognition of the complexities and potential challenges that need to be considered and addressed for its successful implementation. There is a desire for thoughtful planning and inclusive decision-making to make the new health-related faculty a success.

Several respondents expressed appreciation for the opportunity to provide feedback and recognition of the team's efforts in undertaking this initiative.

### Appendix: Survey instrument

## Campus-wide survey on a health-related faculty at UVic

**The Senate Committee on Academic Health Programming is exploring the creation of a health-related faculty (this would not be a net new faculty but a reimagining of an existing faculty or faculties). The committee is consulting stakeholders to help make recommendations to Senate on the formation of a faculty, its focus, its foundational schools or departments, and structure—building on the consultations and work of the UVic Health Initiative.**

**While you may or may not be impacted directly by a health-related faculty, all opinions and viewpoints are important as this transformational change will be broad and impact campus for years to come.**

**Your responses are confidential and this survey adheres to UVic's internal guidelines for quality assurance of services and programs. The Senate Committee will review aggregated and summarized data and will follow best practices with respect to data suppression of small numbers of responses to ensure no individuals are identified. The Committee will share high-level findings as part of its deliverable to Senate.**

**We expect this survey to take 10-30 minutes to complete, depending on whether you wish to answer additional questions specific to your role (faculty, staff or student). Note that the committee is developing other mechanisms for consulting on Indigenous-led scholarship and addressing systemic barriers to healthcare.**

**Any questions or concerns about the survey or questions about the work of the Senate Committee may be directed to [healthfaculty@uvic.ca](mailto:healthfaculty@uvic.ca).**

**Thank you for your participation.**

\* 1. Which group best describes your role at UVic (select one):

- ☐ Student
- ☐ Faculty or librarian
- ☐ Staff member
- ☐ Alumni
- ☐ External to UVic

\* 2. To which unit are you most connected? (select one)

Note: this is not a complete list; select the faculty, department or unit most applicable to you.

## Campus-wide survey on a health-related faculty at UVic

Page 2: All respondents

**The UVic Health Initiative concept paper identified a range of strengths and opportunities for health-related research and academic programming. As the committee considers the paper's findings, we are seeking the campus community's perspective on these opportunities.**

1. Do you identify or think of UVic as a university with a health focus?

Not at all focused on  
health

Balanced

Very focused on health



Can you please explain why you answered the way you did?

2. Nearly all disciplines have connections to health and wellbeing. What kind of health-related faculty do you think would be most likely to attract high-performing students to UVic?

A more medical/biological-  
focused view of health

Balanced

A more social  
determinant-focused\*\*  
view of health



*\*\*Could include cultural, social, policy, economic, etc. structures that affect quality of life outcomes.*

3. Students at UVic already enrol in a range of well-established undergraduate and graduate health programs, including some of our existing programs and units listed below. What are the foundational programs that you believe should be a part of a health-related faculty?

*Recognizing this is not an exhaustive list (it's drawn from the UVic Health Initiative concept paper), you may enter additional suggestions under "other".*

- ☐ Biochemistry and Microbiology
- ☐ Biology
- ☐ Biomedical Engineering
- ☐ Chemistry for Medical Science
- ☐ Child and Youth Care
- ☐ Clinical Psychology
- ☐ Counselling Psychology
- ☐ Exercise Science
- ☐ Health Information Science
- ☐ Kinesiology
- ☐ Medical Physics
- ☐ Microbiology
- ☐ Neuroscience
- ☐ Nursing
- ☐ Physics
- ☐ Psychology
- ☐ Public Health
- ☐ Social Dimensions of Health
- ☐ Social Work
- ☐ Other (please specify)

4. Do you have suggestions on new bachelor or graduate programs at UVic related to health for future consideration?

Suggestion #1	<input type="text"/>
Suggestion #2	<input type="text"/>
Suggestion #3	<input type="text"/>



5. Based on your answers, do you have any suggestions for the name of a health-related faculty? *Examples from other universities: Faculty of Health, Faculty of Health Sciences, Faculty of Health and Social Development*

Suggestion #1

Suggestion #2

**Thank you for your feedback. If you identified as a faculty, staff or student, we now invite you to complete the second part of the survey, specific to your role. If you wish, you may exit the survey.**

## Campus-wide survey on a health-related faculty at UVic

### Page 3: Faculty and librarian track

1. What in your opinion would constitute a successful health-related faculty?

2. What risks should be avoided?

3. UVic has both departmentalized faculties (e.g., Science, Fine Arts) and non-departmentalized faculties (e.g., Law, Business). How should a health-related faculty be organized? (please rank)

- ☐ Fully departmentalized
- ☐ Partially departmentalized
- ☐ No departments or schools
- ☐ No opinion / unsure
- ☐ Other

If other, please specify:

4. What are the potential benefits you perceive in establishing a health-related faculty at UVic? (Complete rating from 1-5 for each: where 1 is "not at all beneficial" and 5 is "highly beneficial")

	1	2	3	4	5	n/a or unsure
Attractive to high performing students interested in health programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhanced interdisciplinary collaboration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expanded research opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased access to funding and resources for health-related programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Improved coordination and integration of health-related curriculum and initiatives.

☐ ☐ ☐ ☐ ☐ ☐

Enhanced opportunities for community engagement and partnerships in the health sector.

☐ ☐ ☐ ☐ ☐ ☐

Greater visibility and recognition for UVic in the field of health education and research.

☐ ☐ ☐ ☐ ☐ ☐

Improved career prospects for students in health-related disciplines.

☐ ☐ ☐ ☐ ☐ ☐

Improved retention of faculty, staff and students.

☐ ☐ ☐ ☐ ☐ ☐

Strengthened connections with healthcare organizations and professionals.

☐ ☐ ☐ ☐ ☐ ☐

Enhanced capacity to address pressing health challenges and public health issues.

☐ ☐ ☐ ☐ ☐ ☐

More cohesive and integrated experience for students.

☐ ☐ ☐ ☐ ☐ ☐

Other

☐ ☐ ☐ ☐ ☐ ☐

If other, please specify:

5. What are the potential challenges you perceive in establishing a health-related faculty at UVic? (Complete rating from 1-5 for each: where 1 is "not at all challenging" and 5 is "highly challenging")

1 2 3 4 5 n/a or unsure

Potential resistance or skepticism regarding the need for a health faculty.

☐ ☐ ☐ ☐ ☐ ☐

Impact on departmental culture and cohesion due to integration

☐ ☐ ☐ ☐ ☐ ☐

into a different entity.

Impact on departmental culture and cohesion due to division of existing units.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Perceived threat to disciplinary traditions.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Changes in unit standards and faculty evaluation policies.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Loss of existing department identities within a different faculty.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Disruption of established structures.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Concerns about the impact on existing program curricula and potential need for revisions.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Challenges in accommodating existing faculty expertise and specialization within a different structure.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Risk of drawing resources (staff, support for research and academic programming ) from other Faculties

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Increased competition for new students among academic units.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Increased competition for new faculty and researchers among academic units.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Other

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

If other, please specify:

--

6. How effective are each of these strategies to foster or promote interdisciplinary teaching, learning and collaboration within a health-related faculty? (Complete rating from 1-5 for each: where 1 is "not at all effective" and 5 is "highly effective")

	1	2	3	4	5	n/a or unsure
Joint or cross-listed courses with faculty members from different disciplines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interdisciplinary research projects that involve students from various departments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshops or seminars focused on interdisciplinary topics or approaches.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interdisciplinary student clubs or organizations to encourage collaboration outside of formal coursework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A mentorship program that pairs or clusters faculty from various disciplines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shared spaces or facilities that facilitate collaboration and interaction among faculty and students from different disciplines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interdisciplinary fairs or networking events to connect students with relevant career, research or community opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If other, please specify:

7. Are there specific interdisciplinary research areas or initiatives that should be encouraged within a health-related faculty?

8. How can these strategies support a health-related faculty to effectively integrate diverse perspectives, disciplines and approaches to address complex health challenges? *(Complete rating from 1-5 for each: where 1 is "not at all well" and 5 is "very well")*

	1	2	3	4	5	n/a or unsure
Implement a curriculum that includes cross-disciplinary courses, allowing students to explore multiple approaches to health issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage joint research projects that involve researchers from diverse disciplines, fostering teamwork and knowledge exchange.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offer incentives such as grants or awards to faculty members who engage in collaborative research projects across disciplines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage faculty to develop joint grant proposals that require expertise from different disciplines, fostering collaborative efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote cross-disciplinary mentorship programs to facilitate knowledge sharing and skill development among faculty members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If other, please specify:

9. How can a health-related faculty strengthen and promote First Nations, Inuit and Metis teaching, research and scholarship in health?

*Note: the committee is developing mechanisms for consulting on Indigenous-led scholarship and addressing systemic barriers to healthcare.*

10. How well can these strategies support a health-related faculty effectively fostering collaboration and partnerships with external stakeholders, such as healthcare, health organizations, Indigenous communities, government agencies, or industry? *(Complete rating from 1-5 for each: where 1 is "not at all well" and 5 is "very well")*

	1	2	3	4	5	n/a or unsure
By organizing regular networking events and conferences that bring together faculty, staff, students and external stakeholders to explore potential partnerships and collaborations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By seeking opportunities for faculty and staff to participate in advisory boards or committees with external organizations, fostering mutual exchange of knowledge and expertise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By creating co-op, internship or practicum placements that train and connect students with external stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By inviting external stakeholders to participate in research projects that focus on specific health issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By pursuing joint grant applications with external	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

partners to secure funding for collaborative research initiatives.

By organizing outreach programs that engage with local communities, addressing their health needs and involving them in research projects and decision making.

By actively seeking partnerships with industry to promote technology transfer and the implementation of research findings into practical applications.

By collaborating with government agencies to influence health policy and ensure research outcomes align with public health priorities.

Other

If other, please specify:

11. Can you recommend any existing successful models of health-related faculties or programs at other institutions that could serve as inspiration?



## Campus-wide survey on a health-related faculty at UVic

### Page 3: Staff track

1. What in your opinion would constitute a successful health-related faculty?

2. What risks should be avoided or mitigated?

3. UVic has both departmentalized faculties (e.g., Science, Fine Arts) and non-departmentalized faculties (e.g., Law, Business). How should a health-related faculty be organized? (please rank)

- ☐ Fully departmentalized
- ☐ Partially departmentalized
- ☐ No departments or schools
- ☐ No opinion / unsure
- ☐ Other

If other, please specify:

4. What are the potential benefits you perceive in establishing a health-related faculty at UVic? (Complete rating from 1-5 for each: where 1 is "not at all beneficial" and 5 is "highly beneficial")

	1	2	3	4	5	n/a or unsure
Attractive to high performing students interested in health programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhanced interdisciplinary collaboration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expanded research opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased access to funding and resources for health-related programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Improved coordination and integration of health-related curriculum and initiatives.

☐ ☐ ☐ ☐ ☐ ☐

Enhanced opportunities for community engagement and partnerships in the health sector.

☐ ☐ ☐ ☐ ☐ ☐

Greater visibility and recognition for UVic in the field of health education and research.

☐ ☐ ☐ ☐ ☐ ☐

Improved career prospects for students in health-related disciplines.

☐ ☐ ☐ ☐ ☐ ☐

Improved retention of faculty, staff and students.

☐ ☐ ☐ ☐ ☐ ☐

Strengthened connections with healthcare organizations and professionals.

☐ ☐ ☐ ☐ ☐ ☐

Enhanced capacity to address pressing health challenges and public health issues.

☐ ☐ ☐ ☐ ☐ ☐

More cohesive and integrated experience for students.

☐ ☐ ☐ ☐ ☐ ☐

Other

☐ ☐ ☐ ☐ ☐ ☐

If other, please specify:

5. What are the potential challenges you perceive in establishing a health-related faculty at UVic? (Complete rating from 1-5 for each: where 1 is "not at all challenging" and 5 is "highly challenging")

1 2 3 4 5 n/a or unsure

Potential resistance or skepticism regarding the need for a health faculty.

☐ ☐ ☐ ☐ ☐ ☐

Impact on departmental culture and cohesion due to integration

☐ ☐ ☐ ☐ ☐ ☐

into a different entity.

Impact on departmental culture and cohesion due to division of existing units.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Perceived threat to disciplinary traditions.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Changes in unit standards and faculty evaluation policies.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Loss of existing department identities within a different faculty.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Disruption of established structures.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Concerns about the impact on existing program curricula and potential need for revisions.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Challenges in accommodating existing faculty expertise and specialization within a different structure.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Risk of drawing resources (staff, support for research and academic programming ) from other Faculties

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Increased competition for new students among academic units.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Increased competition for new faculty and researchers among academic units.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Other

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

If other, please specify:

6. How well can these strategies support a health-related faculty effectively fostering collaboration and partnerships with external stakeholders, such as healthcare, health organizations, Indigenous communities, government agencies, or industry? (Complete rating

from 1-5 for each: where 1 is "not at all well" and 5 is "very well")

	1	2	3	4	5	n/a or unsure
By organizing regular networking events and conferences that bring together faculty, staff, students and external stakeholders to explore potential partnerships and collaborations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By seeking opportunities for faculty and staff to participate in advisory boards or committees with external organizations, fostering mutual exchange of knowledge and expertise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By creating co-op, internship or practicum placements that train and connect students with external stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By inviting external stakeholders to participate in research projects that focus on specific health issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By pursuing joint grant applications with external partners to secure funding for collaborative research initiatives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By organizing outreach programs that engage with local communities, addressing their health needs and involving them in research projects and decision making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By actively seeking partnerships with industry to promote						

technology transfer and the implementation of research findings into practical applications.

☐☐☐☐☐☐

By collaborating with government agencies to influence health policy and ensure research outcomes align with public health priorities.

☐☐☐☐☐☐

Other

☐☐☐☐☐☐

If other, please specify:

7. How can a health-related faculty strengthen and promote First Nations, Inuit and Metis teaching, research and scholarship in health?

*Note: the committee is developing mechanisms for consulting on Indigenous-led scholarship and addressing systemic barriers to healthcare.*

8. Can you recommend any existing successful models of health-related faculties or programs at other institutions that could serve as inspiration?

## Campus-wide survey on a health-related faculty at UVic

### Page 3: Student track

1. What kind of program are you enrolled in at UVic?

- ☐ Undergraduate
- ☐ Graduate
- ☐ Continuing Studies
- ☐ Prefer not to say
- ☐ Other (please specify)

2. How do you feel your studies (including learning, research, community engagement, career training, connections within UVic, etc.) will be impacted by the creation of a health-related faculty?

3. Are you currently enrolled in a health program?

- ☐ Yes
- ☐ No
- ☐ No, but I am considering a health program
- ☐ Unsure / prefer not to say

4. Prior to enrolling at UVic, were you looking for health-related programs?

- ☐ Yes
- ☐ No
- ☐ Unsure

5. If you are enrolled in a health-related program, what are your desired outcome(s)? (select all that apply)

- ☐ Work in healthcare (nursing, social work, etc.)
- ☐ Pathway to medical school
- ☐ Pathway to other health professions (physical therapy, pharmacy, dentistry, optometry, chiropractic, etc.)
- ☐ Conduct health-related research
- ☐ I am not seeking/am not in a health-related program
- ☐ Other (please specify)

6. How important are the following benefits of a health-related faculty to you as a student?  
*(Complete rating from 1-5 for each: where 1 is "not at all important" and 5 is "extremely important")*

	1	2	3	4	5	n/a or unsure
Having a degree from a university that is seen as leading provider of health education in Canada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to more experiential learning, practicum and training opportunities in health-related fields	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased opportunities for paid work experience in health-related fields through co-op	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning from expert faculty and researchers with experience in health-related fields	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased funding opportunities for health-related research and scholarship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Greater networking opportunities with healthcare professionals and industry leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking new courses and programs that prepare you for a specialized career in health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning in a collaborative and interdisciplinary environment, encouraging innovation and creativity among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



7. Have you participated in a health-related co-op placement?

- ☐ Yes
- ☐ No
- ☐ Unsure

If no, would you like to participate in a health-related co-op placement?

- ☐ Yes
- ☐ No
- ☐ Maybe
- ☐ I already have

8. What sorts of programs interest you that UVic does not presently offer? (select all that apply)

- ☐ Health Sciences
- ☐ Medical Sciences
- ☐ Health Studies
- ☐ Healthcare Management
- ☐ A general or minor in "health studies"
- ☐ Other (please specify)

## Campus-wide survey on a health-related faculty at UVic

### Page 4: All respondents - final thoughts

Do you have any final comments that you would like to share with the Senate Committee on Academic Health Programming?