



University
of Victoria

Board and Board Committee Meetings Monday January 29 and Tuesday January 30, 2024

Open Session

Tuesday January 30, 2024

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 January 30, 2023 be approved.

2. Approval of Summary Record of the Meeting held November 28, 2023 (attached)

MOTION:

THAT the summary record of the open session of the regular meeting held November 28, 2023 be approved.

3. Business Arising from the Summary Record

4. Chair's Remarks

5. Correspondence

CONSENT

6. Operations and Facilities Committee (Brian Cant)

a. New and Revised Awards

BOG-Jan30/24-23

MOTION:

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

- Aldyen Hamber Entrance Scholarship (Revised)
- Andrew Petter Award in Law (New)
- Cindy Player Award on Equity and Human Rights* (New)
- Dr. Lorene Kennedy Graduate Award* (Revised)
- Kris "Babsy" Babcock Memorial Award (New)
- Leo Chan Memorial Scholarship in Political Science* (Revised)
- Margaret E. Ableson Award* (Revised)
- Ross McLeod Legacy Award* (Revised)
- School of Earth & Ocean Sciences Field School Award* (Revised)
- TELUS Student Award (Revised)
- VNHS Bev Glover Memorial Scholarship (Revised)
- VNHS Dennis and Lyndis Davis Scholarship* (Revised)

- VNHS Freeman F. King Scholarship (Revised)
- VNHS Samuel Simco Graduate Bursary (Revised)
- WATT Consulting Group 40th Anniversary Award (New)
- VNHS Alice M. Hay Scholarship (Revised)
- Norah & Calvin Banks Indigenous Leadership Award in the Sciences* (Revised)
- Arscott Family Fund Scholarship* (New)
- Baynes Award in Engineering* (Revised)
- Beer-Knight Scholarship* (Revised)
- Bit Quill Technologies Scholarship for Women in Computer Science & Software Engineering* (Revised)
- Charles Humphrey Memorial Scholarship in Engineering* (Revised)
- Chris Lalonde Indigenous Wellbeing Award (New)
- Cindy Christina Ashton Bursary* (New)
- David Stanonik Pacific Northern Gas Scholarship* (Revised)
- Dianne Draper Environmental Sustainability and Stewardship Annual Scholarship (Revised-UG)
- Faculty of Engineering and Computer Science Equity, Diversity and Inclusion Leadership Award (Revised)
- John Patrick McManaman CPA Memorial Award* (Revised)
- J. Prospero Scholarship for Sustainable Mining (Revised)
- Level Up Award presented by Codename Entertainment* (Revised)
- Major W. Horan Memorial Scholarship* (Revised-UG)
- Mina Hoorfar Award for Indigenous Students in Engineering and Computer Science (Revised)
- Murray and Lynda Farmer Award for Critical Thinking* (Revised)
- Sant S. Aulakh Memorial Scholarship* (Revised)
- S. Joseph Cunliffe Scholarships* (Revised)
- Jack Howard Jackson Memorial Award (Revised)
- Microserve Award in Business, Management Information Systems* (Revised)
- University of Victoria Indigenous Language Revitalization Award (New)

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b. Proposal to establish an Indigenous Wellness Stream in the Master of Nursing program

BOG-Jan30/24-25

MOTION:

THAT the Board of Governors approve the proposal to establish an Indigenous Wellness stream in the Master of Nursing program, as described in the document “Master of Nursing-Indigenous Wellness Stream”, and that this approval be withdrawn should the program not be offered within five years of the granting approval.

c. Proposal to establish an option in Community Engagement within the existing Bachelor of Arts, Bachelor of Science, and Honours programs in the Faculty of Social Sciences

BOG-Jan30/24-26

MOTION:

THAT the Board of Governors approve the proposal to establish an Option in Community Engagement withing the existing Bachelor of Arts, Bachelor of Science, and Honours programs in the Faculty of Social Sciences as described in the document "Option in Community Engagement".

d. Proposal to discontinue the Professional Specialization Certificate in Performance Management in the School of Public Administration

BOG-Jan30/24-27

MOTION:

THAT the Board of Governors approve the proposal to discontinue the Professional Specialization Certificate in Performance Management in the School of Public Administration as described in the document "Public Administration Performance Management Certificate".

e. Proposal for changes to and name change of the PhD program in the School of Child and Youth Care Program

BOG-Jan30/24-28

MOTION:

THAT the Board of Governors approve the proposed changes to the PhD program in the School of Child and Youth Care, as described in the document "School of Child & Youth Care PhD Program".

THAT the Board of Governors approve the proposed name change of the PhD program in the School of Child and Youth Care to Child, Youth, Family and Community Studies, as described in the document "School of Child & Youth Care PhD Program".

f. Proposed name change to Health Terminology Standards Graduate Certificate Program in the School of Health Information Science

BOG-Jan30/24-29

MOTION:

THAT the Board of Governors approve the proposal to change the name of the Health Terminology Standards Graduate Certificate program in the School of Health Information Science to Health Terminology and Interoperability Standards, as described in the document "Health Terminology Standards Graduate Certificate".

- g. Proposal to establish a Professional Specialization Certificate in Intellectual and Cultural Property Law in the Division of Continuing Studies** BOG-Jan30/24-30

MOTION:

THAT the Board of Governors approve the proposal to establish a Professional Specialization Certificate in Intellectual and Cultural Property Law in the Division of Continuing Studies as described in the document "Professional Specialization Certificate in Intellectual and Cultural Property Law" and that this approval be withdrawn should the program no be offered within five years of granting approval.

- h. Proposal for changes to the Bachelor of Fine Arts Major Program in Theatre in the Faculty of Fine Arts** BOG-Jan30/24-31

MOTION:

THAT the Board of Governors approve the proposed changes for the Bachelor of Fine Arts Theatre Major program, as described in the document "Bachelor of Fine Arts Theatre Major Program".

- i. Status Report on Capital Projects** BOG-Jan30/24-18a

- j. Report on Student Financial Aid 2022/23** BOG-Jan30/24-24

7. Finance Committee (Jyoti Stephens)

- a. University of Victoria Staff Pension Plan: Proposed Revisions to the Governance Policy and the Statement of Investment Policies and Procedures** BOG-Jan30/24-17

MOTION:

That the Board of Governors approve and adopt the changes shown in the redlined versions of the Staff Pension Plan Governance Policy and the Statement of Investment Policies and Procedures as attached hereto.

- b. Update on Discrimination and Harassment Policy**

Pro Forma Motion:

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

REGULAR

- 8. President's Report**

- 9. External Relations Update** BOG-Jan30/24-22

10. Other Business

Adjournment



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.

Senate and Board Chambers, Jamie Cassels Centre

DRAFT SUMMARY RECORD

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

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

Regrets: Christina Clarke, Roshan Danesh, Jyoti Stephens

1. Approval of Agenda

MOTION: (P. Ramsey/M. Alexander)

THAT the agenda of the open session of the regular meeting of November 28, 2023 be approved.

CARRIED

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

MOTION: (P. Ramsey/V. Napoleon)

THAT the summary record of the open session of the regular meeting held

CARRIED

3. Business Arising from the Summary Record

There was none.

4. Chair's Remarks

The Chair began the meeting with a territorial acknowledgement. He thanked outgoing member Merle Alexander for his six years on the Board.

5. Correspondence

The Chair noted that correspondence had been received from UVic Students in Solidarity with Palestine. The correspondence had been circulated to Board members.

6. President's Report

K. Hall stated that Chancellor Buller's term would be coming to an end on January 1, 2025. According to the procedures outlined in the Appointment of the Chancellor Policy: approximately eighteen (18) months before the expiry of a Chancellor's term the President will notify Senate, the Board of Governors, and the Alumni Association of the

impending vacancy.” A joint committee of the Board of Governors, the Alumni Association and the Senate will be struck.

Convocation

K. Hall and Chancellor Buller presided over four convocation ceremonies and two Indigenous recognition ceremonies that bestowed 1,500 degrees, certificates and diplomas including two Honorary degrees to Linda Caitlin Smith for her Honorary Doctor in Music and Andrew Petter for his Honorary Doctor of Laws.

Five Days of Action

From October 30 – November 3, Equity and Human Rights (EQHR) along with campus and community partners put on UVic’s sixth annual 5 Days of Action.

Office of the Vice-President Indigenous

K. Hall stated that on October 25 at the First People’s House, the Office of the Vice-President Indigenous, Elders, Knowledge Keepers, and guests celebrated the name gifted to them by J,SINTEN, Dr. John Elliott and translated into Ləkʷəŋən by Seniemten, Dr. Elmer George. The name they were gifted is Etalewtxʷ | ÁTOL ÁUTW meaning ‘Centre of respect for the rights of one another and all beings.’ They also honoured Qwul’thilum, Dylan Thomas, for his design of their office’s logo which reflects the concept of Etalewtxʷ | ÁTOL ÁUTW.

Awards

K. Hall noted the following awards:

Nancy Clarke, Associate Professor in Nursing has been recently announced as our ninth President’s Chair. The globally renowned Indigenous art historian and curator Heather Igloliorte joins UVic as the inaugural Canada Excellence Research Chair in Decolonial and Transformational Indigenous Art Practices. Dr. Arif Babul becomes a rare second-time recipient of the Leverhulme Visiting Professorship award. Dr. Babul has also been named Fellow of the American Physical Society. Dr. Adam Ritz was also named Fellow of the American Physical Society. Stan Dosso has been named recipient of the Silver Medal in Acoustical Oceanography. Jeff Masuda in the School of Public Health and Social Policy was named Fellow of the Canadian Academy of Health Science. Julio Navarro has been awarded the Royal Society Wolfson Visiting Professorship. Jeffrey Reading was appointed as a member of the Order of Canada. He was recognized for his “groundbreaking contributions to Indigenous health research and for his leadership in bringing Indigenous perspectives to scientific and health institutions.”

7. External Relations Update

BOG-Nov28/23-15

Chris Horbachewski, Vice-President External Relations noted there was nothing to add to the written report. There were no questions for C. Horbachewski.

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)

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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: (P. Ramsey/M. Alexander)

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

CARRIED

REGULAR

11. Operations and Facilities Committee (Brian Cant)

a. 2023/24 Enrolment Analysis Report

BOG-Nov28/23-12

There were no questions for B. Cant regarding the circulated report.

b. Annual Academic Staffing, Recruitment and Vacancies Report

BOG-Nov28/23-13

There were no questions for B. Cant regarding the circulated report.

c. Equity and Human Rights Annual Report

BOG-Nov28/23-14

There were no questions for B. Cant regarding the circulated report.

d. Revisions to the Procedures for the Appointment and Review of the Associate Dean of Humanities (GV0600)

BOG-Nov28/23-21

The motion was introduced.

MOTION: (P. Ramsey/B. Cant)

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

CARRIED

There was a brief recess.

12. Campus-Wide Survey on a Health-Related Faculty

BOG-Nov28/23-19

Helga Hallgrímsdóttir, Deputy Provost and Tony Eder, Associate Vice-President Academic Resource Planning joined the meeting. They provided a presentation that included the mandate to make a recommendation on the creation of a new faculty focused on health. They outlined the process that led to a survey being distributed to alumni, faculty and librarians, staff, students and external respondents. Next steps include consulting the units identified in the survey, inviting expressions of interest and recruiting for a Dean.

In response to a question on how often faculties are created, it was noted that the split of Arts and Science in the 1990s was the last time. The process will be well documented this time for future reference.

Potential for collaboration with other faculties, along with recruiting internationally was discussed.

T. Eder and H. Hallgrímsdóttir left the meeting.

13. Presentation on University Rankings

Fraser Hof, Associate Vice-President Research and Dane Berry, Associate Director Research Intelligence joined the meeting to provide a presentation on university rankings.

14. Other Business

There being no other business, the meeting adjourned at 12:10 p.m.



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

January 15, 2024

To: Operations and Facilities Committee

From: Elizabeth Croft, Vice-President Academic and Provost



cc: Kevin Hall, President and Vice-Chancellor

Meeting Date: January 30, 2024

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 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 December 1, 2023 and January 5, 2024 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:

- Aldyen Hamber Entrance Scholarship (Revised)
- Andrew Petter Award in Law (New)
- Cindy Player Award on Equity and Human Rights* (New)
- Dr. Lorene Kennedy Graduate Award* (Revised)
- Kris "Babsy" Babcock Memorial Award (New)
- Leo Chan Memorial Scholarship in Political Science* (Revised)
- Margaret E. Ableson Award* (Revised)
- Ross McLeod Legacy Award* (Revised)
- School of Earth & Ocean Sciences Field School Award* (Revised)
- TELUS Student Award (Revised)
- VNHS Bev Glover Memorial Scholarship (Revised)
- VNHS Dennis and Lyndis Davis Scholarship* (Revised)
- VNHS Freeman F. King Scholarship (Revised)
- VNHS Samuel Simco Graduate Bursary (Revised)
- WATT Consulting Group 40th Anniversary Award (New)
- VNHS Alice M. Hay Scholarship (Revised)
- Norah & Calvin Banks Indigenous Leadership Award in the Sciences* (Revised)
- Arscott Family Fund Scholarship* (New)
- Baynes Award in Engineering* (Revised)
- Beer-Knight Scholarship* (Revised)
- Bit Quill Technologies Scholarship for Women in Computer Science & Software Engineering* (Revised)
- Charles Humphrey Memorial Scholarship in Engineering* (Revised)
- Chris Lalonde Indigenous Wellbeing Award (New)
- Cindy Christina Ashton Bursary* (New)
- David Stanonik Pacific Northern Gas Scholarship* (Revised)
- Dianne Draper Environmental Sustainability and Stewardship Annual Scholarship (Revised-UG)
- Faculty of Engineering and Computer Science Equity, Diversity and Inclusion Leadership Award (Revised)
- John Patrick McManaman CPA Memorial Award* (Revised)
- J. Prospero Scholarship for Sustainable Mining (Revised)
- Level Up Award presented by Codename Entertainment* (Revised)
- Major W. Horan Memorial Scholarship* (Revised-UG)
- Mina Hoorfar Award for Indigenous Students in Engineering and Computer Science (Revised)
- Murray and Lynda Farmer Award for Critical Thinking* (Revised)
- Sant S. Aulakh Memorial Scholarship* (Revised)
- S. Joseph Cunliffe Scholarships* (Revised)

- Jack Howard Jackson Memorial Award (Revised)
- Microserve Award in Business, Management Information Systems* (Revised)
- University of Victoria Indigenous Language Revitalization Award (New)

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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~~

Aldyen Hamber Entrance Scholarship (Revised)

Two scholarships of ~~\$1,000 each~~ are awarded to undergraduate students entering first year at the University of Victoria ~~directly from~~ British Columbia secondary schools. Preference is given to women ~~female~~ students entering the Faculty of Humanities.

Andrew Petter Award in Law (New)

One award of \$5,000 is given to an undergraduate student entering second year in the Faculty of Law JD/JID program and who has demonstrated community involvement and financial need. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law.

Cindy Player Award on Equity and Human Rights* (New)

One or more awards are given in alternate years to undergraduate students continuing into third or fourth year in the Faculty of Social Sciences or the School of Social Work who:

1. have demonstrated financial need, and
2. are pursuing studies related to the subject of equity and human rights, and
3. 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;
 - persons who identify as women; and
 - persons of marginalized sexual orientations, gender identities and gender expressions.

Applicants must submit a letter outlining how their studies have or will relate to the subject of equity and human rights. Preference is for students who have worked or volunteered with a community service organization (such as transition houses, crisis centres or friendship centres). Applicants wanting to demonstrate they have worked or volunteered with a community service organization must include a statement (maximum 300 words) describing their paid or volunteer work. The award is given on a rotating basis, beginning with Faculty of Social Sciences.

Part-time students (registered in a minimum of 6.0 units for credit in two terms) are eligible for this Award. Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of either the Faculty of Social Sciences or the School of Social Work.

Dr. Lorene Kennedy Graduate Award* (Revised)

One or more awards are given to graduate students doing a MSc, MA or ~~Interdisciplinary Ph.D program~~ in Environmental Studies, with demonstrated financial need. ~~Applications must be submitted to the Faculty of Graduate Studies, University Centre Building Room A207, no later than 4pm on July 31st.~~ Approval of the rRecipients will be made selected by

the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Environmental Studies.

Kris "Babsy" Babcock Memorial Award (New)

One or more awards are given to undergraduate students in the Faculty of Education who are continuing in third or fourth year of the East Kootenay Teacher Education Program. The successful award recipient will be a student who best exemplifies Kris' greatest qualities including: a strong work ethic, the demonstration of a positive attitude, the natural ability to lead and a dedication to the field of education. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Education.

Leo Chan Memorial Scholarship in Political Science* (Revised)

One or more scholarships, of at least \$1,000 each, are awarded to academically outstanding undergraduate students in the who intend to do a Major or Honours program in Political Science. Preference will be given to students who have an interest in Canadian Politics and who can demonstrate leadership and/or community involvement. Applicants must submit a letter (maximum 350 words) outlining their interest in Canadian politics and their leadership and/or community involvement. Letters must be submitted to the Department of Political Science office no later than May 15.

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

Margaret E. Ableson Award Bursary* (Revised)

One or more awards are given ~~bursaries are awarded~~ to undergraduate students entering or continuing in either the Bachelor of Science in Nursing program, ~~or the Bachelor of Education program~~ who have demonstrated financial need. Nursing students registered in at least 4.50 academic units per term are eligible for this award. Education students must have with an interest in science and environmental education. The award is given on a rotating basis, beginning with the School of Nursing. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the School of Nursing or the Faculty of Education. ~~Normally, the bursary is awarded alternately between the two programs beginning with the Bachelor of Nursing program.~~

Ross McLeod Legacy Award* (Revised)

One or more awards are given to undergraduate students volunteering with CanAssist or or ~~working~~ on a co-op placement with CanAssist and who have a demonstrated interest in working/volunteering in the disability arena. Students in at least 3.0 units in one of the three terms in the academic year are eligible to receive the funding. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of CanAssist.

School of Earth & Ocean Sciences Field School Award* (Revised)

One or more awards will be given to academically outstanding students in each of the ~~geology-based~~ field schools (EOS 300, 400, and 401) in the School of Earth and Ocean Sciences. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the School of Earth and Ocean Sciences.

TELUS Student Bursary Award (Revised)

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

One or more awards, of a maximum of \$5,000 each, are given to undergraduate students entering or continuing at the University of Victoria who:

- are Canadian citizens or permanent residents,
- have demonstrated financial need, and
- commit to planning and carrying out a volunteer/community impact project over the course of their studies at UVic. The project will contribute to positive social, environmental or health outcomes in their communities.

VNHS Bev Glover Memorial Scholarship (Revised)

~~A scholarship of \$1,000 is awarded to an academically outstanding undergraduate student entering third or fourth year in a major or honours program in the Department of Biology or the School of Earth and Ocean Sciences who is specializing in the area of species or habitat conservation. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Science.~~

VNHS Dennis and Lyndis Davis Scholarship* (Revised)

~~One or more scholarships of at least \$2,000 are awarded to academically outstanding undergraduate students in the Department of Biology, or the School of Earth and Ocean Sciences, or the School of Environmental Studies. Preference will be given to students pursuing studies in species, habitat or ecosystem conservation, ecology or biodiversity. Nominations will be made by Faculty of Science.~~ Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Science.

VNHS Freeman F. King Scholarship (Revised)

A scholarship is awarded to an academically outstanding undergraduate student entering fourth year in the Department of Biology and preparing for a career in natural history. Preference is given to a students with an interest in field studies, especially those with a focus on the conservation of terrestrial and/or marine biodiversity. ~~in terrestrial biology.~~ Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Department of Biology.

VNHS Samuel Simco Graduate Bursary (Revised)

One or more bursaries, established by the Victoria Natural History Society from funds bequeathed for this purpose by the late Mr. Samuel Simco, are awarded to graduate students in Biology, Earth and Ocean Sciences, Environmental Studies or Geography and who are specializing in the area of species and/or habitat conservation. ~~Selection will be made by the Senate Committee on Awards upon the recommendation of the Department of Biology.~~

WATT Consulting Group 40th Anniversary Award (New)

One or more awards are given to continuing students in the Faculty of Engineering and Computer Science who have an interest in studying transportation engineering. 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;
- persons who identify as women; and
- persons of marginalized sexual orientations, gender identities and gender expressions.

Further preference is for students with who demonstrated financial need.

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

VNHS Alice M. Hay Scholarship (Revised)

A scholarship is awarded to an academically outstanding ~~award of \$1,000 is given to a~~ graduate student in the Department of Biology or the School of Earth and Ocean Sciences who is specializing in the area of species and/or habitat conservation. Approval of the recipient Selection will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Science. Department of Biology.

Norah & Calvin Banks Indigenous Leadership Award in the Sciences* (Revised)

One or more awards are given to undergraduate or graduate Indigenous students in the Faculty of Science, Faculty of Engineering and Computer Science or School of Environmental Studies, ~~with preference to those who demonstrate leadership by encouraging and or promoting Science, Technology, Engineering, and Math (STEM) fields of study in Indigenous communities. Students who have done STEM work must submit a letter of reference letter from an Indigenous community leader outlining how they demonstrate leadership.~~

~~Graduate Applications may be obtained from the Faculty of Graduate Studies, Office of the Dean and must be submitted to the office by September 15th. Graduate students must apply via the online graduate scholarship application between July 1st and September 15th.~~
Undergraduate students must apply via the online application by May 31st.

Selection of the recipients will be made by the Senate Committee on Awards or the Faculty of Graduate Studies Graduate Awards Committee upon recommendation of the Director of the Office of Indigenous Affairs in consultation with the Dean of Faculty of Sciences, the Dean of the Faculty of Engineering and Computer Science and the Director of the School of Environmental Studies.

Additions are underlined

Deletions are ~~struck through~~

Arscott Family Fund Scholarship* (New)

One or more scholarships of \$30,000, payable at \$7,500 per year, are awarded to undergraduate students entering or transferring into the University of Victoria from Canadian secondary schools, colleges or universities and who:

- are Canadian citizens or permanent residents,
- have demonstrated financial need, and
- submit a one-page (500 word) essay on the "Value of Education": students are encouraged to think about the "why" behind their desire to further their education and the broader impact it will have in the future.

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

Students registered in a co-op or work experience work-term will automatically be renewed when they next complete 12 or more academic units in two terms, provided they have a grade point average of 7.50/9.00 or higher in the two terms. Any student who takes neither a co-op, work experience work-term, or academic units for more than one term may forfeit the scholarship.

Baynes Award in Engineering* (Revised)

An award has been made available by G.E. Baynes, Consulting Engineer. The award will be made to an outstanding undergraduate student in Engineering (who is a Canadian citizen) who has demonstrated strong qualities of leadership combined with active participation in sports. ~~As part of the selection process the Faculty will consult with the Engineering Student's Society.~~ Selection of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science. Applicants must complete the online application by May 31.

Beer-Knight Scholarship* (Revised)

One scholarship is awarded to an academically outstanding undergraduate student continuing in entering second, year, or in third or fourth year in either the Faculty of Engineering and Computer Science or continuing in entering second, third or fourth year in the Faculty of Science and who:

- is pursuing studies in Science(s), Technology, Engineering, and/or Math (STEM),
- ~~who~~ was born and raised in B.C. and
- has demonstrated financial need.

Preference is for a women students when awarding to a recipient in the Faculty of Science ~~student.~~

The scholarship will be given on a rotating basis, beginning with the Faculty of Science. If

there is no eligible candidate in the designated faculty, an eligible candidate from the other faculty may be nominated. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science or the Faculty of Science.

Bit Quill Technologies Scholarship for Women in Computer Science & Software Engineering* (Revised)

Three scholarships, of at least \$1,000 each, are awarded to undergraduate women students who are continuing in ~~entering~~ second, third or fourth year in the Bachelor of Science Major or Honours program in Computer Science or the Bachelor of Software Engineering program. Applications for the scholarship should reference volunteer service in the community and/or demonstrated leadership in or outside of the classroom. Selection of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science. Applicants must complete the online application by May 31.

Charles Humphrey Memorial Scholarship in Engineering* (Revised)

Scholarships are awarded to two outstanding undergraduate students continuing in ~~proceeding to~~ year 3 or 4 of the Engineering program. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science.

Chris Lalonde Indigenous Wellbeing Award (New)

One or more awards are given to Indigenous undergraduate students continuing in the Faculty of Social Sciences, with preference for students majoring in Psychology. Applicants must submit a statement (maximum 250 words) describing why they chose a major in the Faculty of Social Sciences.

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

Cindy Christina Ashton Bursary* (New)

One or more bursaries are given to undergraduate or graduate students in the Department of Linguistics or undergraduate students in the Department of Physics.

David Stanonik Pacific Northern Gas Scholarship* (Revised)

One or more scholarships are awarded to academically outstanding undergraduate students ~~entering~~ continuing in third or fourth year in the Faculty of Engineering and Computer Science who have shown leadership qualities. Preference will be given to a student from Northern British Columbia in the areas served by Pacific Northern Gas. These scholarships are made in memory of David Stanonik who was a 1997 graduate of the Department of Mechanical Engineering. Applicants must complete the online application by May 31.

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

Dianne Draper Environmental Sustainability and Stewardship Annual Scholarship (Revised)

A scholarship is awarded to an academically outstanding undergraduate student in third or fourth year of either a BA or BSc Program in the Department of Geography who is conducting research in the field of 'Environment, Sustainability and Stewardship'. Applicants must submit

a statement (maximum 500 words) describing their research and how it aligns with Environment and Sustainability and Stewardship. Preference is given to students with historical and/or current barriers to equity who identify as:

- First Nations, Métis and Inuit peoples and all other Indigenous peoples;
- members of groups that commonly experience discrimination due to race, ancestry, colour or place of origin;

Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Department of Geography

Faculty of Engineering and Computer Science Equity, Diversity and Inclusion Leadership Award (Revised)

One award of \$1,000 is given to a transferring or continuing undergraduate student from an underrepresented group (~~including, but not limited to, women, Black, Indigenous or a Person of Colour, different abilities, LGBTQ+~~) entering second year in one of the following programs departments in the Faculty of Engineering and Computer Science: Biomedical Engineering, Civil Engineering, Computer Engineering, Computer Science, Electrical Engineering or Mechanical Engineering or Software Engineering.

Applicants must submit a letter (maximum 500 words) describing the importance of equity, diversity and inclusion to the ~~Engineering~~ profession, its impact on them personally and the leadership role they have played (or would like to play) to make a difference.

Underrepresented groups are defined as students with historical and/or current barriers to equity, including, but not limited to:

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

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

John Patrick McManaman CPA Memorial Award* (Revised)

One ~~or more~~ awards of at least \$2,000 each ~~are is~~ given to ~~an~~ undergraduate students in third or fourth year of study at the Peter B. Gustavson School of Business who ~~graduated from a high school in BC~~ are interested in pursuing the CPA designation and are Canadian citizens.

Preference is for students who meet one or more of the following criteria, in order of priority:

1. Graduated from a high school in B.C.
2. Currently active, or active within the last five years, in community sport and/or community service
3. Has demonstrated financial need

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.

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, the Department of Geography, the Department of Anthropology or the Department of Political Science. Preference is for students whose academic research (Honours Thesis/JCURA under the guidance of a faculty member) could have application to the improvement of the environmental and social performance of the mining industry. 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 30th.~~ Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Social Sciences.

Level Up Award presented by Codename Entertainment* (Revised)

One or more awards are given to an undergraduate student continuing in ~~entering~~ fourth year in either the Department of Computer Science or the Department of Software Engineering who has an interest in game development.

Applicants must:

- Submit a letter (maximum 500 words) answering the question "what do video games mean to you?",
- have demonstrated a strong aptitude for programming, and
- have demonstrated an interest in game development through:
 - previous experience developing games, internships, coops, or work experience in the video game industry
 - o participation in Game Jams
 - o developing personal game projects
 - o membership or participating in groups such as the International Game Developers Association (IGDA) or UVicGameDev

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

Major W. Horan Memorial Scholarship* (Revised)

One or more scholarships are awarded to academically outstanding undergraduate students who are entering either their first year or continuing in their second, or third year in the Faculty of Engineering and Computer Science. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science.

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

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

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

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

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

Murray and Lynda Farmer Award for Critical Thinking* (Revised)

One or more awards are given to continuing undergraduate students in the Faculty of Humanities with a declared Philosophy major who demonstrates originality, critical thinking, good work habits and organizational skills in their coursework, has a GPA of at least 5.0/9.0, and demonstrates community or on campus involvement through volunteerism.

Applicants must submit:

- a personal statement (maximum 350 ~~500~~ words) detailing ~~both~~ their volunteer experience ~~and their originality, critical thinking, good work habits and organizational skills in their coursework.~~
- ~~— a letter of reference from a UVic faculty member attesting to the student's originality, critical thinking, work habits, and organizational skills~~
- a letter of reference (maximum 300 words each) from ~~the~~ a volunteer organization.

Referees cannot be related to the applicant. Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the Department of Philosophy.

Sant S. Aulakh Memorial Scholarship* (Revised)

A scholarship is awarded to a student with the highest grade point average in ~~the third or year and entering the fourth year~~ in the Faculty of Engineering and Computer Science. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science.

S. Joseph Cunliffe Scholarship* (Revised)

One or more scholarships are awarded to outstanding students ~~in entering~~ year 4 of the Engineering program. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering and Computer Science.

Jack Howard Jackson Memorial Bursary Award (Revised)

One or more ~~awards are given~~ bursaries are awarded to entering, continuing or transferring undergraduate ~~or graduate~~ Indigenous students with Canadian citizenship who have demonstrated financial need and who are enrolled in any of the following: the Faculty of Science, Faculty of Engineering and Computer Science, School of Nursing, School of Health Information Science or the Department of Psychology ~~or the Division of Medical Science.~~

Microserve Scholarship Award in Business, Management Information Systems* (Revised)

One award of at least ~~A scholarship of \$1,000 is given to an undergraduate student enrolled in either the Bachelor of Commerce program or the Department of Computer Science.~~ awarded to an academically outstanding student enrolled in 3rd or 4th year of the Bachelor of Commerce program in the Peter B. Gustavson School of Business who has demonstrated aptitude for and interest specifically in management information systems and/or management and technology. ~~Selection is based on academic standing with emphasis on achievement in COM 331: Management Information Systems. Graduating students are eligible for this award.~~

Applicants must submit a personal statement (maximum 500 words) that speaks to their passion for Information Systems and/or Management and Technology, strong work ethic, a positive attitude and being an exemplary team player. Applications may also outline, in the

statement, any personal and/or financial challenges and how they overcame or are currently overcoming them.

Preference will be given to students with historical and/or current barriers to equity, including, but not limited to:

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

The award will rotate between the School of Business and the Department of Computer Science, starting with Computer Science. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of either the Peter B. Gustavson School of Business or the Department of Computer Science.

University of Victoria Indigenous Language Revitalization Award (New)

One or more awards are given to Indigenous undergraduate and graduate students from the nine First Nations listed below who are entering or continuing in the following programs:

- Certificate in Indigenous Language Proficiency
- Certificate in Indigenous Language Revitalization
- Diploma in Indigenous Language Revitalization
- Bachelor of Education in Indigenous Language Revitalization
- Bachelor of Arts in Indigenous Language Proficiency
- Graduate Certificate in Indigenous Language Revitalization
- Master of Education in Indigenous Language Revitalization
- Master of Arts in Indigenous Language Revitalization

Students from the following First Nations are eligible for this award:

Songhees, Esquimalt, Tsartlip, Paquachin, Tseycum, Tsawout, Sci'aneuw, T'Sou-ke and Malahat.

The award covers actual tuition and mandatory fees assessed in the terms required for completion of an eligible program of study. Undergraduate students registered in a minimum of 3.0 units per term of study are eligible to receive the award.

Approval of undergraduate recipients will be made by the Senate Committee on Awards and approval of graduate recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Office of the Vice-President Indigenous.



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

January 15, 2023

To: Operations and Facilities Committee

From: Elizabeth Croft
Vice-President Academic and Provost

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

cc: President and Vice-Chancellor

Meeting Date: January 30, 2024

Subject: Proposal to establish an Indigenous Wellness Stream in the Master of Nursing Program

Basis for Jurisdiction: Senate Committee on Planning meeting November 1, 2023
Senate Meeting on December 1, 2023

Strategic Relevance:

The proposed Indigenous Wellness Stream within the existing Master of Nursing fulfills many of the principles outlined in the University Strategic Plan.

The proposal furthers the principle of being community-minded, globally engaged and transform ideas into meaningful impact by serving UVic's regional, national, and international learners and their communities through the provision of high-quality, flexible, and accessible graduate education that is supported by and reflects exemplary nursing education, research, practice, and scholarship.

The MN Indigenous wellness option is fully aligned with most institutional strategies and plans, including 1) the Equity Action Plan, 2) the Climate and Sustainability Action Plan, 3) the Strategic Enrollment Plan, 4) the Indigenous Plan, and 5) the International Plan, as well as the overarching Research and Creative Works Strategy (the Strategy).

The proposed MN Indigenous Wellness option responds to the TRC recommendations, UNDRIP, MMIWG2S+, BC Ministry of Health In Plain Sight Report, and Declaration of Rights of Indigenous People Act and Action Plan. It will address inequities in access to nursing education and further UVic's priority of upholding Indigenous ways of Knowing and strengthen UVIC's relationships with Indigenous communities and organizations. The proposed option focuses on Indigenous community health, clinical practice, health policy, leadership, education, and research while developing an advanced understanding of Indigenous healthcare systems and structural contexts.

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to establish an Indigenous Wellness stream in the Master of Nursing program, as described in the document "Master of Nursing-Indigenous Wellness Stream", and that this approval be withdrawn should the program not be offered within five years of the granting approval.

Background:

The MN Indigenous Wellness option builds on the existing Master of Nursing program and at the same time enhances current foundational courses by building in Indigenous perspectives. The option will integrate Indigenous knowledge and pedagogy into nursing practice and leadership. MN Indigenous Wellness graduates will be prepared as graduate Indigenous nurse leaders, as educators, practitioners, and managers, to work in complex and dynamic, ever-shifting healthcare systems and Indigenous communities.

The graduate students will gain advanced practice skills in First Nations, Inuit and Metis approaches to health and wellness. Students will be capable of functioning in a broad spectrum of healthcare service delivery in a wide variety of healthcare roles. Students will develop critical analytical framework with which to understand the effects of colonization on Indigenous people. The proposed option will require students' commitment to respecting the principles and practices of Indigenous pedagogy, and to building their teaching and learning experiences on a foundation that respects traditional Indigenous knowledge and the collective wisdom of the Elders. Students will be supported by Indigenous nursing leaders, healers, helpers and nursing faculty who are engaged in co-creating Indigenous health nursing as a distinct area of practice, education, leadership, and research.

Attachment(s): December 1, 2023, Senate docket on the Proposal to Establish an Indigenous Wellness Stream in the Master of Nursing Program

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

Master of Nursing-Indigenous Wellness

- ☐ Double or dual degree programs involving existing degrees
- ☒ INP Programs involving partnerships or agreements with other institutions
- ☐ Changes to a program degree or title
- ☒ Significant changes to program focus, content, structure, new stream within existing program or Requirements
- ☐ Other, please specify:

Submitted by:	Name and title	Email
Dean or designate	Maureen M Ryan, Associate Dean Academic	hsdada@uvic.ca
Academic unit, department, or school	School of Nursing, Faculty of Human and Social Development	
Name, title, and email of contact person	Lisa Bourque Bearskin Associate Professor, CIHR BC Indigenous Health Nursing Research Chair	bourquebearskin@uvic.ca
Anticipated change start date: May 2024 Calendar ~ Cycle 1		New stream start-date: September 2024

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	May 1 & July 18, 2023 + ongoing
Pre-consult with Faculty of Graduate Studies – Administrative Manager (fgscirc@uvic.ca)	May 24, July 18, 2023 & ongoing
Departmental/School approval	June 7 2023
Faculty Curriculum Committee approval	Sept. 21, 2023
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	Sept. 27, 2023
Faculty of Graduate Studies Graduate Executive Committee (GEC) approval	Oct. 2, 2023 -
Faculty of Graduate Studies Council approval (follows GEC approval)	Oct. 13, 2023

Please complete all rows with date or N/A

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

Consultations (as applicable; see notes below) <i>*supporting documentation required for all consultations</i>	Date (or N/A)	Supporting Documentation Attached (Y/N)
Libraries – Jonathan Bengtson, University Librarian c/o Jessica Mussell, subject-area Librarian bengtson@uvic.ca	Aug. 24/25, 2023	Y
Co-operative Education and Career Services – Andrea Giles, Executive Director – cooped@uvic.ca	N/A	
Office of the Registrar – OREGSCPConsultation@uvic.ca	Sept. 21, 2023	Y
Indigenous Academic and Community Engagement – Kundoqk Jacquie Green, Executive Director, iaceed@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	Sept. 26, 2023.	Y
Internal Consultation (emails/letters of support as per section I)	June 7th 2023	Y
Non-standard Tuition	Yes* or N/A	Non-standard form attached (Y/N)
Proposed program change involves non-standard tuition *If you answered yes, complete the UVic Non-standard Tuition Template	N/A	N

- A. Provide a summary of the proposed change. Clearly articulate the rationale for the change. How does the proposed change align with unit/faculty/UVic institutional plans and priorities? (Maximum 1 page).**

**UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE**

The School of Nursing is seeking approval for a new option, MN Indigenous¹ Wellness, in the Master of Nursing Program. This option will integrate Indigenous knowledge and pedagogy into nursing practice and leadership. MN Indigenous Wellness graduates will be prepared as graduate Indigenous nurse leaders, as educators, practitioners and managers, to work in complex and dynamic, ever-shifting healthcare systems and Indigenous communities. The MN Indigenous option builds on the existing Master of Nursing program and at the same time enhances current foundational courses by building in Indigenous perspectives. See Appendix A, which includes the course sequencing overviews for the three options within the proposed MN Indigenous Wellness: 1) Course-Based/Capstone; 2) Research Project; and 3) Thesis option. For example, Indigenous graduate students will take the foundational graduate course centering on philosophical perspectives that inform the discipline of nursing with Indigenous philosophy at its center rather than added on as secondary to Western philosophy. This distinct approach will engage Indigenous nurses, with healers, helpers, and health professionals as agents for change in the current health policy, practice, education, and research landscape.

While Schools of Nursing have responded to recommendations of the Truth and Reconciliation recommendations (CASN, 2021), Schools of Nursing do not currently offer graduate education reflective of Indigenous knowledge and practices related to health and wellness. As a result of this gap, there are nationally recognized inequities impacting Indigenous nurses in Canada. The proposed MN Indigenous Wellness option will address the inequities in access to nursing education as reported by Canadian Association of Schools of Nursing (CASN, 2021) including:

- A decrease in the number of Indigenous students in both admissions (17.9%) and graduates (2.7 %) of a Master Nursing program over the last two years in Canada.
- Only 2.2 % of Indigenous nursing faculty hold a permanent Faculty position, and 1.5% hold a full-time faculty contract, and < 1% of Indigenous faculty hold part-time contracts.

This proposal is supported by The BC Indigenous Health Nursing Research Chair (BC-IHNR) Indigenous Graduate Education in Nursing (IGEN) Research Project in collaboration with five British Columbia universities – University of Victoria (UVIC), University of British Columbia (UBC), University of British Columbia, Okanagan (UBCO), Thompson Rivers University (TRU), and Trinity Western University (TWU). The partner institutions will offer a unique collaboration with Indigenous project leads and local Indigenous communities have come together to co-design, co-implement, and co-evaluate this Indigenous wellness-focused graduate education option at each of the University sites.

The collaborative partnership has been developed since the inception of the IGEN research project in 2022. It is a generative process involving extensive engagement between the Post-Secondary Institutions and Indigenous Communities and Organizations. There is a working Terms of Reference outlining the collaborative principles and generative structure of the partnerships. There is also a letter of agreement in the final stages of approval at each partner

site outlining the financial obligations and relationships between the Post-Secondary Institutions. Indigenous students enrolled at UVIC would be able to complete the requirements for the MN Indigenous Wellness option at UVIC. They can also access optional electives from the partner sites currently available for transfer through the existing parameters of the Western Dean's Agreement.

¹ The term Indigenous has a larger global meaning and is often used to refer to the First Peoples of any region or country. Aboriginal peoples refer to First Nations, Inuit and Métis persons of Canada as defined by the *Canadian Constitution Act, 1982*. We use the term Aboriginal in this proposal to refer inclusively to all categories of Indigenous Peoples of Canada.]

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

A key outcome will be to develop the capacity for a faculty member grounded in Indigenous philosophy to instruct one section of each of the foundational nursing courses open to students in the Indigenous Wellness option. Our future vision is to have a truly collaborative option MN offered through any of the five sites where courses and faculty could be shared across sites in order to create the capacity for Indigenous-centered education in each of the foundational courses. For example, an Indigenous-centered section of the Nursing Philosophy course could be offered at UVic and an Indigenous-centered section of the research course could be offered at UBC. The students would access these sections as a unified cohort at any of the partner sites. This vision will require structural changes at each of the universities and in agreements between the universities that have not been fully discussed or initiated. The process of doing so, if this vision is to be realized, will be an outcome of the research initiative. The current proposal offering an MN Indigenous Wellness option within UVic's existing Master of Nursing program is not dependent on the success of this future vision.

Embedded in the teaching, practice, and research of the MN Indigenous wellness option, this work is strengthening UVIC's long-term relationships with Indigenous communities and organizations in active response to the TRC, UNDRIP, MMIWG2S+, BC Ministry of Health In Plain Sight Report, and Declaration of Rights of Indigenous People Act and Action Plan. The MN Indigenous wellness option is fully aligned with the majority of institutional strategies and plans, including 1) the Equity Action Plan, 2) the Climate and Sustainability Action Plan, 3) the Strategic Enrollment Plan, 4) the Indigenous Plan, and 5) the International Plan, as well as the overarching Research and Creative Works Strategy (the Strategy). UVic's strategy is one of global leadership in such impact areas as climate, environmental change and sustainability, health and wellness, Indigenous-led scholarship, social justice and equity, and technology and the human experience.

The proposed Indigenous Wellness option within the existing MN furthers the mandate and strategic plan of UVic by serving UVic's regional, national, and international learners and their communities through the provision of high-quality, flexible, and accessible graduate education that is supported by and reflects exemplary nursing education, research, practice, and scholarship. MN students who self-identify as Indigenous will have the opportunity to focus their study in Indigenous community health, clinical practice, health policy, leadership, education, and research while developing an advanced understanding of Indigenous healthcare systems and structural contexts. A range of coursework and practical learning experiences will allow students to build on their undergraduate nursing knowledge as well as on their individual nursing experience and competencies.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

UVIC MN Indigenous Wellness graduates will possess the leadership, knowledge, research skills, and workplace competencies to engage in Indigenous nursing practice at an advanced level, to take on leadership roles within diverse healthcare settings (including at all levels of decision and policy-making), to act as nurse educators in academic as well as clinical settings, to create new knowledge through scholarship or to pursue further academic studies in nursing doctoral programs.

Indigenous graduate students will be supported by a group of Indigenous nursing leaders, healers, helpers and nursing faculty who are engaged in co-creating Indigenous health nursing as a distinct area of practice, education, leadership, and research. Students will work with Indigenous community members, Knowledge Holders and Indigenous nurses as co-teachers and thesis and project committee members.

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

No, the School of Nursing has appointed five Indigenous faculty members each with lived experience and expertise in teaching Indigenous health. Currently, the SON has created a partnership between local community nurse leaders, and Indigenous faculty for the purposes of teaching Indigenous wellness content in the undergraduate program. This model will transfer well into the MN Indigenous Wellness option.

Program Support is being provided through the School of Nursing's Graduate Education Student Advisor and the Associate Director of Graduate Education & Graduate Advisor, who will be financially supported by the Ministry of Post-Secondary Education and Future Skills to establish the full MN Wellness option. The sustainability of the program is expected to be continued and supported by the ministry funding, subject to renewal based on evidence of the program's success. The total program budget has been approved for 2,635,000 over three years. Funding will be shared with each partner site as directed by the letter of agreement, which is being initiated. The funding is to support students at each partner institution in the collaborative collective and to co-create local partnerships to inform Indigenous curriculum development. At present a local UVIC local community collective is providing overall guidance.

C. Impact on Students – does the proposed change have an impact on students (student evaluation, student progression, supervision, etc. You should address transition between the current program and proposed change, if applicable).

No

D. Does the proposed change involve changes to the curriculum? If yes, include a draft of the proposed curriculum changes and clearly indicate how it differs from the existing curriculum.

UNIVERSITY OF VICTORIA
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Yes, the MN Indigenous Wellness option will enhance the current MN core course curriculum. The new option (within the existing MN program) will require the same number of units to graduate (16.5 units, 18.0 units for students who choose the thesis option). Students will complete five required courses currently offered in the advanced practice MN with the same options of a capstone, project or thesis. (See Appendix-A)

In addition, all the students in the MN Indigenous Wellness option will complete three Indigenous Wellness – Intergenerational Learning Seminars INDW 526, INDW 527, INDW 528 (1.5 U each/4.5 U total) intended to ground students in distinct Indigenous and community-driven knowledge and relationships required for critical inquiry and research practice. (See Appendix B). The Intergenerational learning seminars 1, 2 and 3 will include the integration of Indigenous community-based learning and two land-based immersion field schools. UVic currently has the capacity and relationships to offer all three of the Intergenerational Learning Seminars to Students in the new MN Indigenous Wellness option.

E. Does the proposed change affect the current program learning outcomes? If yes, identify the revised program learning outcomes.

The overall program learning outcomes remain the same. Enhanced learning outcomes for the three additional Intergenerational Learning seminars have been developed by the local Indigenous nurse-led advisory committee and continues to be vetted by community leaders. The graduate students will gain advanced practice skills in First Nations, Inuit and Metis approaches to health and wellness. Students will be capable of functioning in a broad spectrum of healthcare service delivery in a wide variety of healthcare roles. Students will develop critical analytical framework with which to understand the effects of colonization on Indigenous people. The MN Indigenous Wellness option will require students' commitment to respecting the principles and practices of Indigenous pedagogy, and to building their teaching and learning experiences on a foundation that respects traditional Indigenous knowledge and the collective wisdom of the Elders.

The evolution of this participatory curriculum process outlined in Appendix C includes curriculum themes and outcomes that will influence future program learning outcomes.

F. Does the proposed change affect opportunities for experiential learning opportunities, including co-op, community engaged and research-enriched learning, integration of Indigenous perspectives, decolonization, equity, diversity, inclusion, global perspectives, etc. If yes, please provide details.

There is an increase in Indigenous informed experiential learning. The three seminars, Intergenerational Learning 1 2 and 3, outlined in Appendix B incorporate community-based learning opportunities. During all three seminars, students will be supported to integrate their learning within distinct Indigenous communities of their choice. In addition, there will be two land-based immersion learning opportunities that students will participate in as a group during Intergenerational Learning 1 and Intergenerational Learning 2. These learning opportunities will allow students to participate

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

together in Indigenous-led pedagogical and ceremonial processes to ground their learning within an Indigenous perspective.

Experiential learning will prepare nurses to learn within Indigenous primary healthcare settings in rural and remote First Nations communities and in urban health centers. Through local community engagement in and with communities' nurses will learn and practice within unique policy contexts required for the transformation and redesign of distinct health service delivery to reduce health inequities and promote the wellness of Indigenous peoples and communities.

G. Does the proposed change align or distinguish the program from comparable programs at other BC post-secondary institutions? If yes, please provide details.

There are no other comparable graduate programs in B.C., Canada, or North America. In process are discussions with other BC Post-Secondary Institutions to form a collaborative partnership to support Indigenous nurses who wish to access programs similar to the proposed option at UVic.

H. Does the proposed change affect anticipated enrolment? If yes, please provide details.

Yes – We piloted the first seminar and enrolled 22 Indigenous students in a special topics course. Admission requirements for the pilot were the same as what will be required for the MN Indigenous Wellness option. Six of these students have indicated their intent to enroll in the MN Indigenous Wellness option in 2024, should it be available. One student is currently enrolled in the MN program and will transfer. We anticipate steady enrollments.

The admissions requirements for the Master of Nursing - Indigenous Wellness, will be the same as the existing Master of Nursing, with the following clarification to be included in the Graduate Calendar in the Advanced Practice Nursing MN admissions section for the School of Nursing's approach:

"Admission to the MN Indigenous Wellness stream will prioritize students of First Nations, Inuit and Métis ancestry. Other Students with a minimum of two years working with First Nations, Inuit, Métis and other Indigenous communities will also be considered."

I. Show evidence of consultation with and support of related UVic academic units/programs, and other BC post-secondary institutions where appropriate

See:

Letters of support in Appendix D
Consultations Appendix E

Appendix A:

Course Sequencing for the Master of Nursing: Indigenous Wellness

There are three options outlined herein for course sequencing within the MN Indigenous Wellness:

- Capstone/course-based
- Research Project
- Thesis

This new option will build upon existing core foundational MN NURS courses and include three new Intergenerational Learning Seminar courses (INDW 526, 527 & 528) designed to support learners throughout the MN Indigenous Wellness option. Electives will focus on Indigenous Health and Community topics.

Note: The Research Project option is currently offered as an alternative to the NURS 596 capstone via Program Update form for NURS 598 within the MN APL, NUED, and NP program options. Nursing will pursue a future Calendar change to include this Research Project option for the other concentrations, to reduce paperwork when students wish to pursue this route.

Note: The thesis option herein has the same NURS foundational courses and thesis course NURS 599 as the other thesis option in MN APL and NUED, but the thesis option within the MN Indigenous Wellness option is otherwise distinct in its course sequencing outlined herein.

For your reference: The existing Master of Nursing program options are listed in the [Graduate Calendar:](#)

- Advanced Practice Leadership (APL)
- Nurse Educator (NUED)
- Nurse Practitioner (NP)
- NP Post-Degree (NP Post-Degree)
- Double Degree in Nursing and Health Informatics (NUHI)

APPENDIX A

DRAFT Master of Nursing Indigenous Wellness Capstone/Course-Based Full-Time Schedule

Course-Based MN: Indigenous Wellness

5 MN Foundation Courses = 7.5 units

3 Indigenous Wellness Required Courses = 4.5 units

2 Elective Courses = 3.0 units (Indigenous Focus Recommended)

Capstone project = 1.5 (over two terms)

Total 16.5 U

FIRST YEAR - Course-Based/Capstone option		
September – December	January – April	May – August
<p>Indigenous Wellness Core Course</p> <p>INDW 526 Intergenerational Learning I (1.5 U)</p> <p>MN Foundation NURS 520 (1.5 U)</p> <p>Philosophy for Advanced Practice Nursing</p>	<p>Indigenous Wellness Core Course</p> <p>INDW 527 Intergenerational Learning II (1.5 U across two terms)</p> <p>MN Foundation NURS 521 (1.5 U)</p> <p>Advanced Practice Nursing and Professional Identity</p> <p>MN Foundation NURS 524 (1.5 U)</p> <p>Evidence for Advanced Practice Nursing</p>	<p>Indigenous Wellness Core Course</p> <p>INDW 527 Intergenerational Learning II (1.5 U across two terms)</p> <p>MN Foundation NURS 522 (1.5 U)</p> <p>Nursing Ethics for Health System Transformation</p> <p>MN Foundation NURS 525 (1.5 U)</p> <p>Disciplinary Research for Advanced Practice Nursing</p>

SECOND YEAR - Course-Based/Capstone Option

September – December	January – April	May – August
<p style="text-align: center;">Indigenous Wellness Core Course INDW 528</p> <p style="text-align: center;">Intergenerational Learning III (1.5 U across two terms)</p> <p style="text-align: center;">Elective Courses (1.5 U x 2) Recommended Electives</p> <ul style="list-style-type: none"> ● TRU – HLTH 6300 Indigenous Health Leadership ● UBCO – HINT 508 Cultural Safety in Health ● UVic INGH 522 Indigenous Health Research Methodologies-core elective ● UVic INGH 520 Community Engagement and Leadership ● UVic INGH 521 Indigenous Public Health and Social Policy ● UVic INGH 452 Traditional Healing in Indigenous Communities ● UVic INGH 453 Wise Practices in Indigenous Community Health ● UNBC - NURS 604 - The Healing and Well-being of Indigenous Peoples ● TWU - Integrative learning ie. global health, planetary health 	<p style="text-align: center;">Indigenous Wellness Core Course INDW 528</p> <p style="text-align: center;">Intergenerational Learning III (1.5 U across two terms)</p> <p style="text-align: center;">NUR 596 Capstone (1.5 U) (1.5 U across two terms)</p>	<p style="text-align: center;">MN Foundation</p> <p style="text-align: center;">NUR 596 Capstone (1.5 U) (1.5 U across two terms)</p>

Research Project Option - MN: Indigenous Wellness

5 MN Foundation Courses = 7.5 units

3 Indigenous Wellness Required Courses = 4.5 units

1 Elective Course = 1.5 units (Indigenous Focus recommended)

Research Project 3.0 U

Total 16.5 U

FIRST YEAR - Research Project option		
September – December	January – April	May – August
<p>Indigenous Wellness Core Course INDW 526 Intergenerational Learning I (1.5 U)</p> <p>MN Foundation <u>NURS 520</u> (1.5 U)</p> <p>Philosophy for Advanced Practice Nursing</p>	<p>Indigenous Wellness Core Course INDW 527 Intergenerational Learning II (1.5 U across two terms)</p> <p>MN Foundation <u>NURS 521</u> (1.5 U)</p> <p>Advanced Practice Nursing and Professional Identity</p> <p>MN Foundation <u>NURS 524</u> (1.5 U)</p> <p>Evidence for Advanced Practice Nursing</p>	<p>Indigenous Wellness Core Course INDW 527 Intergenerational Learning II (1.5 U across two terms)</p> <p>MN Foundation <u>NURS 522</u> (1.5 U)</p> <p>Nursing Ethics for Health System Transformation</p> <p>MN Foundation <u>NURS 525</u> (1.5 U)</p> <p>Disciplinary Research for Advanced Practice Nursing</p>

SECOND YEAR - Research Project Option

September – December	January – April	May – August
<p>Indigenous Wellness Core Course INDW 528 Intergenerational Learning III (1.5 U across two terms)</p> <p>NUR 598 Research Project (3.0 U across three terms)</p> <p>Elective Course (1.5 U)</p> <p>Recommended Electives</p> <ul style="list-style-type: none"> • TRU – HLTH 6300 Indigenous Health Leadership • UBCO – HINT 508 Cultural Safety in Health • UVic INGH 522 Indigenous Health Research Methodologies-core elective • UVic INGH 520 Community Engagement and Leadership • UVic INGH 521 Indigenous Public Health and Social Policy • UVic INGH 452 Traditional Healing in Indigenous Communities • UVic INGH 453 Wise Practices in Indigenous Community Health • UNBC - NURS 604 - The Healing and Well-being of Indigenous Peoples • TWU - Integrative learning ie. global health, planetary health 	<p>Indigenous Wellness Core Course INDW 528 Intergenerational Learning III (1.5 U across two terms)</p> <p>NUR 598 Research project (3.0 U) (3.0 U across three terms)</p>	<p>MN Foundation NUR 598 Research project (3.0 U) (3.0 U across three terms)</p>

Thesis Option - MN: Indigenous Wellness

5 MN Foundation Courses = 7.5 units

3 Indigenous Wellness Required Courses = 4.5 units

Thesis 6.0 U

Total 18 Units

FIRST YEAR - Thesis Option		
September – December	January – April	May – August
<p>Indigenous Wellness Core Course INDW 526 Intergenerational Learning I (1.5 U)</p> <p>MN Foundation <u>NURS 520</u> (1.5 U)</p> <p>Philosophy for Advanced Practice Nursing</p>	<p>Indigenous Wellness Core Course INDW 527 Intergenerational Learning II (1.5 U across two terms)</p> <p>MN Foundation <u>NURS 521</u> (1.5 U)</p> <p>Advanced Practice Nursing and Professional Identity</p> <p>MN Foundation <u>NURS 524</u> (1.5 U)</p> <p>Evidence for Advanced Practice Nursing</p>	<p>Indigenous Wellness Core Course INDW 527 Intergenerational Learning II (1.5 U across two terms)</p> <p>MN Foundation <u>NURS 522</u> (1.5 U)</p> <p>Nursing Ethics for Health System Transformation</p> <p>MN Foundation <u>NURS 525</u> (1.5 U)</p> <p>Disciplinary Research for Advanced Practice Nursing</p>

SECOND YEAR - Thesis Option		
September – December	January – April	May – August
<p>Indigenous Wellness Core Course INDW 528 Intergenerational Learning III (1.5 U across two terms)</p> <p>Thesis NURS 599 (6.0 units across three terms)</p>	<p>Indigenous Wellness Core Course INDW 528 Intergenerational Learning III (1.5 U across two terms)</p> <p>Thesis NURS 599 (6.0 units across three terms)</p>	<p>Thesis NURS 599 (6.0 units across three terms)</p>

Appendix B

Proposed New IND-W Seminars

INDW 526: Intergenerational Learning I (1.5 units)

Intergenerational Learning Seminar One focuses on building relationships and situating the student in the context of Indigenous nursing research leadership.

Course Description:

Provides a unique opportunity to develop relationships with Indigenous community, students and faculty in urban, remote or isolated areas that will be sustained throughout the program. Using a peer-led and intergenerational mentorship approach, issues related to integrating Indigenous knowledge of wellness and advanced nursing knowledge and practice are explored and discussed. In a collaborative effort, students, community and faculty jointly determine topics and collaborate in organizing sessions and securing guest speakers.

INDW 527: Intergenerational Learning Seminar II (1.5 units)

Intergenerational Learning Seminar Two focuses on further developing critical inquiry skills and embedding Indigenous knowledge into nursing leadership practice.

Course Description:

Provides an opportunity to facilitate the continuation of relationships formed in Term 1 and INDW 526 with fellow students, faculty, and the community. Using a peer-led and intergenerational mentorship approach, complexities and strengths related to Indigenous nurse-led research and knowledge gathering for practice will be discussed. Both Students and faculty collaboratively contribute to the selection of topics and share responsibilities in organizing sessions and securing guest speakers. Includes a land-based immersion experience, fostering deeper understanding of the interconnectedness of Indigenous Knowledges and Indigenous research methodologies.

INDW 528: Intergenerational Learning Seminar III (1.5 units)

Intergenerational Learning Seminar Three focuses on supporting scholarship and integration of community-led research knowledge in the advancement of Indigenous nursing leadership theory and practice.

Course Description:

Serves as a pivotal learning opportunity for students during the thesis and project phases of their MN studies. Championing a community-led and intergenerational mentorship approach, enhanced focus will be directed toward topics pertaining to the development and execution of independent scholarly work. Complexities associated with transitioning into advanced practice roles are also addressed. Community leaders, students and faculty collaborate on topic selections, session organization, and securing guest speakers to help facilitate a comprehensive learning experience.

APPENDIX C

WORKING DOCUMENT

Indigenous Health Nursing Research Approaches to Wellness: Program Concepts, Goals and Objectives

The content will be co-designed, centering a local Indigenous worldview, delivered through the voices and stories of Indigenous community members and scholars. Healthcare practitioners who complete the course will gain knowledge, skills and insights to implement a distinct Indigenous approach to advancing the wellness of Indigenous Peoples (Individuals, families communities and lands).

Themes	Outcomes – Term 1	Outcomes Term – 2	Outcomes – Term 3	Outcomes – Term 4
<ul style="list-style-type: none"> ■ Indigeneity 	<ul style="list-style-type: none"> ■ Understand own self in relation to Indigenous Peoples ■ <i>Define and differentiate between First Nations, Inuit and Métis Peoples</i> ■ <i>Identify traditional territories, treaties and languages of the Indigenous Peoples in Canada</i> ■ <i>Identify key events that impacted historical relationship</i> 	<ul style="list-style-type: none"> ■ Understand the significance/interrelationship Indigenous Identity on Individual, family, community and population health ■ <i>Describe the role of elders, children, women and men contribution to health</i> ■ <i>Describe Indigenous Peoples of Canada are and the various health-related challenges which they experience</i> 	<ul style="list-style-type: none"> ■ Discuss how identity impacts relationships between health professionals and Indigenous Peoples. ■ <i>Discuss the importance of identifying, acknowledging and analyzing one's holistic response to the many historical and contemporary environments of Indigenous Peoples</i> 	<ul style="list-style-type: none"> ■ Demonstrate an understanding of reclamation of identity ■ <i>Applies knowledge of strategies that will promote health and enhance Indigenous identity</i> ■ <i>Demonstrate an understanding of reclamation of identity in everyday health promotion encounters with Indigenous clients</i>
<ul style="list-style-type: none"> ■ United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) 	<ul style="list-style-type: none"> ■ Describe the role of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) as it relates to health ■ <i>Understand the historical context of the development of UNDRIP</i> ■ <i>Become aware of health professional's responsibilities to Truth and Reconciliation Calls (TRC) to Action as it</i> 	<ul style="list-style-type: none"> ■ Understand the role of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) as it relates to health ■ <i>Discuss the importance of self-determination and sovereignty to advancing the health of Indigenous Peoples</i> 	<ul style="list-style-type: none"> ■ Consider the role of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) as it relates to health ■ <i>Examine health, social, and mental healthcare delivery through the lens of TRC calls to action and UNDRIP.</i> ■ <i>Identify barriers and facilitators involved in promoting the wellness of Indigenous peoples based on the UNDRIP</i> 	<ul style="list-style-type: none"> ■ Examine the role of United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) as it relates to health ■ <i>Advocate for the health and wellness of Indigenous peoples based on the UNDRIP at a beginning level</i>

	<i>relates to nursing education and health</i>			
<ul style="list-style-type: none"> ■ Colonization 	<ul style="list-style-type: none"> ■ Define colonization in relation to health ■ <i>Define colonization within the context of Canada's history</i> ■ <i>Understand the relationship between colonization and assimilation</i> ■ <i>Identify key historical events of colonialization of Canadian Indigenous Peoples</i> ■ <i>Examine the impacts of colonization on Indigenous Peoples in Canada</i> 	<ul style="list-style-type: none"> ■ Describe how colonization affects health of Indigenous Peoples ■ <i>Discuss legislative policy that impacts Indigenous Peoples health in Canada.</i> ■ <i>Define historical trauma</i> ■ <i>Discuss the impact of historical trauma</i> ■ <i>Discuss internalized oppression within First Nation, Inuit and Métis</i> 	<ul style="list-style-type: none"> ■ Deconstruct colonial thinking to counter the effect of colonization and on health ■ <i>Define authentic ally</i> ■ <i>Discuss inequities in health policy</i> ■ <i>Survey government responses to Indigenous health concern</i> ■ <i>Discuss settler colonialism and white privilege</i> ■ <i>Develop an understanding of their own and other's privileges in society and how it contributes to marginalization and oppression</i> 	<ul style="list-style-type: none"> ■ Integrate learning about the effects of colonization into nursing practice ■ <i>Advocate for health with the realization/knowledge of the effects of colonization on the wellness of Indigenous people</i> ■ <i>Describe attributes of an authentic ally</i> ■ <i>Collaborate with communities on ways to address historical trauma</i>
<ul style="list-style-type: none"> ■ Indigenous Knowledge Systems (IKS) 	<ul style="list-style-type: none"> ■ Recognize traditional knowledge, territories, protocols, language, and culture of Indigenous Peoples in Canada ■ <i>Identify the diversity of Indigenous peoples knowledge systems</i> ■ <i>Recognize the importance of language and culture in Indigenous Peoples' healing process</i> ■ <i>Recognize that Indigenous knowledge systems represent broad and diverse perspectives on health and wellness</i> 	<ul style="list-style-type: none"> ■ Understand how Indigenous ways of knowing, being, and doing are interconnected with the local traditional laws , languages and lands and health ■ <i>Describe governance models of Indigenous health</i> ■ <i>Understand the social construction of Indigenous peoples knowledge and its relation to health</i> ■ <i>Describe how IKS are different from mainstream knowledge systems</i> 	<ul style="list-style-type: none"> ■ Incorporate knowledge of traditional territories, protocols, language, and culture in relation to practice ■ <i>Discuss OCAP principles with respect to IKS</i> ■ <i>Discuss importance of free and informed consent</i> ■ <i>Demonstrate ways to acknowledge and value Indigenous knowledge with respect to health and wellness diversity between First nations, Inuit and Métis peoples.</i> 	<ul style="list-style-type: none"> ■ Demonstrate a commitment to incorporating Indigenous knowledge systems into the delivery of interprofessional care for Indigenous clients ■ <i>Demonstrate effective collaboration with Indigenous and non-Indigenous healthcare providers in accessing traditional healthcare practices.</i> ■ <i>Engage with local, provincial and national Indigenous healthcare leadership</i>

<ul style="list-style-type: none"> ■ Indigenous Determinants of Health (IDoH) 	<p>List Determinants of Indigenous Peoples' Health</p> <ul style="list-style-type: none"> ■ <i>Recognise socio-political factors impacting the health of Indigenous Peoples</i> ■ <i>Discuss the impact of Indian Hospitals in Canada</i> ■ <i>Differentiate between social determinants of health and Indigenous determinants of health and Metis determinants of health</i> ■ <i>Differentiate between equality and equity in relation to Indigenous Peoples' health</i> 	<p>Examine Indigenous determinants of health and the promotion of wellness</p> <ul style="list-style-type: none"> ■ <i>Identity central aspects of federal, provincial and local healthcare systems that govern healthcare delivery with Indigenous Peoples</i> ■ <i>Understand racism and discrimination in healthcare delivery and its effects on health outcomes</i> ■ <i>Discuss inequities in access to healthcare for Indigenous peoples</i> 	<p>Apply knowledge of the factors impacting the health of Indigenous Peoples</p> <ul style="list-style-type: none"> ■ <i>Develop ways to counter racism and discrimination in healthcare delivery</i> ■ <i>Recognize the effect of systemic issues of power and politics on Indigenous health outcomes</i> ■ <i>Develop an understanding of community health nursing within Indigenous Populations and the challenges with accessing healthcare</i> 	<p>Integrate determinants of health and promotion of wellness in practice</p> <ul style="list-style-type: none"> ■ <i>Counter discrimination and racism within nursing and health systems</i> ■ <i>Demonstrate abilities to transfer decision-making to Indigenous peoples – sharing power for more equitable access to healthcare</i> ■ <i>Raise awareness amongst other para/health professionals about the importance of the principle of self-determination in healthcare of Indigenous Peoples</i>
<ul style="list-style-type: none"> ■ Indigenous Healing Practices in Wellness 	<p>Discuss holistic approaches to wellness</p> <ul style="list-style-type: none"> ■ <i>Discuss the various traditional healing practices in communities</i> ■ <i>What is Indigenous health?</i> ■ <i>Incorporate basic understanding of Inuit, First Nations, Métis models of wellness and diverse languages</i> ■ <i>Identify how your culture (knowledge, beliefs, attitudes) influences your healthcare choices.</i> 	<p>Explore how 'cultural genocide' led to intergenerational trauma that impacts the health and wellness of Indigenous Peoples</p> <ul style="list-style-type: none"> ■ <i>Describe how IKS influence the health and wellness of Indigenous Peoples</i> ■ <i>Examine how Indigenous unique cultures, ceremonies, customs, teachings, and healing practices can inform healthcare service delivery for Indigenous peoples</i> 	<p>Incorporate knowledge of wellness research in relation to practice</p> <ul style="list-style-type: none"> ■ <i>Define roles and responsibilities of Indigenous health professional</i> ■ <i>Learn from Indigenous Peoples how IKS help meet the healthcare needs of Indigenous clients</i> ■ <i>Understand traditional diets in relation to health</i> ■ <i>Discuss Indigenous healing approaches to maintaining wellness</i> 	<p>Critically examine uniqueness and challenges with respect to Indigenous health services delivery</p> <ul style="list-style-type: none"> ■ <i>Develop strategies to facilitate leadership in the provision of effective and culturally relevant healthcare to Indigenous populations</i> ■ <i>Explain how reclaiming Indigenous culture and beliefs may allow for healing</i> ■ <i>Develop communication strategies that create and enhance culturally respectful healthcare</i>

<ul style="list-style-type: none">■ Indigenous Research Methodologies (IRM) in Wellness	<ul style="list-style-type: none">■ Discuss IRM Frameworks■ <i>List central principles or tenets of IRM</i>■ <i>What types of questions are asked?</i>■ <i>Who is asking the question?</i>■ <i>What are the ideological perspectives the IRM researchers employ?</i>	<ul style="list-style-type: none">■ Examine Indigenous Researcher Scholarship in healthcare■ ■ <i>How and what type of information is collected?</i>■ <i>Why do we choose to conduct a study using IRM?</i>	<ul style="list-style-type: none">■ Apply IRM to Policy■ <i>What preliminary discussions and decisions need to be made?</i>■ <i>Discussion on some of the tensions and challenges that arise within IRM</i>■ <i>And how will you address each assumption in your study?</i>	<ul style="list-style-type: none">■ Analyse Indigenous wellness Research in Practice■ <i>What are some common data analysis strategies in IRM</i>■ <i>How is information recorded?</i>■ <i>What might be some access and reporting issues in collecting data using IRM?</i>
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Appendix D:

Letters of Support



THE UNIVERSITY OF BRITISH COLUMBIA

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September 14, 2023

Dr. Dzifa Dordunoo, Acting Director
University of Victoria School of Nursing

Re: Indigenous Graduate Education in Nursing UVic Masters of Nursing Program Changes

Dear Dr. Dordunoo,

I am writing in support of the proposed program changes to the Masters of Nursing Indigenous Wellness Stream that is offered at the University of Victoria. While I recognize this is primarily an internal curricular change at present, it is another step in our collaboration around a vision of aligned and shared provincial graduate education for Indigenous nurse leaders (and others involved in Indigenous health) among the Schools of Nursing offering graduate education in BC. The UBC Vancouver School of Nursing has been a collaborator with the development of this vision through the multi-university initiative since its inception a couple years ago.

Our Indigenous faculty, graduate education coordinators, and I have been involved with supporting the development of the larger initiative on Indigenous Graduate Education in Nursing and the related research project, through engagement in working groups, consultation with our Indigenous Advisory Circle and Indigenous nursing students, and shared School-level planning around inter-university collaboration in the graduate education.

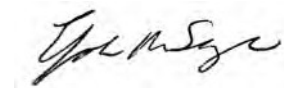
We fully endorse the importance of supporting Indigenous nurse leaders in graduate education that integrates a Two-Eyed Seeing approach integrating Indigenous ways of knowing and decolonized ways of nursing education, in relationship with Indigenous health leadership and Indigenous communities across the province. We recognize how critical it is that Indigenous nurses have the opportunity to remain in their nursing roles in their communities while engaging in graduate education nearer to home, yet also realize that may mean a relatively small number of Indigenous graduate nursing students at each university. At the same time, the potential to support a province-wide cohort of Indigenous nursing leaders to learn together and engage with each other across their specific graduate programs creates opportunities for strengthening the leadership of Indigenous nurses in health care throughout the province. We see the opportunity as well for the different Schools of Nursing to learn from each other and better support Indigenous cultural safety in learning throughout our programs.

We are working together to identify the ways we can share further curricular development and establish agreements around collaborative course delivery, but we recognize this is a longer-term process of agreements between universities, but while this process unfolds, each School of Nursing needs to continue our work of decolonizing our curriculum, supporting Indigenous nurses in graduate education, and engaging with the new nursing practice standard of Indigenous Cultural Safety, Cultural Humility, and Anti-Racism in our graduate education programs. I support the work the University of Victoria School of Nursing is doing to enhance their program and curricular pathways.

The proposed changes will help address a critical gap in graduate nursing education, which has typically not been grounded in Indigenous ways of knowing, and will help advance the capacity of the health care system to address the calls to action in the In Plain Sight report to strengthen education and health care practice.

I look forward to continuing to collaborate with you in supporting Indigenous graduate nurses and graduate nursing education across the province.

Regards,



Elizabeth M. Saewyc, PhD, RN, FSAHM, FCAHS, FAAN, FCAN, FCAN
Professor and Distinguished University Scholar
Director, School of Nursing
Executive Director, Stigma and Resilience Among Vulnerable Youth Centre

September 11, 2023

To: Dr. Dzifa Dordunoo, Acting Director, School of Nursing, University of Victoria

Re: Indigenous Graduate Education in Nursing University of Victoria Master of Nursing Program Changes

Dear Dr. Dordunoo,

I am pleased to provide a letter of collaboration in support of the development of the Indigenous Wellness Stream to be offered at the University of Victoria.

Background/context:

Trinity Western University has been a collaborator with the development of this project since its inception in the fall of 2021.

Describe your role as it relates to the I-GEN Project.

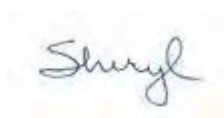
Our faculty have been involved with supporting the development of the larger initiative and the research project through engagement in working groups, consultation, and curriculum planning.

Share why you support this project

Your proposed project will address a critical gap in nursing education that has typically not been grounded in Indigenous ways of knowing, inclusive of distinctions-based approaches, or nation-based ethical protocols and practices. In particular, we are very pleased to be supporting Indigenous nurses in an educational experience and capacity-building that is culturally safe. The TWU School of Nursing Strategic Plan (2022–2027) has as a priority accelerated Indigenous integration in all our nursing programs, and our collaboration in the I-GEN project is one of the strategies by which to meet this priority. The I-GEN initiative also directly supports TWU's strategic plan to increase enrolment of and support to Indigenous students.

We look forward to collaborating with you on this project.

Sincerely,



Sheryl Reimer-Kirkham, RN, PhD, FCAN

Dean and Professor, School of Nursing
Fellow, Canadian Academy of Nursing
Alumnus, College of New Scholars, Royal Society of Canada
Profile: <https://www.twu.ca/profile/sheryl-reimer-kirkham>

T. 604.513.2121 x 3239



3333 University Way
Kelowna, BC
V1V1V7

September 15, 2023

Re: Indigenous Graduate Education in Nursing University of Victoria Masters of Nursing
Program Changes

Dear Dr. Lisa Bourque Bearskin,

I am delighted to provide a letter of collaboration in support of the development of the
Indigenous Wellness Stream that plans to be offered at the University of Victoria (UVic).

The University of British Columbia Okanagan (UBCO) has been a collaborator on this project since its inception in 2021. At UBCO several nursing faculty and staff have been involved with supporting the development of the larger initiative (I-GEN) and the research project. This engagement has included participation in working groups, consultation, and supporting the research project connected to the development of the Indigenous wellness stream. At UBCO, we are also working on our own MSN Indigenous wellness pathway as part of the larger I-GEN project.

The UVic Indigenous wellness stream is an important step in the advancement of the larger collaborative Indigenous Graduate Education in Nursing (I-GEN) project. Students enrolled in the MSN program at UBCO would have access to the Indigenous wellness seminar being offered at UVic, which is currently included in the MSN Indigenous wellness stream that is under development at UBCO at this time. The UVic Indigenous wellness stream is a key step forward in addressing the need to increase the number of Indigenous nurse leaders in British Columbia. This pathway and the larger project are key initiatives to advance UBCO's commitment to including more Indigenous content in our MSN curriculum.

We look forward to supporting UVic on this project.

Sincerely,

Jackie Denison
Interim Director School of Nursing
University of British Columbia Okanagan Campus | *Syilx Okanagan Nation*



THOMPSON RIVERS UNIVERSITY

Thompson Rivers University
School of Nursing
805 TRU Way
Kamloops, BC V2C 0C8

September 18, 2023

Dr. Dzifa Dordunoo
Acting Director, School of Nursing
University of Victoria

Re: Indigenous Graduate Education in Nursing UVic Master of Nursing Program Changes

Dear Dr. Dordunoo,

I am pleased to provide a letter of collaboration in support of the development of the Indigenous Wellness Stream to be offered at the University of Victoria. Thompson Rivers University School of Nursing has been a collaborator with the development of this project for the past 4 years and we recognize the need for focused stream for Indigenous health and wellness in graduate nursing curricula.

TRU SON faculty and leadership have been involved with supporting the development of the larger initiative on a collaborative Indigenous wellness stream and the associated research project through engagement in working groups. We are in full support of the mentorship seminars that will provide support for Indigenous students and other students focused on Indigenous health. The need for Indigenous nurse leaders in British Columbia and Canada is critical. We look forward to direct collaboration with the opportunity for TRU SON graduate students to access the courses and the associated support (peer and faculty) through the Western Deans Agreement. The opportunity in turn further supports our commitment to offering Indigenous focused learning opportunities for our Master of Nursing Students.

I am confident that this proposed project will address a critical gap in nursing education that has typically not been grounded in Indigenous ways of knowing, inclusive of distinctions-based approaches, or nation-based ethical protocols and practices.

I look forward to collaborating with you on this project.

Sincerely,

A handwritten signature in black ink, reading "Rani Srivastava".

Rani Srivastava RN, PhD, FCAN
Dean, School of Nursing



September 14, 2023

Dr. Dzifa Dordunoo, Acting Director
School of Nursing, University of Victoria
nursingdirector@uvic.ca

Dr. Jennifer White, Acting Dean
Human and Social Development, University of Victoria
hsddean@uvic.ca

Re: University of Victoria MN Indigenous Wellness Stream Proposal

Dear Drs. Dordunoo and White,

The Association of Nurses and Nurse Practitioners of British Columbia (NNPBC) is the professional association representing all four nursing designations in British Columbia including registered nurses, registered psychiatric nurses, licensed practical nurses, and nurse practitioners.

NNPBC is pleased to provide this letter in support of the development of the Indigenous Wellness Stream to be offered within the Master of Nursing Program at the University of Victoria.

Within our mandate, NNPBC strives to advance the nursing profession by supporting excellence in nursing practice, leadership, research, and education. As such, NNPBC supports the development of this educational program stream as it meets a critical need to advance Indigenous led, culturally appropriate, inclusive health education and to promote awareness and inclusion of Traditional Ways into nursing practice and throughout our health system.

NNPBC believes that this proposed educational stream will not only address an existing gap in our health care system but will benefit the future of Indigenous nursing leadership and improve the experiences and health care outcomes of Indigenous peoples and communities seeking culturally safe and appropriate care around the province.

NNPBC looks forward to supporting this proposed project in any way we can.

Sincerely,

Alix Arndt
Acting Chief Executive Officer/Chief Operating Officer

September 6, 2023

Interior Health
Tannis Andersen
CNS Primary Care

Sent via email:

University of Victoria
Dr. Dzifa Dordunoo
Acting Director, School of Nursing
Jennifer White
Dean of Faculty and Social Development

September 06, 2023

Re: Indigenous Graduate Education in Nursing UVic Masters of Nursing Program Changes

Dear Dr. Dzifa Dordunoo and Jennifer White,

I am pleased to provide a letter of collaboration in support of the development of the Indigenous Wellness Stream to be offered at the University of Victoria.

Interior Health has been a collaborator in support of the development of the Indigenous Graduate Education in Nursing UVic Masters of Nursing project since August 2021. I have been involved with supporting the development of the larger initiative and the research project through engagement in working groups, consultation, and as the IH representative.

Your proposed project will address a critical gap in nursing practice and Indigenous nursing leadership, by providing an educational foundation that has typically not been grounded in Indigenous ways of knowing, inclusive of distinctions-based approaches, or nation-based ethical protocols and practices.

As the Clinical Nurse Specialist Primary Care in the professional practice office, I am actively involved in the enhancement and translation of Indigenous health nursing knowledge. This project co-led by the BC IHNR program works with communities and health leaders that addresses our mutual concerns for Indigenous wellness and the mobilization of Indigenous nursing knowledge. This project is an excellent example of upholding the United Nations Declaration on the Rights of Indigenous Peoples and the importance of designing this project 'by' First Nations People and doing this work "with" community partnerships, rather than "on" community. Further, this project is supportive and in alignment with IH's strategic priorities Aboriginal Health and Wellness; Improved and Inclusive Culture; and Health Human Resource Management.

I look forward to collaborating with you on this project.

Tannis Andersen

Tannis Andersen RN BN MN
Clinical Nurse Specialist Primary Care

University of Victoria
3800 Finnerty Rd
Victoria, BC V8P 5C2

September 19, 2023

Re: Indigenous Graduate Education in Nursing, University Victoria

Dear Acting Director of School of Nursing, Dr. Dzifa Dordunoo and Dean of Faculty and Social Development, Jennifer White,

On behalf of First Nations Health Authority, I am delighted to provide this letter of collaboration in support of the development of the Indigenous Wellness Stream to be offered at the University of Victoria.

The FNHA's vision is for healthy, self-determining and vibrant BC First Nations children, families and communities. The FNHA provides health programs and services throughout the province of BC to all First Nations communities. Our organization aims to reform the way health care is delivered to First Nations in BC through direct service, provincial partnership collaboration and health systems innovation. The provision of culturally safe and appropriate care is a priority for FNHA and it is critical that FNHA be engaged in enhancing cultural humility through incorporating Indigenous knowledge in nursing as well as building capacity for Indigenous clinicians and health care practitioners.

The project will provide an opportunity for Indigenous nurses to specialize in Indigenous wellness while actively addressing the Truth and Reconciliation Calls to Action, United Declaration on the Rights of Indigenous Peoples and most recently the BC Minister of Health's In Plain Sight Report.

We understand that this educational equity intervention, requires time to develop authentic partnerships with Indigenous communities in the development, design and implementation of a rights and strength-based approach to enhancing graduate nursing programs. With this aim we want to support and foster a cohort of Indigenous nurses in attaining a graduate degree. In doing so, we will contribute to growing a critical mass of graduate prepared nurses to work in multiple settings as a means to alleviating health inequities and promoting Indigenous nurse-led research for policy and health system change. We strongly support this Wellness Stream of education.

I have been involved with supporting the development of the larger initiative and the research project through collaborative work on the project in a consultative role.

Your proposed project will address a critical gap in nursing practice and Indigenous nursing leadership, by providing an educational foundation that has typically not been grounded in Indigenous ways of knowing, inclusive of distinctions-based approaches, or nation-based ethical protocols and practices.

I look forward to continued collaboration with you on this project.

Sincerely,

A handwritten signature in cursive script, appearing to read 'mcaalduff', written in dark ink on a light background.

Monica McAlduff RPN, BHSc, MA

Acting-Vice President Quality, Cultural Safety and Humility and Chief Nursing Officer



501-100 Park Royal South | West Vancouver, BC | V7T 1A2

Phone: 604-456-7637 -Cell: 778-866-5664

Admin Support-Jennifer Goertzen Jennifer.Goertzen@fnha.ca

September 18, 2023

Dr. Dzifa Dordunoo, Acting Director, School of Nursing
University of Victoria
HSD Building A402A
Victoria, BC, Canada
nursingdirector@uvic.ca

Re: Indigenous Graduate Education in Nursing UVic Master of Nursing Program Changes

Dear Dr. Dzifa Dordunoo,

On behalf of the Canadian Nurses Association, I am pleased to provide a letter of support for the development of the Indigenous Wellness Stream to be offered at the University of Victoria.

The Canadian Nurses Association is the national and global professional voice of Canadian nurses. Our mission is to advance the nursing profession to improve health outcomes in Canada's publicly funded, not-for-profit health system. The CNA is the only national association that speaks for all types of nurses across all 13 provinces and territories. We represent nurses that are unionized and non-unionized, retired nurses, nursing students, and all categories of nurses. In addition, we are connected to over 40 specialty organizations through our Canadian Network of Nursing Specialties.

The Canadian Nurses Association is committed to working in a reconciliatory way with indigenous populations to improve the delivery of nursing care within the Canadian healthcare system. The CNA acknowledges that colonial practices and policies continue to impact the well-being of generations of First Nations, Inuit and Métis people. We believe the Indigenous Graduate Education in Nursing (I-GEN) Project will address a critical gap in nursing practice and Indigenous nursing leadership, by providing an educational foundation that has typically not been grounded in Indigenous ways of knowing, inclusive of distinctions-based approaches, or nation-based ethical protocols and practices.

In 2015 the Canadian Nurses Association was called to action by the TRC. To support the journey towards reconciliation the CNA advocates for nursing schools in Canada to develop courses dealing with Aboriginal health issues, including skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism. Overall, we are deeply supportive of the I-GEN project which will enhance the current core courses in the advanced practice curriculum. We greatly value the real-world experience that students in the Indigenous Wellness Stream will gain through the completion of Indigenous Wellness Seminars which will ground students in distinct Indigenous and community-driven knowledge and relationships required for critical inquiry and research practice. This project works to support CNA's commitment to diversity, equity, inclusivity, and reconciliation.

Sincerely,



Tim Guest, RN BScN MBA
Chief Executive Officer
Canadian Nurses Association

September 18, 2023

Re: Indigenous Graduate Education in Nursing University of Victoria Master's of Nursing Program Changes

Dear Dr. Dordunoo and Dean White,

I am pleased to provide a letter of collaboration in support of the development of the Indigenous Wellness Stream in the Masters of Nursing Program to be offered at the University of Victoria.

The Canadian Association of Schools of Nursing (CASN), the national voice for nursing education in Canada, has been a strong supporter of the development of this project for over three years. As the Executive Director of CASN, I have had the privilege of representing CASN in the BC Chair Indigenous Health Nursing Research (IHNR) project. My experience in this role has deepened my awareness of the value of and the need for this stream and what it will bring to nursing education in Canada.

The proposed project offers a nursing education foundation at the graduate level that is well grounded in Indigenous ways of knowing and Indigenous knowledge. This will address a critical gap in nursing education that will have important implications for nursing practice and for Indigenous nursing leadership. CASN is strongly committed to fostering the implementation of the Truth and Reconciliation Calls to Action among its member schools; particularly Call to Action 24, which is directed to Schools of Nursing and Medicine.

I look forward to collaborating with you on this project.

Sincerely,



Cynthia Baker, RN., PhD
Executive Director
Canadian Association of Schools of Nursing
Association canadienne des écoles de sciences infirmières
1145 Hunt Club Rd., Unit 450,
Ottawa Ontario K1V 0Y3
E: cbaker@casn.ca
www.casn.ca

British Columbia Nurses' Union
4060 Regent Street
Burnaby, British Columbia

October 10, 2023

Re: Indigenous Graduate Education in Nursing UVic Masters of Nursing Program Changes

Dear Dr. Dzifa Dordunoo,

I am pleased to provide a letter of collaboration in support of the development of the Indigenous Wellness Stream to be offered at the University of Victoria.

Background/context:

The British Columbia Nurses' Union has been a strong supporter of the many initiatives advanced by the BC Indigenous Health Research (BC-IHNR) research team and is fully supportive of this graduate nursing education project - with its emphasis on cultural safety and distinction-based nursing.

Describe your role as it relates to the I-GEN Project:

The British Columbia Nurses' Union has been involved with supporting the development of this initiative through an ongoing process of collaboration with BC-IHNR. This collaboration has been facilitated by members of BCNU's Indigenous Leadership Circle and the senior leadership of the Union.

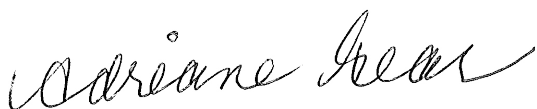
Share why you support this project:

This proposal will address a critical gap in nursing practice and Indigenous nursing leadership. Rooted in Indigenous ways of knowing and inclusive of distinctive-based approaches, the proposal will help strengthen a broad set of commitments – on the part of unions and health employers – to redress past harms and reimagine nursing and our health care system as a culturally safe and welcoming place for all.

We look forward to collaborating with you on this project.

Sincerely,

BRITISH COLUMBIA NURSES' UNION



Adriane Gear
President

Appendix E - Consultations

From: [Rachel Strandquist, Director, Graduate Admissions and Records](#)
To: [Kristen Elder, Graduate Education Student Advisor, NURS](#)
Cc: [OREG SCP Consultation](#); [Scott Baker, Graduate Admissions and Records](#)
Subject: RE: Update: RE: Update MN Indigenous Wellness stream - Cycle 1
Date: September 21, 2023 12:34:56 PM
Attachments: [image001.png](#)
[image002.png](#)

Hi Kristen,

Thanks for this. I am fine with this addition, but just wanted to note that this is not something that GARO will enforce/review/manage. We will continue to send all applications that meet FGS requirement forward to your department for review.

This is likely going to need to go through SCAS as well, but I believe that SCP will let you know if that's the case.

I agree that it should be placed in the Admission Requirements section, not Program Requirements.

Rachel

Rachel Strandquist, BA, MA (she/her)
Director, Graduate Admissions and Records
Office of the Registrar and Enrolment Management | Division of Student Affairs
University of Victoria | PO Box 3025 STN CSC | Victoria BC V8W3P2
T: 250-721-8716 | E: dirgaro@uvic.ca | W: www.studentaffairs.uvic.ca

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



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Please consider the environment before printing this email.

From: Kristen Elder, Graduate Education Student Advisor, NURS <nurscoord@uvic.ca>
Sent: Wednesday, September 20, 2023 5:48 PM
To: Rachel Strandquist, Director, Graduate Admissions and Records <dirgaro@uvic.ca>
Cc: OREG SCP Consultation <oregscpconsultation@uvic.ca>
Subject: Update: RE: Update MN Indigenous Wellness stream - Cycle 1
Importance: High

Dear Rachel,

Thank you for this. In addition to the consult we have already undergone with you and OREG/GARO, we have the following two lines to add to the proposal for Cycle 1 – for the Graduate Calendar overview page for Advanced Practice Nursing and wanted to check with you again please:

“Admission to the MN Indigenous Wellness stream will prioritize students of First Nations, Inuit and Métis ancestry. Other Students with a minimum of two years working with First Nations, Inuit, Métis and other Indigenous communities will also be considered.”

We tried to keep it general and open-ended, but somewhat specific too, so that people know that when they enter this program it’s not considered entry-level Indigenous “101”. We came up with this language after feedback from HSD Assoc. Dean, Academic, Dr. Maureen Ryan and will share it with her tomorrow for the HSD Curriculum Committee meeting and in Kuali updates pending. We also reviewed Social Work entry in current calendar and they had a lot of this type of language so that was a helpful reference.

Here is the relevant page in the Graduate Calendar for Nursing:

[Master of Nursing / Advanced Practice Nursing](#)

I will check with Maureen, but assume it might go under this section:

Admission To Master’s programs

And below these notes about NP:

Applicants for admission to the Nurse Practitioner and the Nurse Practitioner Post-Degree Stream programs must reside in British Columbia and maintain active practicing registration with the BCCNM for the duration of the MN-NP program and MN-NP Post-Degree Stream program.

MN Nurse Practitioner Post-degree Stream requirements include: Completion of a Master of Nursing (equivalent to the degree offered by the University of Victoria) with at least a B+ (6.0) average for the MN degree) within the past 10 years.

Or Program Requirements at the bottom if you think that better.

Thank you for your time. Please let me know if you have any questions or concerns.

Best wishes,

Kristen

From: Rachel Strandquist, Director, Graduate Admissions and Records <dirgaro@uvic.ca>

Sent: September 13, 2023 12:08 PM

To: Kristen Elder, Graduate Education Student Advisor, NURS <nurscoord@uvic.ca>

Cc: OREG SCP Consultation <oregscpconsultation@uvic.ca>

Subject: FW: Update MN Indigenous Wellness stream - Cycle 1

Hi Kristen,

Based on the attached proposal and appendices, as well as the meetings that we had in the spring and summer, I have no concerns with the proposed program changes.

Please let me know if you have any questions,

Rachel

Rachel Strandquist, BA, MA (she/her)

Director, Graduate Admissions and Records

Office of the Registrar and Enrolment Management | Division of Student Affairs

University of Victoria | PO Box 3025 STN CSC | Victoria BC V8W3P2

T: 250-721-8716 | E: dirgaro@uvic.ca | W: www.studentaffairs.uvic.ca

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



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Office of Indigenous Academic and Community Engagement (IACE)
Consultations for Program Proposals

The Office of Indigenous Academic and Community Engagement (IACE) engages with academic units across the institution to support Indigenous student success and community engagement grounded in cultural teachings from Elder's Voices. One significant part of IACE's mandate is to offer academic leadership and support for the advancement of Indigenous academic programming, guiding the university in processes and projects of decolonization and reconciliation. As a result, IACE reviews proposals for new academic programs and for revision or discontinuance of existing academic programs as part of the wider process overseen by the Associate Vice-President Academic Programs in the Office of the Vice-President Academic and Provost.

As this is a complicated process, academic units working on program proposals are encouraged to submit this form as soon as is practicable, to ensure a timely engagement with IACE. If IACE view is required for the proposal, this will take at least six weeks once the unit has a complete draft of the proposal, and consultation with IACE will add to this time.

Part I: Background Information

Department/School/Faculty: School of Nursing

Name of Program: Masters of Nursing – Indigenous Wellness Stream

Credential Level:

☐ Diploma/Certificate ☐ Undergraduate ☒ Master's ☐ Doctoral

Type of Proposal:

☐ New Degree ☐ New Program ☒ Revision of Program ☐ Discontinuance of Program

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

This proposal is for an Indigenous Wellness Stream to be added to the existing MN in Nursing program offered at UVic SON. It is being developed with the support of a CIHR Indigenous led community-university action research intervention through the B.C. Indigenous Health Research Chair. The collaborative project aims to enhance graduate nursing education by working with local Indigenous community leaders, Elders, and Knowledge Keepers to study the co-development, co-implementation and co-evaluation of a collaborative multi-site, wellness focused, place-based, equity-informed education, training, and mentorship of graduate students, nurses and community health leaders. In collaboration with the six educational institutions, University of British Columbia (UBC), University of British Columbia, Okanagan (UBCO), University of Victoria (UVIC), University of Northern British Columbia (UNBC), Trinity Western University (TWU), Thompson Rivers University (TRU), our Indigenous Graduate Education in Nursing (IGEN) team aims to implement Indigenous-led graduate nursing education to transform and enhance the education of nurses and create educational contexts, tools, and resources that lead to culturally safe healthcare service delivery. The focus of this proposal is on the co-creation and implementation of an Indigenous wellness graduate nursing stream at the University of

Victoria. Our aim is to offer a distinct area of study for Indigenous students that fosters a culturally safe environment of intergenerational mentorship within a masters of nursing Indigenous Wellness Stream.

Rationale for the proposal (approximately 200 words)

Historically Indigenous Peoples have had limited involvement in codesigning health systems structures like nursing education. Over half of Indigenous healthcare personnel report workplace discrimination upon entry into the workforce¹. Such systemic racism affects all facets of Canadian society, and the well-documented impact on Indigenous health and wellbeing includes harm, suffering, and an avoidance of healthcare institutions that contributes to preventable health inequities². Globally, the shortage of nursing faculty in academia, and the growing waitlist to get into nursing programs, along with newly employed nurses reporting not feeling supported or protected in their work environment³ has serious ramifications on teaching workload, limiting the availability of graduate programs⁴. This national nursing shortage crisis exacerbates the challenges people face when accessing health care and thus continues to perpetuate poor health outcomes⁵. To adapt, nurse educators are rapidly altering their strategies to enhance the quality and quantity of nurses by creating bridging programs, academic-practice partnerships, internships, simulations and interprofessional education⁶.

An Indigenous strengths-based approach points us towards promising and wise practices while addressing the disparities and gaps in Indigenous health professions education. Co-developing coalitions from a distinctions-based approach upholds the rights,^{7,8} strengths and circumstances of First Nations, Inuit, and Métis peoples. The inclusion of Traditional Knowledge is actualized by having nursing students participate in cultural activities with Elders as well as Indigenous clinical experiences that help to integrate a theoretical knowledge base into an understanding of Indigenous cultures⁹. Many students have reported feeling a need to engage within Indigenous communities because the complexities of care are not always addressed in their academic background¹⁰.

For program revisions or discontinuances, how many Indigenous students are currently enrolled?

- None. Expecting minimum of 12 to a max 24 students.

For new programs, how many Indigenous students do you envision enrolling?

- N/A

Part III: Proposal Information

A. Does this proposal include elements that will focus on:

- Attracting or retaining Indigenous students? ☒ Yes ☐ No
Please provide details (approximately 100 words)

This proposal is primarily focused on recruiting and retaining Indigenous students. Indigenous students will be given priority through an Indigenous community led application and review process. Our strategic collaborative approach is supported by an intergenerational mentorship model that is generative and based on relational principles. The project is governed and supported by the Wisdom Council, community leaders, experienced Indigenous nursing leaders, and program experts. The Indigenous intergenerational mentorship model is designed to provide a web of support throughout the student journey.

- Engaging with Indigenous communities, nations, or organizations? ☒ Yes ☐ No
Please provide details (approximately 100 words)

The community engagement strategy initiated under the Indigenous Health Research Chair began in May of 2022. In September 2022 we brought community, university and agency representatives from across the province to collaboratively codesign our collaborative principles for working together (see appendix A). We continue to develop a collaborative collective IGEN team consisting of the Indigenous community leadership/authority, a Dean or designate of each institution, Program Coordinator, and the Nominated Principal Applicants. Within the contextual parameters of each institution, the local community representatives set policy guidelines and make recommendations on behalf of the partnership. Decision making within the partnership is guided by an interest in meeting the learning needs of all students and communities whom we serve.

On January 30th, 2023 we had the first meeting of the local community group (Indigenous nurse leads, Indigenous UVic graduate students and graduates, Indigenous Nursing faculty, Indigenous community members and knowledge keepers) leading the curriculum and intergenerational mentorship support for the development of the Indigenous Wellness Stream at UVic. This group continues to meet monthly to guide our local process.

- Attracting or retaining Indigenous faculty? ☒ Yes ☐ No
Please provide details (approximately 100 words)

The intergenerational mentorship approach to graduate education will create an opportunity for continuity with approaches already used in the UVic BSN program. Many of the potential applicants for this program will be nurses who have completed local BSN

programs and who are interested in maintaining relationships with their communities. This project will support Indigenous graduate students and faculty to advance their academic careers and to contribute to teaching and research that will support future generations of nurses and the health and well-being of their communities.

- Engaging with Indigenous knowledge(s) and/or ways of knowing and being? ☒ Yes ☐ No
Please provide details (approximately 100 words)

The UVic masters in Indigenous Wellness Stream will build on already established local relationships, protocols and Indigenous governance structures aligned with the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)¹¹, Tri-council (Chapter 9: Research involving First Nations, Inuit and Métis)¹² ethical processes, formal Community Research Agreement protocols, Ownership, Control, Access, Protection (OCAP)¹³ and Métis Research Principles¹⁴. Our processes of collaborative codesign are generative, relational, cooperative and collective. They include recognition of Indigenous rights and self-determination, the responsibility of sovereign Indigenous peoples and that reciprocity requires a redefining of power differentials.

Indigenous Communities and Schools of Nursing have their own process, protocols, principles and policies for sharing, storing, transmitting and translating health information. Not all knowledge is accessible nor should be shared. This is critical to the upholding of UNDRIP and distinct cultural practices, designating certain people in each community as holders of information and knowledge. Indigenous community members will fully participate in all aspects of the master's stream and research, and will exercise power and control in identifying solutions that lead to sustainability.

- Engaging with Indigenous territories, lands and/or waters? ☒ Yes ☐ No
Please provide details (approximately 100 words)

Through this program stream, key principles and processes of working together will follow clear community and cultural protocols grounded in local languages for recognition of Indigenous rights and responsibilities for territories, lands and water. We will develop authentic Indigenous partnerships with Indigenous rights-holders and non-Indigenous stakeholders that are inclusive of values grounded in diverse Indigenous philosophies that centre relationality, respect and reciprocity at the core of self-determination.

We are engaging with local communities as we follow distinct protocols and obligations. Community Partners, include Esquimalt Nation, Lyackson First Nations, Central Interior Native Health Society (CINHS), UVIC Office of Indigenous Academic and Community Engagement, and the Native Women's Association of Canada.

Tsawout (Tsartlip), Lyackson and Métis Nation members are guiding the UVIC home circle and the cultural, ceremonial work and protocols.

- B. Does the proposed program envision drawing on IACE resources (e.g., assistance with booking Elders, etc.)? ☒ Yes ☐ No

We may draw on local knowledge holders involved in the Elder in resident program for specific involvement as required and available. We also may request the use of IACE resources such as the First Peoples House.

- C. How does the proposed or revised program support or advance institutional priorities and plans related to Indigenous initiatives (e.g., Indigenous Plan, Strategic Plan, etc.)? Please identify specific goals and priorities (approximately 200 words).

The **UVIC Strategic Framework (2018-2023)** includes equity, diversity and inclusion as a value and as a strategy to contribute to cultivating an extraordinary academic environment. One strategy identified for intensifying dynamic learning is to develop high quality programs that advance UVIC's priorities and meet community needs. This program stream will address many standards within the **UVIC Indigenous Plan** by bringing together Indigenous scholars, students and faculty within a supportive and committed environment focused on creating institutional change and on increasing recruitment, retention and the success of Indigenous students and faculty.

Directly linked to fostering respect and reconciliation, development of the Indigenous Wellness Stream will support the UVIC School of Nursing in addressing the **TRC Call to Action** specific for nursing and medical programs. The Stream will also support nursing programs to meet the requirements of the **British Columbia College of Nurses and Midwives practice standard** on Indigenous cultural safety, cultural humility, and anti-racism. Health systems in BC and across Canada are focused on addressing systemic racism and create positive changes.

This initiative will have both local and global reach through the innovative nature of the collaborative and capacity-building approach.

Part IV: Consultation and Approvals

If you answered “No” to all questions in Part III A, no further consultation with IACE is required and this signed document can be included in the proposal as evidence of consultation with IACE.



September 26, 2023

Kundoqk, Jacquie Green
Executive Director
Office of Indigenous Academic and
Community Engagement

Date

If you answered “Yes” to question B in Part III, you will also need to arrange for a letter of support from IACE outlining the contributions in addition to this signed form.

☒ IACE letter of support included in final proposal

See Appendix B Letter of support provided with original grant submission June 5, 2022.

IACE Comments (approximately 200 words)

(12 July 2023) Thank you for submitting the form. We look forward to seeing the completed proposal template and will need 6 weeks to review it once you send it. It would be very helpful if you could send information about your specific requests for IACE resources and supports as soon as possible, please, so that we can start a conversation about capacity, etc. We will sign this form once we have provided feedback on the full proposal. RLAH



University of Victoria Libraries

Jessica Mussell, Distance Learning and Research Librarian

Subject areas: nursing, health information science, social work, child and youth care,
continuing studies

PO Box 1800 STN CSC | Victoria, BC V8W 3H5 Canada
Telephone: 250-472-5090
Email: jmussell@uvic.ca

DATE: August 25, 2023

TO: Lisa Bourque Bearskin
Associate Professor
School of Nursing, University of Victoria

FROM: Jessica Mussell, Librarian

RE: Library comments on the Master of Nursing Indigenous Wellness stream proposal

Thank you for the opportunity to review the proposed new Indigenous Wellness stream for the Master of Nursing program for the School of Nursing.

I foresee no library implications. Even before this program proposal, UVic Libraries was already collecting Indigenous content for nursing, as well as other HSD programs to support Indigenous specialization streams (e.g Social Work, Child and Youth Care). In addition, UVic Libraries has access to key journals that publish on Indigenous nursing and cultural safety topics such as *Contemporary Nurse*, and *Nursing Praxis*, and should be well-served by the ability to pull from a broad range of library materials supporting other programs such as Indigenous Studies and Indigenous Law.

As the course flow follows the progression of the existing Advanced Practice stream, there is no expectation for the requirement of any additional library resources in order to support this program.

Please let me know if you have any questions about this, or if there is any other information which I can provide.

Regards,
Jessica



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

January 15, 2023

To: Operations and Facilities Committee

From: Elizabeth Croft
Vice-President Academic and Provost

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

cc: President and Vice-Chancellor

Meeting Date: January 30, 2024

Subject: Proposal to establish an option in Community Engagement within the existing Bachelor of Arts, Bachelor of Science, and Honours program in the Faculty of Social Sciences

Basis for Jurisdiction: Senate Committee on Planning meeting November 1, 2023
Senate Meeting on December 1, 2023

Strategic Relevance:

The proposed option in Community Engagement within the existing Bachelor of Arts, Bachelor of Science, and Honours program in the Faculty of Social Sciences furthers the purpose of the University Strategic Plan with a program that advances the strategic priorities of culture of change and transformation and partnering for a shared future.

The CE option will provide a ladder framework for students to develop skills in community engagement that can complement their major area of study, help students build reciprocal relationships with community partners, and advance the university's vision of being a

“community-minded” institution where students can actively participate with community partners to “transform ideas into meaningful impact” (Distinctly UVic, 2023). Students will have the requisite skills and preparation to work with community organizations and thus enhance UVic’s reputation as a reliable and trusted partner while also enhancing CEL opportunities for students.

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to establish an Option in Community Engagement within the existing Bachelor of Arts, Bachelor of Science, and Honours programs in the Faculty of Social Sciences as described in the document “Option in Community Engagement”.

Background:

The proposed Community Engagement Option within the existing Bachelor of Arts, Bachelor of Science, and Honours program in the Faculty of Social Sciences will provide students with a strong foundation in community engagement principles and praxis at the introductory level. The option will raise the profile of CEL opportunities across campus and support their flourishing as well as provide a curricular basis for students to participate in recognized community-engaged and work-integrated learning experiences exemplifying operating with excellence and contributing to meaningful change.

The proposed CE Option will enhance opportunities for community-engaged learning often involving research-enriched learning experiences as students engage with community partners. In some cases, course content may also include working with Indigenous community partners and/or various equity-seeking groups thereby incorporating and upholding Indigenous ways of knowing.

Students will learn to:

- Recognize and demonstrate ethical practices and appropriate protocols in community engagement, including in Indigenous communities.
- Practice professional behaviour, self-regulation, and leadership abilities in personal management, communication, project and task management, teamwork, mentorship, self-evaluation, and reflection.
- Recognize bridges between academic expertise and community endeavours and develop a personal sense of civic engagement.
- Deeply listen to and critically reflect on personal biases and positionality in relation to academic literature and community issues.
- Develop humility and self-efficacy in response to individual and group challenges and achievements.

Attachment(s): December 1, 2023, Senate docket for the proposal to establish an option in Community Engagement within the existing Bachelor of Arts, Bachelor of Science, and Honours program in the Faculty of Social Sciences

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Option in Community Engagement

- ☐ Double or dual degree programs involving existing degrees
- ☐ Programs involving partnerships or agreements with other institutions
- ☐ Changes to a program degree or title
- ☒ Significant changes to program focus, content, structure, new stream within existing program or Requirements
- ☐ Other, please specify:

Submitted by:	Name and title	Email
Dean or designate	Reuben Rose-Redwood, Associate Dean Academic, Faculty of Social Sciences	soscasdn@uvic.ca
Academic unit, department, or school	Faculty of Social Sciences (joint proposal for ANTH, ES, GEOG, and SOCI)	soscasdn@uvic.ca anthua@uvic.ca jkrowe@uvic.ca fargey@uvic.ca peymanv@uvic.ca
Name, title, and email of contact person	Reuben Rose-Redwood, Associate Dean Academic, Faculty of Social Sciences	soscasdn@uvic.ca
Anticipated change start date	May 2024	

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	Dec. 8, 2022
Departmental/School approval	ANTH: Apr. 20, 2023 ES: Apr. 11, 2023 GEOG: Mar. 3, 2023 SOCI: Mar. 22, 2023
Faculty Curriculum Committee approval	Sept. 19, 2023
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	Sept. 27, 2023

Please complete all rows with date or N/A

Consultations (as applicable; see notes below) <i>*supporting documentation required for all consultations</i>	Date (or N/A)	Supporting Documentation Attached (Y/N)
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	Sept. 7, 2023	Y
Co-operative Education and Career Services – Andrea Giles, Executive Director – cooped@uvic.ca	Aug. 27, 2023	Y
Office of the Registrar – OREGSCPConsultation@uvic.ca	Sept. 8, 2023	Y
Indigenous Academic and Community Engagement –	Sept. 26, 2023	Y

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Kundoqk Jackie Green, Executive Director, iaceed@uvic.ca **Please complete the IACE Consultation form and submit with proposal.		
Internal Consultation (emails/letters of support as per section I)	ANTH: Aug. 22, 2023 ES: Apr. 23, 2023 GEOG: Aug. 22, 2023 SOCl: Aug. 24, 2023 * For other evidence of consultation and letters of support, see Appendix.	Y
Non-standard Tuition	Yes* or N/A	Non-standard form attached (Y/N)
Proposed program change involves non-standard tuition *If you answered yes, complete the UVic Non-standard Tuition Template	N/A	N

A. Provide a summary of the proposed change. Clearly articulate the rationale for the change. How does the proposed change align with unit/faculty/UVic institutional plans and priorities? (Maximum 1 page).

Experiential and community service learning are a hallmark of the University of Victoria's educational mission. The university is centrally committed to community engagement, and students are coming to UVic to benefit from community-engaged learning (CEL) opportunities. CEL courses involve community in reciprocal ways in the learning experience. Engagement can exist on a spectrum that includes informing, consulting, involving, collaborating, and co-creating. There is a wealth of CEL courses being offered across the social sciences, and substantial instructor capacity and expertise. However, most CEL courses are offered as capstone experiences and not scaffolded with earlier learning experiences, which limits the range and depth of learning and community engagement that is possible. Students who participate in CEL courses develop unique and specialized skill sets yet currently have no way to be formally recognized for this work. This proposal outlines a plan to add an Option in Community Engagement (CE) within existing BA, BSc, and Honours programs in the Faculty of Social Sciences for academic units that opt-in to this Option (currently including Anthropology, Environmental Studies, Geography, and Sociology).

The primary benefits of creating a Community Engagement Option are:

1. To formally recognize students who integrate CEL experiences throughout their degree;
2. To create a scaffolded framework that provides a common foundation of knowledge in community engagement at the introductory level, which will prepare students for more effective participation in upper-level CEL course experiences, thereby ensuring that students have the requisite skills and preparation to work with community organizations and thus enhance UVic's reputation as a reliable and beneficial partner;
3. To raise the profile of CEL opportunities across campus and support their flourishing as well as provide a curricular basis for students to participate in recognized community-engaged and work-integrated learning experiences.

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Community-engaged learning is a strategic priority for the Faculty of Social Sciences and the university as a whole. Since 2012, the Faculty of Social Sciences has offered a community-engaged learning course, SOSC 300: Working in the Community, which has provided CEL experiences through student placements with community organizations. Effective May 2023, this course was re-coded as CE 300, and the Faculty of Social Sciences has also added a new course, CE 200: Introduction to Community Engagement, to our suite of Faculty-level courses in order to provide students interested in CEL with a strong foundation in community engagement principles and praxis at the introductory level. With these two CE courses already in the academic calendar, the current proposal aims to bring them together into a package combined with other existing upper-level CEL courses in participating academic units in Social Sciences as part of the proposed CE Option.

Under the current proposal, students in participating academic units (ANTH, ES, GEOG, SOCI) will be able to select an "Option in Community Engagement" as part of their existing BA, BSc, or Honours degree programs (the CE Option will not be available for General, Minor, or non-degree programs). Students will be able to opt in to this Option when declaring their Major, since the CE Option will be incorporated into existing programs rather than functioning as a stand-alone program. The eligibility requirements will be the same as those for the existing BA, BSc, and Honours program to which the CE Option is attached. This will enable students to incorporate CEL experiences into their degree program in an organized way that is formally recognized on their university transcript. In doing so, the CE Option will provide a ladder framework for students to develop skills in community engagement that can complement their major area of study, help students build reciprocal relationships with community partners, and advance the university's vision of being a "community-minded" institution where students can actively participate with community partners to "transform ideas into meaningful impact" (Distinctly UVic, 2023).

We anticipate strong interest in the CE Option among students in participating academic units, since many of these students are already taking CEL-related courses as part of their Major/Honours programs. In terms of anticipated declarations, if 15% of Major/Honours students in participating academic units were to select the CE Option, there would be an estimated 287 students in the CE Option in total. When the CE Option is launched, the Faculty of Social Sciences and participating units will collaborate in developing a communications strategy to market the new programs, which will aim to encourage students to enroll in CE 200 (Introduction to Community Engagement) with the aim of creating a steady stream of students moving forward to take CE 300 and the other CEL electives. For upper-level CEL courses, the enrollment capacity is usually limited due to the nature of CEL-related pedagogies that typically work best with smaller class sizes. However, the enrollment capacity for upper-level courses on the CE Option electives list have varied from 10 to 45 students. While the declarations and enrollments in the CE Option will differ across participating academic units, the proposed Option has considerable potential to respond to student demand by incorporating more community-engaged learning opportunities into degree programs.

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

The proposed Option in Community Engagement primarily draws upon existing faculty/staff appointments, space, and library resources. This new CE Option is also being proposed with the recognition that UVic is centrally committed to Experiential and Community-Engaged Learning as a core value of the institution, and we therefore plan to seek support for this Option through CEL-related funding opportunities available at the University and/or through external sources. The Faculty of Social Sciences is committed to offering the core

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courses (CE 200 and CE 300) on a regular basis to support the CE Option, and the electives list draws upon existing courses that are regularly offered by participating academic units as well. The Undergraduate Advisors within participating academic units will be responsible for academic advising for students enrolled in the CE Option within their units in collaboration with the Tri-Faculty Academic Advising Centre. The Associate Dean Academic will serve as the primary coordinator of CE Options at the Faculty level, including coordinating curriculum changes for the CE Option with academic units and promotional communications. The Community-Engaged Learning Coordinator will also work together with the Associate Dean Academic and course instructors to help develop and maintain relationships with community partners. If budgetary conditions allow, the Faculty of Social Sciences may provide additional TA support for CEL-related courses in the CE Option to support the additional workload associated with CEL pedagogies and may also provide support for relationship-building with community partners. Course instructors will be encouraged to apply for Experiential Learning Fund (ELF) grants to support their courses as well as other external funding sources such as Co-operative Education and Work-Integrated Learning Canada.

C. Impact on Students – does the proposed change have an impact on students (student evaluation, student progression, supervision, etc.? You should address transition between the current program and proposed change, if applicable).

If the CE Option is approved and added to the academic calendar, students in participating academic units (ANTH, ES, GEOG, and SOCI) will be able to select the CE Option as part of their existing BA, BSc, and Honours programs. If students do not wish to pursue the CE Option, it will not have any major negative impacts on their current degree program. The only potentially negative impact on students is that upper-level courses on the electives list for the CE Option might see increasing enrollments, which could potentially lead to higher waitlists. In such cases, the Dean's Office will work with academic units to address any high waitlists by either increasing course caps or adding new course sections to manage student demand. During the transition process, Undergraduate Advisors, the Associate Dean Academic, and the Faculty's Communications Officer will work together to promote the new CE Option to students.

D. Does the proposed change involve changes to the curriculum? If yes, include a draft of the proposed curriculum changes and clearly indicate how it differs from the existing curriculum.

The proposed Option in Community Engagement will add a new "option" that students can incorporate into their major area of study (BA, BSc, Honours) within participating academic units. Students outside of the Faculty of Social Sciences are eligible for the CE Option as long as one of their Major or Honours programs offers a CE Option. The following course requirements for the CE Option are based upon courses already in the academic calendar:

Complete all of:

- CE 200 - Introduction to Community Engagement
- CE 300 - Working in the Community

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Complete 2 of:

- ANTH 303 - Anthropology of Sound
- ANTH 367 - Heritage and Historical Archaeology Field Course
- ANTH 381 - Cultural Anthropology Field School Methods
- ANTH 382 - Cultural Anthropology Field School Regional Topics
- ER 390 - Environmental Restoration Project
- ES 407 - Mindfulness, Sustainability and Social Change
- ES 411 - Environmental Solutions
- ES 471 - Galiano Island Field Study
- GEOG 316 - Field Studies in Human Geography
- GEOG 317 - Field Studies in Sustainable Communities
- GEOG 380 - Community Mapping
- GEOG 406 - Sustainable Cities
- GEOG 411 - Community-based Participatory Research
- GEOG 428 – Advanced Topics in Geographic Information Sciences
- GEOG 453 - Field Studies in Coastal and Marine Management
- SOCI 439A - Community Engaged Sociology I
- SOCI 439B - Community Engaged Sociology II

Program notes

- Students in Geography programs may substitute an additional Geography course from the electives list as a replacement for CE 300 with permission of the department.
- Students in the LE,NONET program may substitute up to two LE,NONET seminar, apprenticeship, and community internship courses for electives in the Community Engagement Option.
- Some special topics, directed study, and honours courses that have a significant community-engaged learning component can also be included in this Option as electives. Please contact your department's Academic Adviser for more information.
- Some elective courses listed may have discipline-specific prerequisites. Please consult course calendar entries carefully when planning your program.
- For students pursuing a double major, concurrent degree, or second degree, the Community Engagement Option can only be completed as part of one program of study.
- International students interested in the Community Engagement Option need to contact the International Centre for Students (ICS), as soon as possible, to discuss what authorization and work permit is required to participate in this experiential learning opportunity.

Courses required for completing the Community Engagement Option may normally be completed within the minimum 60-unit graduation requirement and would replace between 1.5-6.0 units of what would otherwise be electives or in some cases may count toward the upper-level requirements for a student's Major or Honours program.

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E. Does the proposed change affect the current program learning outcomes? If yes, identify the revised program learning outcomes.

The creation of an Option in Community Engagement as part of existing BA, BSc, and Honours programs in participating academic units will add new learning outcomes focused on community-engaged learning as part of the proposed Option. The proposed learning outcomes include:

- Recognize and demonstrate ethical practices and appropriate protocols in community engagement, including in Indigenous communities
- Practice professional behaviour, self-regulation, and leadership abilities in personal management, communication, project and task management, teamwork, mentorship, self-evaluation, and reflection
- Recognize bridges between academic expertise and community endeavours and develop a personal sense of civic engagement
- Deeply listen to and critically reflect on personal biases and positionality in relation to academic literature and community issues
- Develop humility and self-efficacy in response to individual and group challenges and achievements

F. Does the proposed change affect opportunities for experiential learning opportunities, including co-op, community engaged and research-enriched learning, integration of Indigenous perspectives, decolonization, equity, diversity, inclusion, global perspectives, etc.? If yes, please provide details.

The proposed CE Option will enhance opportunities for community-engaged learning in participating academic units by providing a more structured framework for bundling together existing CEL-related courses into an official designation as part of students' Major/Honours degrees. This will often involve research-enriched learning experiences as students engage in research with community partners. In some cases, course content may also include working with Indigenous community partners and/or various equity-seeking groups, but this will be dependent on building relationships among course instructors, students, and community partners in collaboration with the Community-Engaged Learning Coordinator as well as the availability of community partners in any given year. Course content in the core courses (CE 200 and CE 300) and many of the electives also include Indigenous, decolonial, and EDI-related themes.

G. Does the proposed change align or distinguish the program from comparable programs at other BC post-secondary institutions? If yes, please provide details.

In British Columbia, there are no equivalent programs to the proposed CE Option. The most comparable programs include Simon Fraser University's [Dialogue and Civic Engagement Certificate](#) (10 courses, practicum) and [Community Capacity Building Certificate](#) (5 courses), both run through Continuing Studies. UBC's Faculty of Forestry offers an online micro-certificate in [Climate Action and Community Engagement](#) (3 courses), which is focused more on the role of community engagement within the specific thematic area of climate action, and UBC–Okanagan has a graduate-level program in [Community Engagement, Social Change, and Equity](#) (MA/PhD).

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At UVic, the Division of Continuing Studies offers a micro-credential in [Visitor and Community Engagement](#) (4 online courses), which is focused particularly on museum studies.

Outside of BC, the most comparable programs include Wilfrid Laurier University's [Community Engagement Option](#), which is an “enhanced minor” consisting of between 6-10 courses; the University of Alberta's [Certificate in Community Engagement and Service Learning](#) (4 courses plus 1 non-credit project, or 5 courses without project); McGill's minor concentration in [Quebec Studies & Community-Engaged Learning](#) (6 courses); Toronto Metropolitan University's [Community Engagement, Leadership, and Development Certificate](#) through Continuing Studies (6 courses), and St. Thomas University's [Certificate in Experiential Learning and Community Engagement](#) (3 courses, plus volunteer requirement).

What distinguishes the proposed CE Option from these other programs is that it is designed as an “option” within existing Majors rather than serving as a stand-alone credential. This will enable students to better integrate community-engaged learning within the coursework in their major area of study.

H. Does the proposed change affect anticipated enrolment? If yes, please provide details.

The proposed change will likely increase enrollment in CE 300 (formerly SOSC 300), which has been offered during both Fall and Spring terms since 2012 with prior enrollments averaging around 14.5 students per section (38 max in Spring 2017 and closer to the average from 2020 onward). With the addition of CE 200 as a gateway to the CE Option, we anticipate that enrollments in CE 300 and other CEL-related electives may increase. If enrollments in CE 300 increase significantly, there will be a need to offer additional sections of the course and work with academic units to consider whether additional sections of other upper-level CEL electives are needed.

I. Show evidence of consultation with and support of related UVic academic units/programs, and other BC post-secondary institutions where appropriate (provide emails/letters of support in an appendix).

See Appendix for evidence of consultation and letters of support.

APPENDIX

Office of Indigenous Academic and Community Engagement (IACE)
Consultations for Program Proposals

The Office of Indigenous Academic and Community Engagement (IACE) engages with academic units across the institution to support Indigenous student success and community engagement grounded in cultural teachings from Elder's Voices. One significant part of IACE's mandate is to offer academic leadership and support for the advancement of Indigenous academic programming, guiding the university in processes and projects of decolonization and reconciliation. As a result, IACE reviews proposals for new academic programs and for revision or discontinuance of existing academic programs as part of the wider process overseen by the Associate Vice-President Academic Programs in the Office of the Vice-President Academic and Provost.

As this is a complicated process, academic units working on program proposals are encouraged to submit this form as soon as is practicable, to ensure a timely engagement with IACE. If IACE view is required for the proposal, this will take at least six weeks once the unit has a complete draft of the proposal, and consultation with IACE will add to this time.

Part I: Background Information

Department/School/Faculty: Faculty of Social Sciences (participating academic units: ANTH, ES, GEOG, SOCI)

Name of Program: Community Engagement Option

Credential Level:

☐ Diploma/Certificate ☒ Undergraduate ☐ Master's ☐ Doctoral

Type of Proposal:

☐ New Degree ☐ New Program ☒ Revision of Program ☐ Discontinuance of Program

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

This proposal outlines a plan to add an Option in Community Engagement (CE) within existing BA, BSc, and Honours programs in the Faculty of Social Sciences for academic units that opt-in to this Option (currently including Anthropology, Environmental Studies, Geography, and Sociology). The CE Option will consist of CE 200 (Introduction to Community Engagement) and CE 300 (Working in the Community) as well as 2 additional courses from a list of electives. The proposed CE Option will enable students to incorporate CEL experiences as part of their primary degree program in an organized way that is formally recognized on their university transcript. In doing so, the CE Option will provide a ladder framework for students to develop skills in community engagement that can complement their major area of study, help students build reciprocal relationships with community partners, and advance the university's vision of being a "community-minded" institution where students can actively participate with community partners to "transform ideas into meaningful impact" (UVic Strategic Plan, January 2023).

Rationale for the proposal (approximately 200 words)

UVic is centrally committed to community engagement and students are coming to UVic to benefit from community engaged learning opportunities. CEL courses involve community in reciprocal ways in the learning experience. There is a wealth of CEL courses being offered across the social sciences, and substantial instructor capacity and expertise. Most CEL courses are offered as capstone experiences and not scaffolded with earlier learning experiences, which limits the range and depth of learning and community engagement that is possible. Additionally, students who participate in CEL courses develop unique and specialized skill sets yet currently have no way to be formally recognized for this work.

The central benefits of creating a Community Engagement Option are:

1. To formally recognize students who integrate CEL experiences throughout their degree;
2. To create a scaffolded framework that provides a common foundation of knowledge in community engagement at the introductory level (CE 200: Introduction to Community Engagement), which will prepare students for more effective participation in upper-level CEL course experiences (CE 300: Working in the Community, and related CEL-focused courses within participating academic units);
3. To raise the profile of CEL opportunities across campus and support their flourishing.

For program revisions or discontinuances, how many Indigenous students are currently enrolled?

Currently, the academic units that will participate in the CE Option have a combined total of 39 Indigenous student majors in their BA, BSc, and Honours programs:

Academic Unit	Number of Indigenous Student Majors
Anthropology	13
Environmental Studies	4
Geography	13
Sociology	9
TOTAL	39

For new programs, how many Indigenous students do you envision enrolling?

N/A

Part III: Proposal Information

A. Does this proposal include elements that will focus on:

- Attracting or retaining Indigenous students? ☒ Yes ☐ No
Please provide details (approximately 100 words)

The proposed CE Option aims to attract and retain students in each of the participating academic units (ANTH, ES, GEOG, and SOCI), including Indigenous student majors within these fields of study. Each of the

academic units already enrolls Indigenous students as part of their existing programs, and the CE Option will provide an opportunity for those students to take coursework with a focus on community-engaged learning. Although the CE Option is designed to attract and retain all students within the participating academic units, the emphasis on community-engaged learning may be particularly attractive to Indigenous student majors.

- Engaging with Indigenous communities, nations, or organizations? ☒ Yes ☐ No
Please provide details (approximately 100 words)

Community engagement is a core aspect of the proposed CE Option, and engagement with community partners (both Indigenous and non-Indigenous) will be the centerpiece of the CE Option in participating academic units. This will take different forms in each of the academic units. In some units, course instructors already have pre-established relationships with Indigenous community partners. In other cases, the course instructor may connect with the Community-Engaged Learning Coordinator as an entry point to begin building relationships with community partners (if the latter cases involve Indigenous community partners, the course instructor, CEL Coordinator, and/or the Tri-Faculty Indigenous Resurgence Coordinator may consult with IACE for guidance).

- Attracting or retaining Indigenous faculty? ☐ Yes ☒ No
Please provide details (approximately 100 words)

The CE Option will be a concentration within existing BA, BSc, and Honours programs in participating academic units. As such, it is based upon existing teaching capacity and course offerings within academic units rather than the recruitment of new faculty members. In some cases, a course in the CE Option may be taught by an Indigenous faculty member, but the attraction and retention of Indigenous faculty is a broader question for academic units to consider for their programs more generally rather than being a focus of the present proposal.

- Engaging with Indigenous knowledge(s) and/or ways of knowing and being? ☒ Yes ☐ No
Please provide details (approximately 100 words)

An understanding of Indigenous ways of knowing and protocols for working with Indigenous community partners will be included in the two core courses (CE 200 and CE 300) and are already included in a number of the electives for the CE Option. The pedagogical values associated with community-engaged learning foreground building respectful relationships with community partners and a commitment to ethical practices of relational accountability as the basis of community engagement. To put these values into practice, the introductory course for the CE Option (CE 200) will be developed in consultation with Indigenous faculty members who currently offer CEL courses. CE 200 will play an important role in laying the groundwork for this CEL approach and will incorporate course content related to Indigenous ways of knowing and protocols so that students are prepared to potentially engage with Indigenous community partners in upper-level CEL courses.

- Engaging with Indigenous territories, lands and/or waters? ☒ Yes ☐ No
Please provide details (approximately 100 words)

Many of the electives for the CE Option include existing experiential learning and field courses within participating academic units. These courses span across different fields of study and consider diverse

topics ranging from cultural heritage, historical archaeology, coastal and marine management, wildlife conservation, and community-based participatory research. Although the focus and geographic location of each of these courses vary, some have an explicit engagement with Indigenous territories, lands, and/or waters.

- B. Does the proposed program envision drawing on IACE resources (e.g., assistance with booking Elders, etc.)?
☐ Yes ☒ No

The proposed CE Option envisions following IACE protocols for engaging with Indigenous community partners but does not anticipate resulting in a significantly higher workload for IACE staff or elders. There may be some cases in which the Associate Dean Academic, Undergraduate Advisors, CEL Coordinator, or a course instructor may seek to consult with IACE for guidance regarding protocols for Indigenous community engagement and course content development. Otherwise, the level of IACE resources drawn upon will not be significantly different from current levels by participating academic units.

- C. How does the proposed or revised program support or advance institutional priorities and plans related to Indigenous initiatives (e.g., Indigenous Plan, Strategic Plan, etc.)? Please identify specific goals and priorities (approximately 200 words).

Community engagement is a core value of UVic's institutional vision, which positions UVic as a "community-minded, globally engaged university" that aims to work collaboratively with community partners to "transform ideas into meaningful impact" ("Our Vision," UVic Strategic Plan, January 2023 Draft). UVic's current Strategic Framework also prioritizes experiential learning "so that every student has the opportunity to engage in, and be recognized for, research, work-integrated, community-engaged or other forms of experiential learning" ("Intensify Dynamic Learning," Strategy 3.1, UVic Strategic Framework). Various other institutional plans at UVic also highlight the importance of community engagement. For instance, the current Indigenous Plan underscores UVic's "commitment to civic and community engagement" and notes that the university's "programs of education and research are enriched by active partnerships among students, faculty and staff, and Indigenous community members and leaders" ("Postscript," UVic Indigenous Plan). Similarly, UVic's Equity Action Plan includes a commitment to "[b]uild robust community partnerships with organizations to increase relationships with systematically and historically marginalized communities" ("Relationality & Belonging," UVic Equity Action Plan). The proposed CE Option aims to advance UVic's strategic priority of enhancing community-engaged learning opportunities for students and seeks to ensure that students are recognized for this work as part of their degree.

Part IV: Consultation and Approvals

If you answered "No" to all questions in Part III A, no further consultation with IACE is required and this signed document can be included in the proposal as evidence of consultation with IACE.



Kundoqk, Jacque Green
Executive Director

September, 26, 2023

Date

Office of Indigenous Academic and
Community Engagement

If you answered “Yes” to question B in Part III, you will also need to arrange for a letter of support from IACE outlining the contributions in addition to this signed form.

☐ IACE letter of support included in final proposal

IACE Comments (approximately 200 words)

August 21, 2023

Re: Letter of Support for the CE Notation in SOSC

Dear Program Review Committee and other relevant groups,

UVic is committed to providing high quality dynamic learning opportunities; to engaging meaningfully with our external communities—locally, regionally, nationally and internationally; and to promoting civic engagement and global citizenship. The proposed Community Engagement (CE) Notation in Social Sciences (specifically Environmental Studies, Geography, Anthropology and Sociology) supports these important commitments.

In 2017, the Faculty of Social Sciences (SOSC) completed the first Faculty-based strategic plan for Community-Engaged Learning at UVic. I co-chaired the SOSC CEL Working Group that brought this work to fruition alongside the then Associate Dean Academic, Rosaline Canessa. The strategic plan called for streamlined coordination and support for CEL in SOSC. The proposed CE Notation in SOSC is an extension of that plan and contributes to key considerations for quality CEL.

The CEL Office recognizes three key benefits of the proposed CE Notation. The CE Notation:

- 1) Creates a clear path (and therefore clarifies opportunities) for applied learning within a student's area of study;
- 2) Provides foundations (via CE 200 and 300) for meaningful learning with community; and
- 3) Recognizes a student's applied learning journey.

It has been a pleasure working with the SOSC Associate Dean Academic, Reuben Rose-Redwood, and project lead, Ryan Hilperts, as they thoughtfully developed this proposal with consideration of students, instructors, staff, and community partners. I fully support this proposal and look forward to working with the Faculty of Social Sciences to bring it to fruition. Please contact me if you have any questions about the benefits and/or challenges of the proposed program.

Sincerely,

Original signed by Rhianna Nagel

Rhianna Nagel
Manager, Community-Engaged Learning Office
Division of Learning and Teaching Support and Innovation
University of Victoria
celc1@uvic.ca; 250-472-5667



VANCOUVER ISLAND UNIVERSITY

August 31, 2023

Reuben Rose-Redwood, Ph.D.
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria

Provided by email to soscasdn@uvic.ca.

RE: Letter of Support for the new Community Engagement Option, Faculty of Social Sciences

As Director of Vancouver Island University's Master of Community Planning Program (an accredited program with the Canadian Institute of Planners), I wholeheartedly support the proposed Community Engagement Option that would be applied to existing BA, BSc, and Honours Programs among participating academic units within the Faculty of Social Sciences at the University of Victoria.

I understand that the overall aim of this option is to enhance community-engaged learning (CEL) opportunities for undergraduate students. I commend the university for considering the expansion of this form of learning and involvement: the role of universities is changing, and expanding outreach to surrounding communities and partners is critical to remaining relevant in a rapidly evolving world. Additionally, formalizing this Option speaks strongly to UVic's commitment to faculty who are currently involved in creating these experiences for students.

Creating mechanisms to formally recognize CEL as part of their UVic experience will benefit students by adding depth and detail to their transcripts. This would certainly be of interest should students apply to VIU's Master of Community Planning Program. We ask for evidence of a student's previous engagement in planning or related activities, and having this background identified on a transcript would serve students well in a highly competitive application process.

Beyond this, the proposed Community Engagement Option will identify the University of Victoria as a leader in CEL and I am certain this option will be an attractor for prospective students. The framework that provides foundational knowledge followed by pathways to upper-level options sets out an adventure for students, one that could potentially be life-changing. It will be interesting to map the benefits to students, the university, and the wider community from this Option in years to come.

I am delighted to report that our graduate program has benefitted from the enrolment of many UVic undergraduate students over the past decade. The new Community Engagement Option will certainly prepare students for future academic involvement at a graduate level, open options for careers as planners, activists, and urbanists, and ultimately contribute to the students' experiences as a contributing citizen.

I offer my full support to this proposal.

Sincerely,

Original signed by Pamela Shaw

Pamela Shaw, PhD RPP FCIP FRCGS
Director, Master of Community Planning Program

August 28, 2023

Reuben Rose-Redwood, Ph.D.
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria

Dear Reuben,

Thank you for sharing the very exciting proposal for the future of Community-Engaged Learning (CEL) at the University of Victoria. I am always thrilled to see the university “think beyond the Ring” as I think it is the necessary next step in future success for universities to be well-connected to their communities.

I am a huge proponent of community-engaged learning. I have been involved for years as a mentor and student placement recipient for students from SOSC 300, which I understand will now be CE 300 – Working in the Community. In my role as Community Animator and founding member of the Greater Victoria Alliance for Literacy, my involvement with CEL has been transformational for the Alliance. The CEL students have helped us accomplish projects and tasks that would have taken months of extra time due to our small size. The work that has been done for the Alliance helps all the Alliance members, including Victoria Literacy Connection, Story Studio, Here in Canada and the Greater Victoria Public Library, to name a few.

I am very interested in the proposal you have set forth for the future of CEL. I think it is crucially important for the University of Victoria to continue to connect with the community and become more embedded in community organizations. I like the idea of CEL work being part of an existing framework within certain faculties, rather than a stand-alone certificate or diploma. The richness of learning for the students while they are working on their education in their chosen area will also be of mutual benefit to both the students and the community organizations. I think allowing CEL work as an option in their academic program will accomplish the goals of further community engagement; it will give the students valuable work skills and insight into the realities of working life, something they cannot get from classwork alone. Therefore, as a CEL Champion in the Greater Victoria area, I heartily endorse this proposal and wish you the best of luck with the process.

Sincerely,
Janine Hannis
Board Chair, Victoria Literacy Connection
Founding Member and Community Animator: Greater Victoria Alliance for Literacy

September 8, 2023

To Whom It May Concern

RE: Support letter Community Engagement Option Proposal in Social Sciences at UVic

Dear Sir, Madam,

I am writing in support of a proposal to include and expand Community Engagement education within the academic programs at the University of Victoria.

Planning for the future of our communities requires both analytical and community engagement skills and expertise. Society needs professionals that can integrate analytical thinking with the view points from various communities and groups of people. Engaging with people affected by issues or policy interventions is essential to understanding the issues and to effectively plan for changes. In that light integrating Community Engagement education in the curriculum is a very worthwhile addition.

Sincerely,

Original signed by Andre Boel

André Boel, RPP, MCIP

Director of Community Building and Planning Services
District of Oak Bay

District of Saanich
Administration
770 Vernon Ave.
Victoria BC V8X 2W7

t. 250-475-5471
f. 250-475-5430
saanich.ca



September 14, 2023

Dr. Reuben Rose-Redwood
Associate Dean, Academic, Faculty of Social Sciences
Department of Geography
University of Victoria
PO Box 1700 STN CSC
Victoria BC V8W 2Y2

RE: Option in Community Engagement

Dear Dr. Rose-Redwood,

I hope this email finds you well. I wanted to take a moment to express my appreciation for your recent proposal. Your focus on community engagement aligns well with our values at the District of Saanich.

I believe that community engagement is foundational to local government and a thriving society, and, as a planner, I am committed to fostering strong connections with our residents. Your proposal highlights the importance of enabling students with valuable skills to better integrate community-engaged learning within their major area of study, and I'm excited by this proposal.

I value the contributions that students can bring to our community. Their skills and fresh perspectives can make a significant impact on our initiatives, ensuring that we continue to serve our residents effectively.

Thank you once again for your thoughtful proposal. I support the University of Victoria developing an option in community engagement and look forward to exploring opportunities for collaboration and community-based learning.

Sincerely,

Original signed by Lindsay Chase

Lindsay Chase, RPP, MCIP
Director of Planning

LC/kb

August 28, 2023

Re: Letter of support for the Community Engagement Option proposal – Faculty of Social Sciences

Dear Curriculum Committee Colleagues,

On behalf of the International Centre for Students (ICS), I am writing this letter to express my enthusiastic support for the proposal to introduce an Option in Community Engagement within existing BA, BSc, and Honours programs for participating academic units in the Faculty of Social Sciences. I appreciate the connection with this program option to the work of the ICS' Global Community Programs. This Social Sciences initiative will enrich the educational experience of undergraduate students, promote connections between UVic and surrounding communities, and contribute to fostering global mindsets.

Community engagement is a vital aspect of a holistic education. It not only empowers students with practical skills and real-world experiences, but it can also inspire in them a sense of social responsibility. By integrating community-engaged learning opportunities into existing programs, we will be equipping UVic students with the tools and mindset needed to be active and responsible citizens in a complex and globalized world.

The benefits of this proposal extend beyond the classroom. The proposal aligns with UVic's commitment to social responsibility, community development, and the promotion of positive societal change. Additionally, this program option may enhance the reputation of the academic units within the Faculty of Social Sciences, attracting prospective students who value a holistic education that extends beyond traditional curriculum and gives an opportunity to actively engage in community development.

This proposal also aligns well with the objectives of our Global Community programs in the International Centre for Students. These include sharing perspectives, embracing diversity, fostering intercultural connections, and cultivating an inclusive and globally-minded campus. Offering a community engagement option will have a significant impact on our students and provide opportunities to apply their academic knowledge in real-world contexts. These opportunities can foster critical thinking, expose students to diverse perspectives and lived experiences, and promote intercultural competence and empathy.

In conclusion, I strongly support the proposal to introduce a Community Engagement Option within our existing undergraduate programs in the Faculty of Social Sciences. I am confident that this initiative will benefit our students and academic units and make a positive impact on many communities.

Please do not hesitate to reach out if you require any further information or support in the implementation of this proposal.

Sincerely,
Tricia Best, MA
Director, International Centre for Students

From: "Tricia Best - Director, International Centre for Students" <icsdir@uvic.ca>
Date: Thursday, August 31, 2023 at 12:37 PM
To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>
Subject: RE: Consultation for Community Engagement Option Proposal in Social Sciences

Hi Reuben,

Thank you again for the opportunity to consult about the Community Engagement Option Proposal in Social Sciences. Please see attached my letter of support and below our recommendation for the program note in the proposal:

International students interested in the Community Engagement Option need to contact the [International Centre for Students](#) (ICS), as soon as possible, to discuss what authorization and work permit is required to participate in this experiential learning opportunity.

Please let me know if you have questions or need more information. Wishing you and your colleagues all the best in the next steps of this process.

Kind regards,
Tricia



Tricia Best (she/her)
Director, International Centre for Students
Division of Student Affairs
[University of Victoria](#)
Phone: +1-250-721-6020
www.uvic.ca/ics

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

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From: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Sent: Friday, August 25, 2023 2:43 PM
To: Tricia Best - Director, International Centre for Students <icsdir@uvic.ca>
Subject: Re: Consultation for Community Engagement Option Proposal in Social Sciences

Hi Tricia,

Great, thanks for taking the time to review the proposal. I look forward to hearing from you again soon after your team has considered the details.

All the best,

Reuben

Reuben Rose-Redwood, Ph.D.
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria
Pronouns: he/him

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From: "Tricia Best - Director, International Centre for Students" <icsdir@uvic.ca>
Date: Thursday, August 24, 2023 at 5:49 PM
To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>
Subject: RE: Consultation for Community Engagement Option Proposal in Social Sciences

Dear Reuben,

Thank you for your message. This is an exciting development for the Faculty of Social Sciences and I greatly appreciate the opportunity to consult. I've reviewed the proposal and will get back to you next week with our feedback. We will also be happy to provide a letter of support for the Community Engagement Option proposal.

Thank you for including us in the consultation process. This option will be an excellent opportunity for UVic students.

Kind regards,
Tricia



Tricia Best (she/her)
Director, International Centre for Students
Division of Student Affairs
[University of Victoria](https://www.uvic.ca)
Phone: +1-250-721-6020
www.uvic.ca/ics

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From: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>

Sent: Thursday, August 24, 2023 12:24 PM

To: Tricia Best - Director, International Centre for Students <icsdir@uvic.ca>

Subject: Consultation for Community Engagement Option Proposal in Social Sciences

Dear Tricia,

Over the past year, the Faculty of Social Sciences has developed a proposal for a new Community Engagement Option as part of existing BA, BSc, and Honours programs in participating academic units (currently Anthropology, Environmental Studies, Geography, and Sociology), which we hope to submit for Cycle 1 this Fall. I am currently consulting with different units on campus, and I would welcome your feedback and support on the attached proposal draft. Based on our prior discussions, I have added a program note into the proposal to indicate the following:

- International students interested in the Option in Community Engagement should contact the International Centre for Students to confirm whether they have the requisite permit to engage in off-campus community engagement.

If you think any revisions are needed for this program note or elsewhere in the proposal, there is still time to make revisions to the document.

Lastly, I was wondering if one of the lead staff from the UVic Global Community might be willing to write a short letter of support for this Community Engagement Option proposal by sometime during the first week of September if possible.

Thank you very much for your time in the consideration of this proposal.

Best wishes,

Reuben

Reuben Rose-Redwood, Ph.D.
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria

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ThursSep7, 2023

Reuben Rose-Redwood, PhD
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria

Jonathan Bengtson
University Librarian
University of Victoria

Jonathan & Reuben,
Having heard about and reviewed the *Option in Community Engagement* proposal, UVicLibraries fully supports the proposal and agrees students should have more direct CE/CEL as outlined in the proposal. In addition, the proposal states:
"For the most part, the proposed CE Option draws upon existing course offerings and resources. It does not require any additional faculty/staff appointments, space, or library resources."
Agree; UVicLibs currently collects materials in the various Social Sciences disciplines and specifically in regards to CE/CEL.

For now, daniel

daniel Brendle-Moczuk, MLIS
Geospatial Librarian
Liaison to Social Sciences Curriculum Committee
University of Victoria



From: Daniel Brendle-Moczuk <danielbm@uvic.ca>

Date: Thursday, September 7, 2023 at 4:47 PM

To: Reuben Rose-Redwood <redwood@uvic.ca>, Jonathan Bengtson <bengtson@uvic.ca>, "Reuben Rose-Redwood - Associate Dean Academic, SOSOC" <sosocasn@uvic.ca>

Cc: Matt Huculak <huculak@uvic.ca>, Karen Munro <kemunro@uvic.ca>, Tina Bebbington <bebbingt@uvic.ca>

Subject: consultation for Community Engagement Option proposal in Social Sciences

Hello Reuben & JB. See attached Re: consultation for Community Engagement Option proposal in Social Sciences

UVic Libraries fully supports the proposal and agrees students should have more direct CE/CEL as outlined in the proposal.

As the proposal states:

"For the most part, the proposed CE Option draws upon existing course offerings and resources.

It does not require any additional faculty/staff appointments, space, or library resources."

Agree; UVicLibs currently collects materials in the various Social Sciences disciplines and specifically in regards to CE/CEL.

For now, daniel

Geospatial Librarian

Liaison to Social Sciences Curriculum Committee(s)

University of Victoria

From: "Amanda Hawkins, Director, Registrar Information Systems" <riss@uvic.ca>
Date: Friday, September 22, 2023 at 2:52 PM
To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>, "Kelly Colby, Academic Adviser" <adviser3@uvic.ca>
Cc: "Ashley de Moscoso, Acting Associate Registrar" <oregar@uvic.ca>
Subject: RE: Consultation for Community Engagement Option Proposal in Social Sciences

Hello Reuben,

Thank you very much for the update and for incorporating our recommended changes into the proposal. My team and I are in complete agreement and fully support this new Option going forward.

Cheers,
Amanda

From: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Sent: Thursday, September 21, 2023 1:55 PM
To: Kelly Colby, Academic Adviser <adviser3@uvic.ca>; Amanda Hawkins, Director, Registrar Information Systems <riss@uvic.ca>
Cc: Ashley de Moscoso, Acting Associate Registrar <oregar@uvic.ca>
Subject: Re: Consultation for Community Engagement Option Proposal in Social Sciences

Hi all,

Kelly, thank you for clarifying that the CE Option can be incorporated into either the primary or secondary major of a double-major and for discussing the transfer credit question over the phone. Below are my responses to the initial set of feedback that Amanda provided (see yellow highlights below):

- Kelly Colby in Tri-Fac advising had previously reached out and we've done some testing in our preprod environment. Kelly confirmed:
 - Only available to students in the Faculty of Social Sciences [RR: The CE Option is only available to students in participating academic units that have a CE Option as part of their BA, BSc, or Honours program. In the case of a double major, a student whose primary Faculty is outside of Social Sciences could still receive a CE Option if their secondary major was in a participating academic unit in Social Sciences.]
 - Students pursuing a double major in ANTH, ES, GEOG, SOCI or another faculty are not eligible (does this need to be explicitly stated in the proposal?) [RR: Students pursuing a double major are eligible for the CE Option so long as either their primary or secondary major is a participating academic unit with a CE Option, as noted in the above comment. We have added a program note indicating the following: "For students pursuing a double major, concurrent degree, or second degree, the Community Engagement Option can only be completed as part of one program of study."]
 - Not available to students pursuing a General program (does this need to be explicitly stated in the proposal?) [RR: In the SCP proposal, we have added a statement indicating: "the CE Option will not be available for General, Minor, or non-degree programs."]

- Can receive the option only once e.g., a student cannot have a concurrent degree, second degree or double major where the option is listed more than once (does this need to be explicitly stated in the proposal?) [RR: As noted above, we have added a program note indicating: "For students pursuing a double major, concurrent degree, or second degree, the Community Engagement Option can only be completed as part of one program of study."]
 - If a student is already pursuing a concentration, the option would be placed second (options are coded as concentration in Banner and attached to a major code). [RR: This is fine. Thank you for the clarification.]
- The rationale states that students will be formally recognized. Does it need to be stated that the option will appear in the student's program on their transcript? [RR: The SCP proposal now states: "This will enable students to incorporate CEL experiences into their degree program in an organized way that is formally recognized on their university transcript."]
- Are any of the courses in the option able to be satisfied by transfer credit from another institution? If yes, how many units? Does this detail need to be included in the proposal? [RR: Based upon a follow-up phone conversation I had with Kelly Colby, my understanding is that the transfer credit question should be handled following the same procedures as the major/honours programs of participating units as a whole rather than as part of this CE Option proposal, so I have not included language related to transfer credits in the proposal. This can be added if needed.]
- Presently, CE 300 requires permission to register by an application and third-year standing. CE 200 is not required but recommended. The option requires both CE 200 and CE 300. Can the two courses be taken concurrently? Or will CE 200 become a prerequisite for CE 300 and replace the need for an application? If so, additional calendar changes will be required. [RR: Currently, CE 200 is recommended for taking CE 300. We plan to make CE 200 a prerequisite for CE 300 in a future cycle, but since CE 200 will be offered for the first time in Fall 2024, we are concerned that making it a prerequisite this first year could negatively impact registration for CE 300 in Spring 2025 (the current course instructor advised against doing so and recommended waiting a year to make this change). However, the plan is to submit a curriculum proposal for Cycle 1 in Fall 2024 to make CE 200 a prerequisite for CE 300, which would allow a full year to build up a group of students who have taken CE 200 and would therefore meet the prerequisite requirement to take CE 300 in Spring 2025. In the meantime, for 2024-25, we plan to offer CE 200 in the Fall and CE 300 in the Spring, so they would not be taken concurrently even without the prerequisite in this first year of the program while we wait to make it a prerequisite.]
- On page 4, both option and concentration are used "What distinguishes the proposed CE Option from these other programs is that it is designed as an "option" or concentration within existing majors rather than serving as a stand-alone credential." This brought up a really interesting discussion in my team. Currently, there isn't a definition for what distinguishes a concentration from an option and there is a lot of variability in the academic calendar. There had been some work done previously to come up with a standard definition for the two terms and the distinguishing factor was that an option was used when the courses were taken outside of the major (e.g. Computer Science major with a Business option). This proposal has CE courses as well as courses from the same major. I'm not suggesting that any changes are needed, but I wanted to let you know that this proposal raised an interesting point and a plan for future work. [RR: For clarity, I have deleted the use of the phrase "concentration" from the proposal, so it only uses the phrase "option" in the revised draft.]

As well, there are a couple of system changes that will be needed:

1. There is a known issue where students with multiple options/concentrations do not appear on the custom UG graduation report (SZRUGCV). Developer resources are required in order to fix this (we already have a Jira created with a deadline of May 2024 to have this report fixed). [RR: Thank you for alerting us to this issue. Based on the timeline, it sounds like this technical problem will likely be fixed before the CE Option is available to students, or soon thereafter.]
2. In the current version of the DeclareMe portal, students can only select one concentration/option and the application does not have the functionality to restrict a student from selecting the Community Engagement option if they are pursuing a general or double degree in another faculty. Developer resources will be required if we want to adjust the functionality that currently exists (to reduce the manual work or back and forth with the student and Tri-Fac Advising staff). [RR: It is my understanding that the CE Option can only be selected if a student is completing a BA, BSc, or Honours in one of the participating academic units (ANTH, ES, GEOG, SOCI), so a student completing a general degree that combines two minors into a General would not have the ability to select the CE Option, because they can only select it if they have a major/honours. If they are completing a double major in another Faculty, they are able to complete the CE Option so long as one component of their double major is in a major/honours program that has a CE Option.]

Thank you very much for providing the above feedback on the CE Option proposals. If you have any further questions or concerns that you would like us to address in our proposal, please feel free to let us know.

All the best,

Reuben

Reuben Rose-Redwood, Ph.D. (he/him)
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria

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From: "Kelly Colby, Academic Adviser" <adviser3@uvic.ca>

Date: Monday, September 18, 2023 at 12:54 PM

To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>, "Amanda Hawkins, Director, Registrar Information Systems" <riss@uvic.ca>

Cc: "Ashley de Moscoso, Acting Associate Registrar" <oregar@uvic.ca>

Subject: RE: Consultation for Community Engagement Option Proposal in Social Sciences

Hi Reuben,

Thank you for your email. I apologize for the delay in responding during this busy time of year.

Because the CE Option is associated with a major or honours program, it can be declared on either the primary or secondary major in a double major program. For example, a student could do a double major English and Sociology with CE Option through the Faculty of Humanities or a double major Sociology with CE Option and English through the Faculty of Social Sciences.

This would be consistent with all how the other options function in the Tri-Faculties.

Best regards,
Kelly

Kelly Colby
Academic Advising Consultant
Advising Centre (Humanities, Science and Social Sciences)
Student Services | Division of Student Affairs | University of Victoria
PO Box 3025 STN CSC | Victoria BC V8W 3P2
T: 250-721-7567 ext 6 | F: 250-472-5145 | E: adviser3@uvic.ca
Web: <http://web.uvic.ca/advising/>

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From: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>

Sent: Thursday, September 14, 2023 10:06 AM

To: Amanda Hawkins, Director, Registrar Information Systems <riss@uvic.ca>; Kelly Colby, Academic Adviser <adviser3@uvic.ca>

Cc: Ashley de Moscoso, Acting Associate Registrar <oregar@uvic.ca>

Subject: Re: Consultation for Community Engagement Option Proposal in Social Sciences

Hi all,

Thanks, Amanda, for your response, and I look forward to hearing from Kelly with further details. I had assumed that for a double major the CE Option could count toward the Social Sciences portion of the major even if this was the secondary major in a double major, so it would be helpful to know if this is not the case. Is there a reason why a CE Option couldn't be pursued in the secondary major for a double major?

On a related note, in the example provided for:

SS-BA-MAJR Sociology & Environmental Studies

Does this mean that a student could pursue the CE Option as part of the Sociology component (primary major) but not the Environmental Studies component (secondary major) in a double major?

Below is what I currently have listed in the Program Notes section of the proposal:

- For students pursuing a double-major, concurrent degree, or second degree, the Community Engagement Option can only be completed as part of one program of study.

Kelly, I welcome your guidance if this statement needs to be revised to indicate that the CE Option can only be added to the primary component of a double major (although my preference, of course, would be that a student could include the CE Option in either primary or secondary major).

Thanks,

Reuben

Reuben Rose-Redwood, Ph.D. (he/him)
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria

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From: "Amanda Hawkins, Director, Registrar Information Systems" <riss@uvic.ca>
Date: Thursday, September 14, 2023 at 9:39 AM
To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>
Cc: "Ashley de Moscoso, Acting Associate Registrar" <oregar@uvic.ca>, "Kelly Colby, Academic Adviser" <adviser3@uvic.ca>
Subject: RE: Consultation for Community Engagement Option Proposal in Social Sciences

Hi Rueben,

Sorry for the delay in replying to you.

I've copied Kelly Colby from Tri-Fac Advising on this reply as well because the information originally came from her and I don't want to get anything wrong as I'm relaying information third-hand.

My understanding is that the student has to be in the Faculty of Social Sciences and students doing a double major where the first major subject is in a different faculty wouldn't qualify for the CE Option (e.g., HU-BA-MAJR English & Environmental Studies wouldn't qualify, however, SS-BA-MAJR Sociology & Environmental Studies would qualify). Kelly: can you please confirm that is correct?

I think we need to be really clear about this (if I'm struggling) so that students don't start taking courses towards the CE Option and then go to Advising only to find out they're not eligible.

I hope Kelly will also be a good resource for the transfer credit question, especially with respect to the common practice for other options/concentrations at UVic (which I am not familiar with at all).

From my understanding, the very basic set-up in CAPP will just look for the course required doesn't look at how the course credit was obtained (by transfer credit or taken at UVic).

This questions also brought up another question from my team with respect to if the courses taken towards the option can be double counted towards other program requirements. Again, it is my understanding that there is quite a bit of variability in this regard with other options/concentrations at UVic.

I hope this helps,

Amanda

From: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>

Sent: Monday, September 11, 2023 3:05 PM

To: Amanda Hawkins, Director, Registrar Information Systems <riss@uvic.ca>

Cc: Ashley de Moscoso, Acting Associate Registrar <oregar@uvic.ca>

Subject: Re: Consultation for Community Engagement Option Proposal in Social Sciences

Hi Amanda,

Thanks for providing this detailed feedback on the Community Engagement Option proposal. We'll do our best to address the queries in the proposal. A few points of clarification:

- My understanding is that a student doing a double major can still do the CE Option as part of one of their majors (i.e., Environmental Studies requires a double major, so I had assumed that this is indeed possible to combine with the CE Option, as I had not heard otherwise from Academic Advising). Can you clarify this point?
- I had not previously considered the transfer credit question. Is there a common practice related to the use of transfer credits for options/concentrations at UVic?

Again, thanks for your feedback on this proposal.

All the best,

Reuben

Reuben Rose-Redwood, Ph.D. (he/him)

Associate Dean Academic, Faculty of Social Sciences

Professor, Department of Geography

University of Victoria

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From: "Amanda Hawkins, Director, Registrar Information Systems" <riss@uvic.ca>
Date: Friday, September 8, 2023 at 2:41 PM
To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>
Cc: "Ashley de Moscoso, Acting Associate Registrar" <oregar@uvic.ca>
Subject: RE: Consultation for Community Engagement Option Proposal in Social Sciences

Hello Reuben,

Thank you for the opportunity to review the proposed new Option of Community Engagement in Social Sciences. My team and I feel that this is a very relevant and timely addition that many students will want to take advantage of. We even anticipate that other academic units will want to add this option as well to their programs and/or create something similar.

Here are our thoughts (in no particular order):

- Kelly Colby in Tri-Fac advising had previously reached out and we've done some testing in our preprod environment. Kelly confirmed:
 - o Only available to students in the Faculty of Social Sciences
 - o Students pursuing a double major in ANTH, ES, GEOG, SOCI or another faculty are not eligible (does this need to be explicitly stated in the proposal?)
 - o Not available to students pursuing a General program (does this need to be explicitly stated in the proposal?)
 - o Can receive the option only once e.g., a student cannot have a concurrent degree, second degree or double major where the option is listed more than once (does this need to be explicitly stated in the proposal?)
 - o If a student is already pursuing a concentration, the option would be placed second (options are coded as concentration in Banner and attached to a major code).
- The rationale states that students will be formally recognized. Does it need to be stated that the option will appear in the student's program on their transcript?
- Are any of the courses in the option able to be satisfied by transfer credit from another institution? If yes, how many units? Does this detail need to be included in the proposal?
- Presently, CE 300 requires permission to register by an application and third-year standing. CE 200 is not required but recommended. The option requires both CE 200 and CE 300. Can the two courses be taken concurrently? Or will CE 200 become a prerequisite for CE 300 and replace the need for an application? If so, additional calendar changes will be required.
- On page 4, both option and concentration are used "What distinguishes the proposed CE Option from these other programs is that it is designed as an "option" or concentration within existing majors rather than serving as a stand-alone credential."

This brought up a really interesting discussion in my team. Currently, there isn't a definition for what distinguishes a concentration from an option and there is a lot of variability in the academic calendar. There had been some work done previously to come up with a standard definition for the two terms and the distinguishing factor was that an option was used when the courses were taken outside of the major (e.g. Computer Science major with a Business option). This proposal has CE courses as well as courses from the same major. I'm not suggesting that any changes are needed, but I wanted to let you know that this proposal raised an interesting point and a plan for future work.

As well, there are a couple of system changes that will be needed:

1. There is a known issue where students with multiple options/concentrations do not appear on the custom UG graduation report (SZRUGCV). Developer resources are required in order to fix this (we already have a Jira created with a deadline of May 2024 to have this report fixed).
2. In the current version of the DeclareMe portal, students can only select one concentration/option and the application does not have the functionality to restrict a student from selecting the Community Engagement option if they are pursuing a general or double degree in another faculty. Developer resources will be required if we want to adjust the functionality that currently exists (to reduce the manual work or back and forth with the student and Tri-Fac Advising staff).

Please let me know if you have any questions with respect to the information provided. I understand that you've asked other areas in OREM to review as well (e.g., Undergraduate Records) so I've copied Ashley on this reply.

Cheers,

Amanda

From: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>

Sent: Wednesday, September 6, 2023 11:28 AM

To: Amanda Hawkins, Director, Registrar Information Systems <riss@uvic.ca>

Subject: Re: Consultation for Community Engagement Option Proposal in Social Sciences

Hi Amanda,

Thanks for your message. I look forward to hearing from you about the CE Option proposal once your team has had a chance to review it.

All the best,

Reuben

Reuben Rose-Redwood, Ph.D. (he/him)

Associate Dean Academic, Faculty of Social Sciences

Professor, Department of Geography

University of Victoria

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From: "Amanda Hawkins, Director, Registrar Information Systems" <riss@uvic.ca>
Date: Friday, September 1, 2023 at 8:57 AM
To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>
Subject: RE: Consultation for Community Engagement Option Proposal in Social Sciences

Hello Reuben,

A quick message to confirm that I've received your message.
My team and I are currently reviewing the proposal and I'll get back to you with our feedback by the end of next week.

Happy September!
Amanda

Amanda Hawkins
Director, Registrar Information Systems
Office of the Registrar and Enrolment Management | Division of Student Affairs
University of Victoria
T: 250-472-5633 | E: riss@uvic.ca
uvic.ca/registrar
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From: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Sent: Wednesday, August 23, 2023 1:55 PM
To: Amanda Hawkins, Director, Registrar Information Systems <riss@uvic.ca>
Subject: Consultation for Community Engagement Option Proposal in Social Sciences

Dear Amanda,

Over the past year, the Faculty of Social Sciences has developed a proposal for a new Community Engagement Option as part of existing BA, BSc, and Honours programs in participating academic units (currently Anthropology, Environmental Studies, Geography, and Sociology), which we hope to submit for Cycle 1 this Fall. I am currently consulting with different units on campus, and I would welcome your feedback and support on the attached proposal draft.

Thank you very much for your time in the consideration of this proposal.

Best wishes,

Reuben

Reuben Rose-Redwood, Ph.D.

Associate Dean Academic, Faculty of Social Sciences

Professor, Department of Geography

University of Victoria

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From: "Ashley de Moscoso, Acting Associate Registrar" <oregar@uvic.ca>
Date: Thursday, September 28, 2023 at 9:10 PM
To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>
Subject: RE: Consultation for Community Engagement Option Proposal in Social Sciences

Hi Reuben,

I am terribly sorry for this very delayed response during what has been a busy start of term! I shared this proposal with my teams (Registrar Information Systems and Curriculum & Calendar) back in early September and learned that they had both been in touch with you directly about the proposal already, but realized this evening that I had not followed up with you personally.

Amanda kindly copied me in on all of her correspondence with you and Kelly Colby – thank you very much for all of the time and effort you have put into addressing their comprehensive feedback.

Asia Longphee, our Director of Curriculum and Calendar, also let me know that you had been in touch with her team regarding the placement of the requirements for CE Option, so I trust that you have received any necessary guidance in that regard, but please do let me know if there is anything further you require from me or my team.

This sounds like a wonderful Option for students and I am pleased to see it go forward!

Best,
Ashley

Ashley de Moscoso, BA, MEd (she/her)
Acting Associate Registrar
Office of the Registrar and Enrolment Management
Division of Student Affairs | University of Victoria

PO Box 3025 STN CSC | Victoria BC V8W 3P2
P: 250-472-5328 | E: oregar@uvic.ca | W: www.uvic.ca/registrar

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From: OREG SCP Consultation <oregscpconsultation@uvic.ca>
Sent: Thursday, August 31, 2023 10:10 AM
To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>
Cc: Susan Corner, Associate Registrar <diradv@uvic.ca>; Ashley de Moscoso, Acting Associate Registrar <oregar@uvic.ca>
Subject: FW: Consultation for Community Engagement Option Proposal in Social Sciences

Hi Reuben,

Thanks for your email and for reaching out to consult with our department. By way of this reply, I've cc'ed Susan Corner and Ashley de Moscoso, two of the Associate Registrars. Susan and Ashley will review your proposal, consult with their teams, and follow up with you with feedback.

Best,
Wendy

From: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>

Sent: Wednesday, August 23, 2023 1:33 PM

To: OREG SCP Consultation <oregscpconsultation@uvic.ca>

Subject: Consultation for Community Engagement Option Proposal in Social Sciences

Dear Office of the Registrar,

Over the past year, the Faculty of Social Sciences has developed a proposal for a new Community Engagement Option as part of existing BA, BSc, and Honours programs in participating academic units (currently Anthropology, Environmental Studies, Geography, and Sociology), which we hope to submit for Cycle 1 this Fall. I am currently consulting with different units on campus, and I would welcome your feedback and support on the attached proposal draft.

Thank you very much for your time in the consideration of this proposal.

Best wishes,

Reuben

Reuben Rose-Redwood, Ph.D.
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria

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From: Andrea Giles <agiles@uvic.ca>

Date: Tuesday, October 3, 2023 at 4:22 PM

To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>

Subject: RE: Consultation for Community Engagement Option Proposal in Social Sciences

Hi Reuben,

Thanks for the time and opportunity to consult further with my staff. Through my consultation, we are still in agreement with your assessment that the curricular CEL option and the Co-op option should be considered distinct but related programs for all the reasons articulated below. We thought that should it arise that students are interested in using their co-op work terms to satisfy their CEL option, we can revisit this idea at a later date. I think it would be appropriate to monitor student appetite for this – and should there be interest, we can look to find a process that addresses both student need and unit workload issues.

Regards,

Andrea

Andrea Giles, M.A.

Executive Director

Co-operative Education Program and Career Services

University of Victoria

Jamie Cassels Centre (JCC), Room B271n

PO Box 1700 STN CSC

Victoria, BC V8W 2Y2 Canada

T 250-721-6211 or 250-721-7628 F 250-721-8996

Web: uvic.ca/coopandcareer | Portal: learninginmotion.uvic.ca

From: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>

Sent: Thursday, September 28, 2023 12:43 PM

To: Andrea Giles <agiles@uvic.ca>

Subject: Re: Consultation for Community Engagement Option Proposal in Social Sciences

Hi Andrea,

I'm following up regarding our correspondence below about the Community Engagement Option proposal in Social Sciences. I'm planning to submit the proposal to SCP for their November meeting, so if you are able to provide any further feedback from your team within the next week if possible, I would greatly appreciate it.

Thanks,

Reuben

Reuben Rose-Redwood, Ph.D. (he/him)
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria

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From: Andrea Giles <agiles@uvic.ca>
Date: Sunday, August 27, 2023 at 12:46 PM
To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>
Subject: RE: Consultation for Community Engagement Option Proposal in Social Sciences

Hello Reuben,

Thanks for forwarding your Option in Community Engagement planning document for consultation – I was part of some early consultation in June 2022 with Lois. It's interesting to see how this CEL option has developed.

I agree with your assessment that the curricular CEL option and the Co-op option should be considered distinct but related programs. I also agree that adding "co-op courses" into the highlighted bullet below would add an extra layer of workload for your Undergraduate Advisors and our co-op office to distinguish what Co-op placements do (or do not) involve civic engagement. As workload is an issue for most units on campus, it's important to look for ways to ensure efficiencies.

I don't want to hold up the movement of this planning document as I see the CEL option as an excellent addition to the types of learning available in your Faculty. However, I would like to consult further with my leadership team on this option and any potential synergy we can maximize to enhance community-engaged learning opportunities. While I note you consulted with Anais, there are other relevant members of my leadership team who should have the opportunity to discuss the potentials available with regard to this proposal.

I'll circle back you once I've consulted more broadly.

Regards,

Andrea

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

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Business and Economics Building, Room 414
PO Box 1700 STN CSC
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Web: uvic.ca/coopandcareer | Portal: learninginmotion.uvic.ca

From: Andrea Giles, Executive Director - Co-operative Education Program and Career Services
<cooped@uvic.ca>
Sent: August 23, 2023 1:31 PM
To: Andrea Giles <agiles@uvic.ca>
Subject: FW: Consultation for Community Engagement Option Proposal in Social Sciences

From: Reuben Rose-Redwood - Associate Dean Academic, SOSC
Sent: August 23, 2023 1:30:48 PM (UTC-08:00) Pacific Time (US & Canada)
To: Andrea Giles, Executive Director - Co-operative Education Program and Career Services
Cc: Anaïs Holdaway, Social Sciences Co-op Coordinator
Subject: Consultation for Community Engagement Option Proposal in Social Sciences

Dear Andrea,

Over the past year, the Faculty of Social Sciences has developed a proposal for a new Community Engagement Option as part of existing BA, BSc, and Honours programs in participating academic units (currently Anthropology, Environmental Studies, Geography, and Sociology), which we hope to submit for Cycle 1 this Fall. I am currently consulting with different units on campus, and I would welcome your feedback and support on the attached proposal draft.

For context, I am attaching correspondence from last Spring that we had with Anaïs about the relation between the proposed CE Option and Co-op. Based on that discussion, we had decided to keep the CE Option and Co-op as related, but distinct, programs. We could potentially add a reference to co-op in the program note below (see highlighted text), but doing so would add an extra layer of workload for Undergraduate Advisors and your office to distinguish what Co-op placements do (or do not) involve civic engagement, which is why we decided to omit it in the current proposal draft:

- Some special topics, directed study, honours, **and co-op** courses that have a significant community-engaged learning component can also be included in this Option as electives. Please contact your department's Academic Adviser for more information.

Thank you very much for your time in the consideration of this proposal.

Best wishes,

Reuben

Reuben Rose-Redwood, Ph.D.
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria

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From: "Renee Livernoche, LE,NONET Experiential Learning Coordinator" <lenonetelc@uvic.ca>
Date: Tuesday, September 12, 2023 at 11:31 AM
To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>
Cc: "Rhianna Nagel - Manager, Community-Engaged Learning" <celc1@uvic.ca>
Subject: RE: CE Notation

Excellent! Thanks, Reuben.

Best always,
Renée

Sent from my Samsung Galaxy smartphone.

----- Original message -----

From: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>
Date: 2023-09-11 3:52 p.m. (GMT-08:00)
To: "Renee Livernoche, LE,NONET Experiential Learning Coordinator" <lenonetelc@uvic.ca>
Cc: "Rhianna Nagel - Manager, Community-Engaged Learning" <celc1@uvic.ca>
Subject: Re: CE Notation

Hi Renee,

Thanks for following up about the CE Option proposal. You are correct that you will not have any administrative responsibilities in managing the CE Option for LE,NONET students. This will be handled through the student's primary academic unit (either ANTH, ES, GEOG, or SOCI) and the Tri-Faculty Academic Advising Centre staff. The promotion of the CE Option to students will occur via the dean's office in the Faculty of Social Sciences, the academic unit that the students are majoring in, and guidance from the academic advisors in the Academic Advising Centre. If any students in the LE,NONET courses ask about the CE Option, you can direct them to discuss this with the Undergraduate Advisor in their home department for their major.

Hope this helps,

Reuben

Reuben Rose-Redwood, Ph.D. (he/him)
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria

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From: "Renee Livernoche, LE,NONET Experiential Learning Coordinator" <lenonetelc@uvic.ca>
Date: Monday, September 11, 2023 at 3:42 PM
To: "Rhianna Nagel - Manager, Community-Engaged Learning" <celc1@uvic.ca>, "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>
Subject: RE: CE Notation

Hello Reuben and Rhianna,

My apologies for the delayed response. I was away at a conference last week and had limited access to email. Thank you for your good work with this. I, too, am leaning into Option 2, as that seems most appropriate.

Am I understanding correctly that I will not have any administrative duties with students' records and access to this notation? How will the SS students know they can access the CE Option?

When I have SS students enrolled in IS 310D, should I expect that they know about the CE Option? Or will I be referring them to you, Rhianna?

I look forward to the work ahead!

Tshinashkumitin!
Thank you!

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<https://lists.uvic.ca/mailman/listinfo/indigenous-coop-and-career>

Renée Livernoche, MA
LE,NONET Experiential Learning Coordinator
Office of Indigenous Academic and Community Engagement | First Peoples House
University of Victoria | PO Box 1700 STN CSC, Victoria BC V8W 2Y2

T: 250-721-6326 | F: 250-472-4952 | Email: lenonetelc@uvic.ca Website: www.uvic.ca/iace

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From: Rhianna Nagel - Manager, Community-Engaged Learning <celc1@uvic.ca>

Sent: Thursday, September 7, 2023 1:26 PM

To: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>; Renee Livernoche, LE,NONET Experiential Learning Coordinator <lenonetelc@uvic.ca>

Subject: RE: CE Notation

Hi Reuben and Renee,

I think option 2 makes more sense as well.

Renee, I clarified the following with Reuben this morning:

The process for documenting participation/completion of the CE Option is that students choose the CE Option in the same portal and the same way that they declare their major. Then the Advising Centre checks everything off when they are reviewing program requirement completions. So, pretty straight forward in that sense and we can create information sheets that clarify that for students.

Kind regards,

Rhianna

From: Reuben Rose-Redwood - Associate Dean Academic, SOSC <soscasdn@uvic.ca>

Sent: September 6, 2023 11:47 AM

To: Rhianna Nagel - Manager, Community-Engaged Learning <celc1@uvic.ca>; Renee Livernoche, LE,NONET Experiential Learning Coordinator <lenonetelc@uvic.ca>

Subject: Re: CE Notation

Hi Rhianna and Renee,

Thanks for the update. It seems that there are two options to consider:

Option 1: Adding the LE,NONET courses to the electives list for the CE Option proposal.

Option 2: Adding a program note in the proposal indicating that students in the LE,NONET program may receive elective credit counted toward to the CE Option from their LE,NONET courses.

I'm more inclined to go with Option 2 since it makes it more clear that the LE,NONET courses will only be counted for students in the LE,NONET program, whereas if we were to go with Option 1 above, then

students who are not on the LE,NONET program might think they could take those courses as well. As long as this program note is included, then the Academic Advising team would be able to approve the LE,NONET courses as fulfilling the electives in the CE Option, hopefully without having to create more administrative paperwork.

Would that work?

Reuben

Reuben Rose-Redwood, Ph.D. (he/him)
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria

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From: "Rhianna Nagel - Manager, Community-Engaged Learning" <celc1@uvic.ca>
Date: Tuesday, September 5, 2023 at 1:28 PM
To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>, "Renee Livernoche, LE,NONET Experiential Learning Coordinator" <lenonetelc@uvic.ca>
Subject: CE Notation

Good afternoon,

Reuben, Renée and I discussed the CE Notation and she brought the proposal to Rob Hancock for approval. They are in agreement that Le,NONET students (in SOCI, ES, GEOG and ANTH, and more if other SOSC departments join the notation) can use their IS 310D, IS 320 and IS 321 course credits towards the CE notation. I think this is wonderful news!

In terms of instrumentation, how will the courses be tracked/recorded towards the CE Notation? My understanding was that advising and OREG will take care of this. Do students and/or staff (such as Renée) need to formalize/submit this somehow? Or, is this something that we all still need to brainstorm?

I look forward to hearing your thoughts, Reuben.

Kind regards,
Rhianna



Rhianna Nagel

Manager, Community-Engaged Learning
Learning and Teaching Support and Innovation (LTSI)
University of Victoria

Phone: 250-472-5667

Email: celc1@uvic.ca

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From: "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>
Date: Thursday, September 7, 2023 at 1:24 PM
To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>
Cc: Lisa Kealohapa'aokahaleole Hall- Director of Indigenous Studies <isdirector@uvic.ca>
Subject: Re: Consultation for Community Engagement Option Proposal in Social Sciences

Dear Reuben: Thank you for consulting. I have cc'd Lisa Hall, Director of IS, for her feedback.

The LE,NONET program is indeed not an official 'program' in the academic calendar that includes specific program requirements. The LE,NONET courses do count towards (but are not required in) the IS degree. They appear in the list of courses under **Community and Land-Based Learning**:

<https://www.uvic.ca/calendar/undergrad/index.php#/programs/S1qYpQ0zV?searchTerm=Indigenous&bc=true&bcCurrent=Indigenous%20Studies&bclItem=programs>

However, because they are not part of a program's requirements, I think it would be fine to count them to your new CE option, as long as they are not double counted.

Lisa may have other views or comments.

Lisa.

From: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>
Date: Thursday, September 7, 2023 at 9:55 AM
To: "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>
Subject: Re: Consultation for Community Engagement Option Proposal in Social Sciences

Hi Lisa,

I've recently been in discussion with Rhianna Nagel (CEL/LTSI) and Renée Livernoche (LE,NONET), and with Rob Hancock's review of the CE Option proposal, they suggested that we could consider including the LE,NONET courses to fulfill the elective credits for the CE Option for students in the LE,NONET program (IS 310D, IS 320, IS 321). Given that these courses are offered in Humanities, I thought I would check with you for feedback. The only issue I can think of would relate to double-counting courses, from the academic calendar:

"An upper-level course required by two or more programs or credentials will be applied to the requirements of only one program, and must be replaced by another upper-level course, in the same area of study, in the second and additional programs or credentials."

So, for instance, if a Geography major with CE Option who is also in the LE,NONET program were to use IS 320 and IS 321 for the CE Option as part of their major, would this cause any problems with also counting toward their LE,NONET program requirements? Or is the LE,NONET program not an official

'program' in the academic calendar that includes specific program requirements (i.e. more akin to the Scholars program than a degree program, as I can't find any program information in the calendar beyond the LE, NONET courses themselves)?

All the best,

Reuben

Reuben Rose-Redwood, Ph.D. (he/him)
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria

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From: "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>
Date: Thursday, August 31, 2023 at 4:50 PM
To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>
Subject: Re: Consultation for Community Engagement Option Proposal in Social Sciences

Reuben, Thank you for consulting. We have no concerns. Good luck with this interesting initiative. Lisa.

From: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>
Date: Wednesday, August 23, 2023 at 3:25 PM
To: "Lisa Surridge - Humanities Associate Dean, Academic" <humsada@uvic.ca>
Subject: Consultation for Community Engagement Option Proposal in Social Sciences

Hi Lisa,

Over the past year, the Faculty of Social Sciences has developed a proposal for a new Community Engagement Option as part of existing BA, BSc, and Honours programs in participating academic units (currently Anthropology, Environmental Studies, Geography, and Sociology), which we hope to submit for Cycle 1 this Fall. I am currently consulting with different units on campus, and I would welcome your feedback and support on the attached proposal draft. We're hoping to launch this 'option' first in Social Sciences as a proof of concept, but this is something that has the potential to expand to other undergraduate majors across campus if there is interest in the future.

Thank you very much for your time in the consideration of this proposal.

Best wishes,

Reuben

Reuben Rose-Redwood, Ph.D.
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria

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From: Anthropology Undergraduate Advisor <anthua@uvic.ca>

Date: Tuesday, August 22, 2023 at 10:44 AM

To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>

Subject: Re: CE Option Proposal Draft and Consultation

Hi Reuben,

I wish to confirm that ANTH has approved the CE option, and that your proposal has my support. I do not have many suggestions, and only very minor ones.

Perhaps add a question mark in Questions C on Page 3 and F on Page 5, after "etc."?

There is a typo on Page 7 "recipocal" that is red-underlined in the text.

And at the bottom of Page 9, where it says

"There may be some cases in which the Associate Dean Academic, Undergraduate Advisor, CEL Coordinator, or a course instructor..."; I just thought that "Undergraduate Advisor" should be plural.

As with the international students, I would be very interested to have a list of the students in ANTH who have declared as indigenous. Would you be able to share this with me?

Thank you very much for your help and for all of your work on this. I have updated our program entries in Kuali following your template; we have a number of other changes to make before I can submit for approval.

Thanks,
Yin

Yin Lam (he/him), Undergraduate Advisor

Department of Anthropology, University of Victoria, PO Box 1700 STN CSC, Victoria, BC, Canada V8W 2Y2
Territories of the Songhees, Esquimalt, and WSÁNEĆ peoples

From: Reuben Rose-Redwood - Associate Dean Academic, SOSC

Sent: Monday, August 21, 2023 3:52:18 PM

To: Anthropology Undergraduate Advisor; James Rowe; Ryan Hilperts; Shannon Fargey; Janette DeLong; Peyman Vahabzadeh

Cc: Rhianna Nagel - Manager, Community-Engaged Learning

Subject: CE Option Proposal Draft and Consultation

Hi all,

With the help of Ryan Hilperts and Rhianna Nagel, I've prepared a draft of the CE Option proposal to be submitted to the Senate Committee on Planning on behalf of participating academic units (ANTH, ES, GEOG, and SOCI). This proposal is in addition to the Kuali proposals that I've developed for each

academic unit and the related 'parent' program proposals that each of you will be submitting separately with the template that I provided to each of you individually.

As part of the consultation process for this proposal, I would appreciate it if each of you could send me the following sometime in the next week if possible:

1. Confirmation that your academic unit has approved moving forward with the Community Engagement Option.
2. Confirmation of your support for the attached proposal, along with any feedback or suggested edits (using track-changes) for the proposal draft.

I will be circulating this proposal to various different stakeholder groups as part of the consultation process to garner further support for the CE Option proposal soon as well.

If you have any questions, feel free to let me know.

All the best,

Reuben

Reuben Rose-Redwood, Ph.D.
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
University of Victoria

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From: Rowe James <jkrowe@uvic.ca>

Date: Wednesday, August 23, 2023 at 6:29 PM

To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>

Cc: Ryan Hilperts <ryzome@uvic.ca>

Subject: Re: CE Option Proposal Draft and Consultation

Hi Reuben,

I hope all is well. Yes on both counts.

All the best,

James

James K. Rowe
Associate Professor
School of Environmental Studies
University of Victoria
Office - Turpin A143
Phone - 250.853-3574
Pronouns: he/him/they

Forthcoming book:

[*Radical Mindfulness*](#)

I acknowledge and respect the lək'wəŋən peoples on whose territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day. The process of colonization is ongoing as are resistances to it. My intention is that the research and teaching I do be in the service of decolonization.

On Aug 21, 2023, at 3:52 PM, Reuben Rose-Redwood - Associate Dean Academic, SOSC
<soscasdn@uvic.ca> wrote:

Hi all,

With the help of Ryan Hilperts and Rhianna Nagel, I've prepared a draft of the CE Option proposal to be submitted to the Senate Committee on Planning on behalf of participating academic units (ANTH, ES, GEOG, and SOCI). This proposal is in addition to the Kualii proposals that I've developed for each academic unit and the related 'parent' program proposals that each of you will be submitting separately with the template that I provided to each of you individually.

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All the best,

Reuben

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From: Shannon Fargey <fargey@uvic.ca>
Date: Tuesday, August 22, 2023 at 10:03 AM
To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>, Ryan Hilperts <ryzome@uvic.ca>, Janette DeLong <geog2@uvic.ca>
Cc: "Rhianna Nagel - Manager, Community-Engaged Learning" <celc1@uvic.ca>
Subject: Re: CE Option Proposal Draft and Consultation

Hi Reuben, Ryan and Rhianna.

Thank you for all your hard work on this.

I included edits, but only in redefining what GEOG courses meet the criteria of the option. Added three and removed two.

To confirm Geography voted and approved participation with this option (March 3, 2023 Department Meeting). I support this proposal and draft.

Kind Regards,
Shannon

Shannon Fargey, PhD ([she/her](#))
Associate Teaching Professor
Department of Geography, University of Victoria
Victoria, British Columbia, Canada
Email: fargey(@)uvic.ca
X: @fargetmenot
<https://www.shannonfargey.org>
[pronunciation](#)

I acknowledge and respect the lək'wəjən peoples on whose traditional territory the university stands, and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day. I am an uninvited guest and settler on these lands.

From: Reuben Rose-Redwood - Associate Dean Academic, SOSC
Sent: 21 August 2023 15:52
To: Anthropology Undergraduate Advisor; James Rowe; Ryan Hilperts; Shannon Fargey; Janette DeLong; Peyman Vahabzadeh
Cc: Rhianna Nagel - Manager, Community-Engaged Learning
Subject: CE Option Proposal Draft and Consultation

Hi all,

With the help of Ryan Hilperts and Rhianna Nagel, I've prepared a draft of the CE Option proposal to be submitted to the Senate Committee on Planning on behalf of participating academic units (ANTH, ES, GEOG, and SOCI). This proposal is in addition to the Kuali proposals that I've developed for each academic unit and the related 'parent' program proposals that each of you will be submitting separately with the template that I provided to each of you individually.

As part of the consultation process for this proposal, I would appreciate it if each of you could send me the following sometime in the next week if possible:

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I will be circulating this proposal to various different stakeholder groups as part of the consultation process to garner further support for the CE Option proposal soon as well.

If you have any questions, feel free to let me know.

All the best,

Reuben

Reuben Rose-Redwood, Ph.D.

Associate Dean Academic, Faculty of Social Sciences

Professor, Department of Geography

University of Victoria

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From: Peyman Vahabzadeh <peymanv@uvic.ca>
Date: Thursday, August 24, 2023 at 7:22 PM
To: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>
Subject: Re: CE Option Proposal Draft and Consultation

Hi Reuben.

To answer your questions.

1. I confirm that the CE option was approved by our Departmental meeting of 22 Mar 2023.
2. I support the attached proposal and have no feedback.

Best
Peyman (Sociology)

From: "Reuben Rose-Redwood - Associate Dean Academic, SOSC" <soscasdn@uvic.ca>
Date: Monday, August 21, 2023 at 3:52 PM
To: Anthropology Undergraduate Advisor <anthua@uvic.ca>, James Rowe <jkrowe@uvic.ca>, Ryan Hilperts <ryzome@uvic.ca>, Shannon Fargey <fargey@uvic.ca>, Janette DeLong <geog2@uvic.ca>, Peyman Vahabzadeh <peymanv@uvic.ca>
Cc: "Rhianna Nagel - Manager, Community-Engaged Learning" <celc1@uvic.ca>
Subject: CE Option Proposal Draft and Consultation

Hi all,

With the help of Ryan Hilperts and Rhianna Nagel, I've prepared a draft of the CE Option proposal to be submitted to the Senate Committee on Planning on behalf of participating academic units (ANTH, ES, GEOG, and SOCI). This proposal is in addition to the Kuali proposals that I've developed for each academic unit and the related 'parent' program proposals that each of you will be submitting separately with the template that I provided to each of you individually.

As part of the consultation process for this proposal, I would appreciate it if each of you could send me the following sometime in the next week if possible:

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I will be circulating this proposal to various different stakeholder groups as part of the consultation process to garner further support for the CE Option proposal soon as well.

If you have any questions, feel free to let me know.

All the best,

Reuben

Reuben Rose-Redwood, Ph.D.
Associate Dean Academic, Faculty of Social Sciences
Professor, Department of Geography
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Community Engagement Certificate Program in the Faculty of Social Sciences Consultation Brief

May 13, 2022

The following brief outlines the reasoning behind a proposed Community Engagement Certificate in the Faculty of Social Sciences, and poses questions for collaboration and input during this development phase.

Why a Community Engagement Certificate? Why Now?

Current landscape:

We have many of the pieces and momentum needed to create this designation. UVic is putting itself forward as a leader in Community-Engaged Learning (CEL), and students are coming to UVic to benefit from this type of learning. We have an active CEL Office at LTSI that can support this work, as well as a supportive Dean's Office in the Faculty of Social Sciences. There is a wealth of CEL courses being offered across the social sciences, and substantial instructor capacity and expertise. However, most CEL courses are offered as capstone experiences and not scaffolded with earlier learning experiences. This limits the range and depth of learning and community engagement that is possible, constraining its benefit both for students and for community partners.

There are three main issues in current CEL offerings that this designation would seek to address. First, CEL offerings are uneven across disciplines; for example, CEL is predominantly offered in GEOG and ES, and there are few offerings in ECON. Second, there are few introductory-level courses that prepare students for the intensive or complex CEL that often happens in upper-level courses. Third, students are not necessarily receiving a scaffolded experience that helps them integrate, understand and articulate the meaning and purpose and outcomes of their community-engaged learning. Addressing these three issues will enhance the student experience as well as the potential benefits of CEL to community partners.

Purpose:

To support students across the social sciences and beyond in meaningful, effective, and ethical community-engaged learning (CEL) by developing an introductory-level CEL course and core curriculum.

To provide a better structured and scaffolded learning experience and the opportunity for students to systematically integrate CEL and deepen their community engagement skills throughout their degree programs.

To offer formal recognition for students who have developed core community engagement skills.

To cultivate an interdisciplinary cohort of CEL learners with the capacity to engage community partners in addressing real-world issues from a diverse range of perspectives.

Draft program-wide learning objectives

The consultation will expand and shape these program learning objectives.

Students will:

- Identify community engagement opportunities in their own community and describe the role that these opportunities play in the functioning of civil society.
- Describe and practice principles of ethical reciprocity in community engaged settings.
- Articulate their self-location and the ways that it shapes their roles in community engagement.
- Demonstrate awareness of power and privilege in various settings from the classroom to the wider community.
- Use self-reflection in a variety of formats to deepen personal awareness and set goals for learning.
- Effectively demonstrate skills in knowledge mobilization, from public and peer presentations to other forms of communication.
- Exhibit proficiency in active listening and giving and receiving feedback in peer and supervisor relationships.
- Demonstrate and practice professional communication skills.

Possible Curricular Model

The following is a potential working model based on the Mount Allison [Certificate and Minor in CEL](#) and UVic's other certificate programs:

Core Courses	Electives
CE 200 (NEW: Introduction to Community Engagement) CE 300 (Working in the Community) CE 400 (NEW: Capstone Seminar in Community Engagement)	4 courses (1.5 credits each) totalling 6 elective credits across multiple faculties/departments from a list of approved CEL electives.

Consultation Questions

Overall certificate concept:

Please share your thoughts about the overall idea for the CE certificate.

How do you see this supporting the needs of students, community members, instructors, departments and/or programs?

What would make this appealing for students and instructors?

Do you have any concerns, questions or suggestions?

Core curriculum design:

[Attached is a draft content outline](#) for core course content at the 200, 300, and 400 levels which indicates scaffolding to support learning outcomes mentioned above.

Please comment on content in this proposed course progression; what would you change or add in terms of learning outcomes and/or content?

What resources or teaching activities/practices could you share that might support the content of these classes?

What community engagement opportunities might support learning objectives set out in the course sketches?

Elective courses:

As part of the requirement for the certificate, students will choose four courses from a list of approved CEL electives that meet predetermined criteria. What key attributes do you think should be considered when determining what courses could be included in the program? These attributes can be distinct within different learning levels.

Are there particular courses that you/your unit currently offer, **or would like to offer**, that could be integrated into this certificate?

Capstone experience design:

A capstone experience would be a powerful way for students to complete the CE certificate. It would offer an opportunity for students to synthesize and reflect on their collective CE experiences throughout the program, and offer their developed skills to an in-depth project or research question.

How do you think a capstone experience might be best framed for this certificate program? Below are a few ideas.

- A stand-alone capstone course designed for this program, perhaps culminating in a public presentation, conference or other engagement session.
- Cross-list existing upper-level courses with CE 400, and CE students complete an extra assignment or activity that helps to serve the synthesis purposes of a capstone experience.
- Making existing 400-level capstone classes within units interdisciplinary, opening up to participation by CE students from other disciplines who will bring a deep CE experience to the class. (ie. students in ECON, who have taken the prerequisite CE courses, could take SOCI or GEOG as a capstone course)
- Host a non-credit seminar series for students in the CE cohort that culminates in a public presentation, conference, or other engagement session.
- [Please see attached list](#) of potential existing upper-level capstone courses; are there others you think might support the purposes of this program?

Further consultation:

[See our consultation process outline](#) at the end of this document.

Who else might have valuable insight to contribute to this consultation process?

CONSULTATION PROCESS

Program Development Process

- Stage 1 (currently underway; led by SOSC & CEL office): constitute an ad-hoc program committee; identify current CEL opportunities and gaps at UVic; assess CEL designations at other universities; identify key gaps and opportunities for enhancing CEL; submit ELF grant for development support.
- Stage 2 (April-July 2022; led by SOSC Associate Dean Academic with support from Ryan Hilperts and ad-hoc program committee): develop proposal: identify learning outcomes; draft program structure; develop course descriptions and draft curriculum for core courses; consult widely on program structure and opportunities within SOSC, across UVic, and with community partners; identify instructors and administrative framework; finalize program proposal.
- Stage 3 (September-November 2022; led by SOSC Associate Dean Academic): final consultations with all potential stakeholders; submit program proposal to curriculum committee; draft complete outlines for CE 200, CE 300, CE 400; schedule core courses for 2023-24 academic year; prepare for program launch.

Parties Consulted

SOSC Community Engaged Working Group

Margo Matwyhuk (Anthropology)

Anaïs Holdaway (Co-op)

Reuben Rose-Redwood (Associate Dean Academic, SOSC)

Lydia Toorenburgh (Tri-Faculty Indigenous Resurgence Coordinator)

Renee Livernoche (LE, NONET Experiential Learning Coordinator)

Lisa Mort-Putland (Volunteer Victoria)

Cameron Owens (Geography)

Erica Woodin (Psychology)

Bruce Ravelli (Sociology)

Ken Josephson (Geography)

Crystal Tremblay (Geography)

Avigaile Eisenberg (Political Science)

Anthropology

Helen Kurki (director)

Yin Lam (Undergraduate Adviser)

Brian Thom

Iain McKechnie

Andrea Walsh

Erin McGuire

Economics

Vasco Gabriel—Director

Chris Willmore—Undergraduate Adviser

Nilanjana Roy

Sociology

Steve Garlick–Director

Bruce Ravelli–Undergraduate Adviser

Geography

David Atkinson–Director

Cameron Owens–Undergraduate Adviser

Deondre Smiles

Jutta Gutberlet

Chris Dairmont

Chris Bone

Denise Cloutier

Environmental Studies

Brian Starzomski–Director

Laurel Currie–Undergraduate Adviser

James Rowe

Sarah Hunt

Darcy Matthews

John Volpe

Natalie Ban

Deb Curran

Eric Higgs

Psychology

Stephen Lindsay–Director

David Medler–Undergraduate Adviser

Nigel Mantou-Lou

Louise Chim

Paweena Sukhawathanakul

Political Science

Scott Watson–Director

Simon Glezos–Undergraduate Director

Michelle Bonner–Undergraduate Adviser

Will Greaves–Undergraduate Adviser

Jamie Lawson

Office of Indigenous Academic and Community Engagement

Lalita Kines–Executive Director

Renee Livernoche

Lydia Toorenburgh

Rob Hancock

Libraries

Co-op and Career

Proposed Core Course Content for Community Engagement Certificate

This proposed course progression scaffolds learning outcomes in self-awareness and regulation, metacognitive processing, and social awareness and responsible citizenship (See Bowering, et al. (2020)). Course activities and material will teach students how to build safe learning environments and to develop capacities for participating in interdisciplinary conversations. The course progression also supports the development of professional skills required for effective engagement in community partner settings related to time management, project planning and professional communications. Skills for reflective practice—which are central to effective experiential learning (Kolb 1984)—will be taught and developed throughout the core course progression (e.g. Davis 2019; Mollee 2011; Ash & Clayton 2004).

The type of community engagement at each level is informed by Howe et al. (2014) who uses student development theory to recommend a progression of instructor role, community contact, type of engagement, and relative level of student responsibility in community engaged programs. As students build on their learning, their level of responsibility and independence in community engaged settings increases, while the instructor's role moves from being an authority and coordinator to more of a coach.

	200-level: Introduction to Community Engagement	300-level: Working in Community	400-level: Capstone Experience
Type of CE Experience	Two or three discrete whole class experiences; variety of guest speakers from SOSC departments and community organizations	Individual or pair 40-hour placements with nonprofits; guest speakers and panels with third sector experts and leaders; one whole class service event	Small group project-based; potentially research focused or carrying forward previous term projects; all with the same partner, or a small number of partners. Thematically organized? Content expert (from community and UVic) guest speakers.
Topical Content	What is community? Interdisciplinary perspectives	Structure, organization, and role of nonprofits in society	Thematic content
	What is community-engaged learning?	Deconstructing knowledge, power divides and hierarchies	Community Engagement beyond the University experience
	The Kolb Learning Cycle	Issue-specific content related to partner organizations	Civic engagement in the 21st Century: tackling 'wicked problems' in community contexts
	What is positionality?	Civic engagement in the 21st Century: caring for self and community	Community-engaged methodological theory and practice
	What is education for?		

Ethical Content	Reciprocity	Organizational ethics	Thematic and/or methodologically focused issues
	Understanding power and privilege	Equity and diversity in nonprofits	Institutional research ethics
	Individual self-location	Decolonizing the third sector	Upholding community protocols
	Colonization and decolonizing education	Self-location, power and privilege in the community context	Self-location, power and privilege beyond academia, as a professional in the community
	Working with vulnerable populations		
Skill Development	Self-reflection in an academic context	Self-reflection in academic and professional contexts	Self-reflection as a lifelong practice
	Presentations to peers	Presentations and workshop facilitation	Presentations and workshop facilitation for public
	Active listening	Active listening (continued)	Interview, focus group skills (including arts-based and asset-based approaches to inquiry)
	Interdisciplinary conversations	Interdisciplinary conversations (continued)	Interdisciplinarity in project/research design
	Collaboration Skills: decision making processes	Resume/CV and cover letters	Creating supportive teams
	Time management	Professional communications	Knowledge mobilization (e.g. brief writing, infographics, video production)
	Giving, requesting, and receiving feedback (peers)	Giving, requesting, and receiving feedback (professional contexts)	Supporting individual and collective goals
		Personal and professional goal setting	Conflict resolution
		Project management	
		Intro to grant writing/fundraising	

Sources

- Ash, S. L., & Clayton, P. H. (2004). The Articulated Learning: An Approach to Guided Reflection and Assessment. *Innovative Higher Education*, 29(2), 137–154.
- Bowering, E., Frigault, C., & Yue, A. R. (2020). Preparing Undergraduate Students for Tomorrow's Workplace: Core Competency Development Through Experiential Learning Opportunities. *Canadian Journal of Career Development*, 19(1), 56–68.
- Davis, J., Cronley, C. Beaman, K. & Madden, E. (2019). Voices from the Field: A Qualitative Exploration of Community Partners' Definitions of Service-Learning. *Partnerships: A Journal of Service-Learning and Civic Engagement*, 10(1), 146-156.
- Howe, C.W., Coleman, K., Hamshaw, K., & Westdijk, K. (2014). Student Development and Service-Learning: A Three-Phased Model for Course Design. *International Journal of Research on Service-Learning and Community Engagement*, 2(1). 44-62.
- Kolb, D. (1984). Experiential Learning: Experience As The Source Of Learning And Development. In *Journal of Business Ethics* (Vol. 1).
- Molee, L. M., Henry, M. E., Sessa, V. I., & Mckinney-Prupis, E. R. (2011). Assessing Learning in Service-Learning Courses through Critical Reflection. *Journal of Experiential Education*, 33(3), 239–257.

Examples of some upper-level courses that could serve as capstone experiences

SOCI 439A	Community Engaged Sociology I
SOCI 439B	Community Engaged Sociology II
GEOG 380	Community Mapping
GEOG 407	Activism and Community-Based Planning
GEOG 347B	Geographies of Development
ES 481	Advanced Environmental Topics in Ethnoecology
ES 380/381/370	Redfish School of Change
ES 403	Field Course in Reconciliation, Ecology, and Place-Based Law
ANTH 460/520	Ethnographic Mapping and Indigenous Cartographies



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

January 15, 2024

To: Operations and Facilities Committee

From: Elizabeth Croft
Vice-President Academic and Provost

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

cc: President and Vice-Chancellor

Meeting Date: January 30, 2024

Subject: Proposal to discontinue the Professional Specialization Certificate in
Performance Management in the School of Public Administration

Basis for Jurisdiction: Senate Committee on Planning meeting December 6, 2023
Senate Meeting on January 5, 2024

Strategic Relevance:

The proposal to discontinue the Professional Specialization Certificate in Performance Management in the School of Public Administration reflects the practice of continuous program review and renewal to ensure our programs remain current and relevant and to discontinue programs that no longer serve students and the wider community.

In 2020, the School of Public Administration reviewed its courses and programs, including the Professional Specialization Certificate in Performance Management. Due to chronically low enrolment in the Performance Management PSC, it was recommended that the program be suspended and not accept students, with a plan to eventually discontinue the program.

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to discontinue the Professional Specialization Certificate in Performance Management in the School of Public Administration as described in the document "Public Administration Performance Management Certificate".

Background:

The Professional Specialization Certificate (PSC) in Performance Management was introduced in 2003 and was one of five PSC programs offered by the School of Public Administration:

1. Local Government Management
2. Public Sector Management
3. Volunteer and Non-profit Sector Management
4. Public Policy and Governance
5. Performance Management

The five PSC programs plus two Diploma programs (Local Government Management and Public Sector Management) consisted of the same ADMN courses, with different core and elective requirements for each specialized program. These same 300 and 400-level courses are also offered to undergraduate students in degree programs at UVic as part of a Minor in Public Administration, or as elective options.

As of Fall 2020, 13 students had graduated from the Performance Management PSC program and there were no students registered in the program.

Attachment(s): January 2024 Senate docket for the proposal to discontinue the Professional Specialization Certificate in Performance Management in the School of Public Administration

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM DISCONTINUATION – UNDERGRADUATE

Professional Specialization Certificate in Performance Management

Submitted by:	Name and title	Email
Dean or designate	Dr. Maureen Ryan, Associate Dean Academic, HSD	hsdasdn@uvic.ca
Academic unit, department, or school	School of Public Administration	padirect@uvic.ca
Name, title, and email of contact person	Marlowe Morrison, Programs Manager	pamanager@uvic.ca
Anticipated implementation date of discontinuation	202405	

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	Sept. 1, 2023
Departmental/School approval	April 4, 2023
Faculty Curriculum Committee approval	Sept. 21, 2023
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	Sept. 27, 2023

Please complete all rows with date or N/A

Consultations (as applicable; see notes below) *supporting documentation required for all consultations	Date (or N/A)	Supporting Documentation Attached (Y/N)
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	N/A	
Co-operative Education and Career Services – Andrea Giles, Executive Director – cooped@uvic.ca	N/A	
Office of the Registrar – OREGSCPConsultation@uvic.ca	N/A	
Indigenous Academic and Community Engagement – Kundoqk Jacque Green, Executive Director, iaceed@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	Sept. 27/23	Y
Consultation with related academic units/programs impacted by the discontinuation – (see Section D)	N/A	

Professional Specialization Certificate in Performance Management

Summary Description of Proposed Discontinuation

A. Provide a summary and rationale for the proposed discontinuation (maximum 1 page).

The Professional Specialization Certificate (PSC) in Performance Management was introduced in 2003 and was until 2021 one of five PSC programs offered by the UVic School of Public Administration:

1. Local Government Management
2. Public Sector Management
3. Volunteer and Non-profit Sector Management
4. Public Policy and Governance
5. Performance Management

The five PSC programs plus two Diploma programs (Local Government Management and Public Sector Management) consisted of the same ADMN courses, with different core and elective requirements for each specialized program. These same 300 and 400-level courses are also offered to undergraduate students in degree programs at UVic as part of a Minor in Public Administration, or as elective options.

In 2020, the School of Public Administration undertook a curriculum review of all undergraduate ADMN courses and programs offered by the School, including the Professional Specialization Certificate in Performance Management. It was recommended that, due to chronically low enrollment in this PSC, the Performance Management PSC be suspended and not accept students, with a plan of potentially deleting the program in the next two years. In Fall 2020, 13 students had graduated from the Performance Management PSC program and there were no students registered in the program.

B. How does the proposed discontinuation impact students currently enrolled in the program and what is the transition plan for them to complete their program?

There are currently no students registered in the Performance Management Professional Specialization Certificate. Any prospective students interested in the content in the discontinued program could take the same courses in the PSC in Public Sector Management, or as part of a Diploma program.

C. What impact will the proposed discontinuation have on resources such as faculty, staff appointments, and space?

None. All courses in the suspended Performance Management program continue to be offered, so faculty, staff and space are not impacted.

D. Provide evidence of consultation with related programs and UVic departments/faculties participating or affected by the program discontinuation (emails/letters of support in an appendix).

Not applicable, no other units were impacted by the discontinuation of the program.

Office of Indigenous Academic and Community Engagement (IACE)
Consultations for Program Proposals

The Office of Indigenous Academic and Community Engagement (IACE) engages with academic units across the institution to support Indigenous student success and community engagement grounded in cultural teachings from Elder's Voices. One significant part of IACE's mandate is to offer academic leadership and support for the advancement of Indigenous academic programming, guiding the university in processes and projects of decolonization and reconciliation. As a result, IACE reviews proposals for new academic programs and for revision or discontinuance of existing academic programs as part of the wider process overseen by the Associate Vice-President Academic Programs in the Office of the Vice-President Academic and Provost.

As this is a complicated process, academic units working on program proposals are encouraged to submit this form as soon as is practicable, to ensure a timely engagement with IACE. If IACE view is required for the proposal, this will take at least six weeks once the unit has a complete draft of the proposal, and consultation with IACE will add to this time.

Part I: Background Information

Department/School/Faculty: School of Public Administration

Name of Program: Professional Specialization Certificate in Performance Management Credential Level:

☐ Diploma/Certificate ☒ Undergraduate ☐ Master's ☐ Doctoral

Type of Proposal:

☐ New Degree ☐ New Program ☐ Revision of Program ☒ Discontinuance of Program

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words):

The Professional Specialization Certificate (PSC) in Performance Management was introduced in 2003 and was (until 2021) one of five online PSC programs offered by the UVic School of Public Administration:

1. Local Government Management
2. Public Sector Management
3. Volunteer and Non-profit Sector Management
4. Public Policy and Governance
5. Performance Management

The five PSC programs plus two Diploma programs (Local Government Management and Public Sector Management) consist of the same ADMN courses, with different core and elective requirements for each specialized program. These same 300 and 400-level courses are also offered to undergraduate students in degree programs at UVic as part of a Minor in Public Administration, or as elective options.

Rationale for the proposal (approximately 200 words)

The Performance Management certificate had chronically low enrollment that continued to decline over the time it was offered. In 2020, after an undergraduate program review to update program and course content, it

was recommended that the Performance Management PSC be discontinued. The PSC was suspended in 2021, with a plan to potentially discontinue the program within two years. In Fall 2020, when the program stopped accepting applications, 13 students had graduated from the Performance Management PSC program and there were no students registered in the program. The School would now like to proceed with discontinuing this program.

For program revisions or discontinuances, how many Indigenous students are currently enrolled?

No students are currently enrolled.

For new programs, how many Indigenous students do you envision enrolling?

N/A

Part III: Proposal Information

A. Does this proposal include elements that will focus on:

- Attracting or retaining Indigenous students? ☐ Yes ☐ No
Please provide details (approximately 100 words). N/A
- Engaging with Indigenous communities, nations, or organizations? ☐ Yes ☐ No
Please provide details (approximately 100 words). N/A
- Attracting or retaining Indigenous faculty? ☐ Yes ☐ No
Please provide details (approximately 100 words). N/A
- Engaging with Indigenous knowledge(s) and/or ways of knowing and being? ☐ Yes ☐ No
Please provide details (approximately 100 words) N/A
- Engaging with Indigenous territories, lands and/or waters? ☐ Yes ☐ No
Please provide details (approximately 100 words) N/A

B. Does the proposed program envision drawing on IACE resources (e.g., assistance with booking Elders, etc.)?
☐ Yes ☐ No N/A

C. How does the proposed or revised program support or advance institution priorities and plans relate to Indigenous incentives (e.g. Indigenous Plan, Strategic Plan, etc.)? Please identify specific goals and priorities (approximately 200 words).

The discontinuance of the Performance Management PSC was recommended in an overall program

review, whose purpose was to update School of Public Administration undergraduate programs and course content. This review recommended the discontinuance of the Performance Management PSC and the incorporation of more content related to Indigenous Governance and Administration, as well as

- Building understandings and relationships with Indigenous people and First Nations governments to better serve their needs, and
- Governance issues related to environmental protection and planetary health.

Following the review, the school has created two new undergraduate courses, including a course on Indigenous Governance in Canada, and revised program requirements to make this course required or elective in all undergraduate programs.

Part IV: Consultation and Approvals

If you answered “No” to all questions in Part III A, no further consultation with IACE is required and this signed document can be included in the proposal as evidence of consultation with IACE.



September 27, 2023
Date

Kundoqk, Jacquie Green
Executive Director
Office of Indigenous Academic and
Community Engagement

If you answered “Yes” to question B in Part III, you will also need to arrange for a letter of support from IACE outlining the contributions in addition to this signed form.

☒ IACE letter of support included in final proposal

IACE Comments (approximately 200 words)



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

January 15, 2024

To: Operations and Facilities Committee

From: Elizabeth Croft
Vice-President Academic and Provost

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

cc: President and Vice-Chancellor

Meeting Date: January 30, 2024

Subject: Proposal for changes to and name change of the PhD program in
the School of Child and Youth Care Program

Basis for Jurisdiction: Senate Committee on Planning meeting December 6, 2023
Senate Meeting on January 5, 2024

Strategic Relevance:

The proposed changes to and name change of the PhD program reflects the efforts to continue to offer a community minded, globally engaged program that transforms ideas in a meaningful way. The proposed renewal of the PhD program aligns with and reflect the School's current vision and value statements. The proposed new name of the PhD program, Youth, Family and Community Studies, broadens and solidifies our appeal to diverse students and expands professional and future academic opportunities for our graduates.

The inclusion of families and communities is also more responsive to the needs of Indigenous students and communities and in line with our program renewal mandate, which promotes the

inclusion of IBPOC communities, and the principles of decolonization and reconciliation outlined in the UVic Indigenous Plan.

The proposed changes advance many of the goals and actions outlined in UVic's Indigenous Plan and Strategic Plan including lifting each other up and creating a warm, welcoming and respectful learning environment and sense of place for Indigenous students and faculty. The proposed changes will ensure that our program is meeting the needs of Indigenous students and communities, Indigenizing curricula to enable students to gain knowledge of Indigenous epistemologies and histories and promote internationalization of Indigenous research by enhancing relations with Indigenous communities around the world.

Additionally, program changes are aligned with goals of the Indigenous Plan, including increasing "the number of reserved seats, access programs, preferential selection, and other opportunities to increase Indigenous student enrolment across campus" (Indigenous Plan, strand 1). Responding to the call for vital impact, the renewed PhD program also aims, through newly developed Program Learning Outcomes, to "have an impact on issues that matter to Indigenous peoples and their communities and to the physical, social and political environments in which they live."

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposed changes to the PhD program in the School of Child and Youth Care, as described in the document "School of Child & Youth Care PhD Program".

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposed name change of the PhD program in the School of Child and Youth Care to Child, Youth, Family and Community Studies, as described in the document "School of Child & Youth Care PhD Program".

Background:

The CYC PhD renewal plan is focused on addressing issues raised by an External Review completed in 2018. Specific goals of the PhD Program Renewal Mandate include:

1. To enhance the relevance of the CYC PhD program in meeting labour market needs in relevant communities of practice, including employment in the human services, academia and research.
2. To create a strong articulation between research and practice.
3. To enhance relationships with professional associations and employers in ways that offer advantage and pathways to professional practice for our graduates.
4. To ensure that the recruitment and retention goals of the PhD program enhance and meet the goals of the University's Indigenous Plan and the International Plan.
5. To continue to focus on the recruitment of a diverse student body, that represents the diversity of the communities and organizations served by our graduates.

6. To enhance and stabilize the practice opportunities available to graduate students to advance their professional development with strong linkages between research and practice.
7. To bring average completion times of the PhD program closer to University of Victoria norms.

The proposed program name change to 'Child, Youth, Family and Community Studies' better reflects the scope of the program content and in line with our recently renewed and re-named MA program.

Attachment(s): January 2024 Senate docket for the proposed changes to and name change of the PhD program in the School of Child and Youth Care Program



Date: December 8, 2023

To: Senate

From: Senate Committee on Planning

Re: **Proposal for changes to and name change of the PhD program in the school of Child and Youth Care**

At its meeting on December 6, 2023, the Senate Committee on Planning considered the proposal for changes to the program and name change of the PhD program in the School of Child and Youth Care.

The School of Child and Youth Care initiated a renewal of its PhD program in response to recommendations from the external review of the CYC program in 2018. The program renewal was also informed by a survey of current students and alumni in 2020, as well as recent UVic institutional plans. The proposed name of the program to include reference to School of Child and Youth Care proposes to change the program name to Child, Youth, Family and Community Studies. Senate approved similar changes to the MA in Child & Youth Care and name change in 2022.

The current proposal is for similar changes to the doctoral program to better reflect the content and focus. The inclusion of families and communities is also more responsive to the needs of Indigenous students and in line with the program renewal mandate. The mandate promotes the inclusion of BIPOC communities, and the principles of reconciliation outlined in the UVic Indigenous Plan.

The following motions are recommended:

Motion: That Senate approve, and recommend to the Board of Governors that it also approve the proposed changes to the PhD program in School of Child and Youth Care, as described in the document "School of Child & Youth Care PhD Program".

Motion: That Senate approve, and recommend to the Board of Governors that it also approve the proposed name change of the PhD program in the School of Child and Youth Care to Child, Youth, Family and Community Studies, as described in the document "School of Child & Youth Care PhD Program".

Respectfully submitted,

2023-2024 Senate Committee on Planning

Dr. Elizabeth Adjin-Tettey, Chair
Dr. Eva Baboula
Dr. Alexandrine Boudreault-Fournier
Dr. Alexandre Brolo
Dr. Jane Butterfield
Dr. Adam Con
Ms. Andrea Giles
Dr. Robin Hicks

Dr. Cynthia Milton
Ms. Tania Muir
Dr. Pablo Restrepo Gautier
Dr. Maureen Ryan
Ms. Ada Saab
Dr. Kristin Semmens
Dr. Henning Struchtrup
Ms. Wendy Taylor

Dr. Sandra Hundza
Mr. Cole Kennedy
Dr. Annalee Lepp

Khushi Wadhwa
Dr. Jie Zhang
Ms. Christine McLaughlin (Secretary)

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STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

School of Child & Youth Care – PhD Program Renewal and Name Change

- ☐ Double or dual degree programs involving existing degrees
☐ Programs involving partnerships or agreements with other institutions
☒ Changes to a program degree or title
☒ Significant changes to program focus, content, structure, new stream within existing program or Requirements
☐ Other, please specify:

Submitted by:	Name and title	Email
Dean or designate	Dr. Maureen Ryan	hsdasdn@uvic.ca
Academic unit, department, or school	PhD Program, School of Child & Youth Care, Faculty of Human and Social Development	
Name, title, and email of contact person	Dr. Bryan Silverman	bryansilverman@uvic.ca
Anticipated change start date		

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	June 16, 2020 (Susan Lewis)
Pre-consult with Faculty of Graduate Studies – Administrative Manager (fgscirc@uvic.ca)	
Departmental/School approval	September 8, 2023
Faculty Curriculum Committee approval	September 21, 2023
*Faculty Council approval (or indicate equivalent Faculty voting body)	September 28, 2023
Faculty of Graduate Studies Graduate Executive Committee (GEC) approval	
Faculty of Graduate Studies Council approval (follows GEC approval)	October 13, 2023

Please complete all rows with date or N/A

Consultations (as applicable; see notes below) <i>*supporting documentation required for all consultations</i>	Date (or N/A)	Supporting Documentation Attached (Y/N)
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	N/A	
Co-operative Education and Career Services – Andrea Giles, Executive Director – cooped@uvic.ca	N/A	
Office of the Registrar and Enrolment Management – OREGSCPConsultation@uvic.ca	August 8, 2023	
Indigenous Academic and Community Engagement – Kundoqk Jacque Green, Executive Director, iaceconsultations@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	Pending-Submitted- July 31, 2023	
Internal Consultation (emails/letters of support as per section I)		
Non-standard Tuition	Yes* or N/A	Non-standard form attached (Y/N)
Proposed program change involves non-standard tuition	N/A	N

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A. Please identify the type of change being proposed (e.g. double or dual degree programs involving existing degrees, programs involving partnerships or agreements with other institutions, changes to a program degree or title, significant changes to program focus, content, structure or requirements (e.g. moving from a project-based to a course based masters).

The PhD program renewal is the conclusion of a process begun in 2019 graduate program in the School of Child and Youth Care. Responding to the External Program Review and through consultation with students, faculty, adjuncts and alumni, the School began a process of renewal in both the MA and PhD programs, which included a pause in admission intakes for both programs. The MA program was successfully relaunched in 2022-23. This proposal developed by faculty and staff, responds to the aforementioned consultation and review, and positions SCYC to admit students to our PhD program in 2025. The proposed name change is for the credential only to align with the MA program which made the change as part of its recent renewal and not the name of the School. As well, the proposed change to the name of the PhD is for new credentials to be awarded.

Renewal of existing PhD program including:

- (1) Introduction of new Program Learning Outcomes (see Section I)
- (2) Refocusing of course content in alignment with new Program Learning Outcomes, including:
 - a. The revision of three courses (CYC641, CYC 680, CYC682B),
 - b. The creation of one new course (CYC644) to replace CYC643 and CYC645.
- (3) A program Name Change to align with our recently renewed MA program. The new program name will be doctoral program in “Child, Youth, Family and Community Studies’.
- (4) The program structure will change to one initial year of on-campus coursework followed by virtual and online components, both synchronous and asynchronous.
- (5) The program will remain at 30 units; however, the distribution of units will shift with course changes (see Section G and Appendix C). The number of required courses will remain at 6 units.
- (6) The program will change to allowing instead of requiring elective coursework.
- (7) CYC682B *Practice Internship in CYFCS* increases in units from 1.5 to 3.0 to reflect increased demands at the doctoral level and increase in hours (150 to 300) of the internship.
- (8) CYC641 *Generating Knowledge in CYFCS* decreases in units from 3.0 to 1.5 to reflect change from year-long course to one semester, fall course.
- (9) Implementation of Indigenous course replacement policy: Self-identified Indigenous students have the option to substitute a maximum of one mandatory CYFCS PhD courses with Indigenous-focused courses offered outside of the program. Students who are contemplating course substitution must secure the endorsement of their supervisor. Students are responsible for identifying possible substitute courses to discuss with their supervisor. Course substitution requires the input and endorsement of supervisors to ensure alignment with program requirements, and the approval of the supervisor and department Graduate Advisor.

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

PhD Program Renewal Mandate – The CYC PhD renewal plan is focused on addressing issues raised by an External Review completed in 2018. Specific goals include:

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

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

Program Name change – 'Child, Youth, Family and Community Studies' – As with our recently renewed MA program, we are renaming the PhD program in response to alumni feedback on the limitations of a graduate degree in CYC, a more accurate reflection of the scope of the PhD program, the expertise of the research faculty and the diverse forms of research and practice undertaken by students in diverse family and community contexts. The inclusion of families and communities is also more responsive to the needs of Indigenous students and in line with our program renewal mandate, which promotes the inclusion of BIPOC communities, and the principles of reconciliation outlined in the **UVic Indigenous Plan**. The field of "Child and Youth Care" is less recognized internationally, and the new name facilitates internationalization in recruitment and pedagogical approaches. It broadens and solidifies our appeal to diverse students and expands professional and future academic opportunities for our graduates, which is crucial to recruitment and retention.

The vision of our program is key to articulate our PhD program's identity, which contributes to the creation of program-level outcomes and establishes the overall focus of the curriculum. Our School's [current vision and value statements](#) provide a clear vision for our PhD program.

Our proposed changes advance many of the goals and actions outlined in **UVic's Indigenous Plan**, including creating a warm, welcoming and respectful learning environment and sense of place for Indigenous students and faculty, ensuring that our program is meeting Indigenous student and community needs, Indigenizing curricula in order to enable students to gain knowledge of Indigenous epistemologies and histories, and promoting internationalization of Indigenous research by enhancing relations with Indigenous communities around the world. This will involve multiple spaces for enactment, including curriculum development that includes revising courses, implementing supportive policies, and engaging with the cultural competency training offered through the First People's House and monitoring our progress in the efforts through ongoing program reflection to support continuous improvement, and engaging with feedback from multiple sources including annual student reviews and external program reviews.

Additionally, program changes are aligned with goals of the Indigenous Plan, including increasing "the number of reserved seats, access programs, preferential selection, and other opportunities to increase Indigenous student enrolment across campus" from Strand 1 of the Indigenous Plan. Responding to the call for vital impact, the renewed PhD program also aims, through newly developed Program Learning Outcomes, to "have an impact on issues that matter to Indigenous peoples and their communities and to the physical, social and political environments in which they live."

Elements of the renewed program also align strongly with UVic's Aspiration 2030 plan, including specifically the 'Research Community' strand through the expanded internship course, the 'Societal Impact' strand with the program defined learning outcome focused on knowledge mobilization (see Section I), and the 'Commitment to Indigenous Scholarship' strand through foregrounding Indigenous scholarship and upholding

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decolonial ethics as identified in our Program Learning Outcomes, a commitment to supporting Indigenous students in the program, and course replacement for Indigenous students policy.

C. What are the current labour market indicators to support the proposed change?

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

Program changes are also responsive to the results of a survey of current graduate students and alumni in Fall 2020. Their feedback converges with the recurring themes identified in the graduate program historical documents, including lack of course cohesion, decolonizing approaches in content and pedagogy, and knowledge to practice translation.

Suggestions to improve the PhD program included a focus on decolonizing the content and teaching, improving knowledge to practice translation, focus on more practical skills, more support and orientation for students to understand the dissertation writing journey and better connections between programs and agencies in the local youth and family serving community and the CYC academic community.

The program renewal also responds to additional in-depth written feedback from 10 alumni, with advanced practice/leadership experience in diverse organizational and community contexts, on the values, knowledges, and skills, which they perceived as being relevant to current practice and to better align with labour market and student, client and practitioner needs.

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

D. How is the proposed change aligned with, or is distinct from related undergraduate programs in other BC postsecondary institutions?

A jurisdictional scan noted that there are no similar/allied PhD programs in BC. There are two similar/allied programs in eastern Canada, Child & Youth Studies at Brock University and Family Relations & Human Development at the University of Guelph, both of which are in Ontario.

Our program name change identifies our program as being more closely aligned with these other programs. The PhD programs at Brock and Guelph have a comparable number of required courses and similar candidacy and dissertation requirements to our proposed program. However, our renewed

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

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

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

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

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program would be distinct from these programs in that we will have a required internship/practicum course. Furthermore, our renewed CYFCS PhD program places a deliberate and explicit emphasis on integrating decolonial frameworks throughout the curriculum and learning objectives. This commitment is a point of pride among our program's faculty and staff and sets UVic apart from its counterparts.

E. How are the admission requirements affected by the proposed change?

The admissions requirements are not affected by the proposed changes to the PhD program.

F. Areas of specialization and evidence of adequate faculty complement (Include a table showing anticipated faculty supervision and committee service considering faculty leaves. (Including short faculty CVs in an appendix)

There are no areas of specialization in our proposed program renewal.

We propose to admit 6-10 PhD students biennially (in odd numbered years) starting in the Fall semester subsequent to approval of the renewal. We have a current research faculty complement of 9 and anticipate completing the hiring process for an additional 2 research faculty positions in 2024.

On average, one research faculty member is on study leave each year. A few of our faculty members are currently in leadership roles within the School and the HSD faculty so may accept PhD supervisees every other cohort intake or serve as departmental members or co-supervisors only.

Research Faculty	PHD Student Supervision	PhD Committee Service
K. Cheney	1 per intake	1-2 per intake
S. Carere	1 per intake	1-2 per intake
N. Claxton	1 per intake	1-2 per intake
Gerlach	1 per intake	1-2 per intake
S. Gulamhusein	1 per intake	1-2 per intake
D. Kakuru	1 per intake	1-2 per intake
F. Mawani	1 per intake	1-2 per intake
M. Mucina	1 every other intake	1 per intake
J. White	1 every other intake	1 per intake

Please see Appendix B for short faculty CVs.

G. Curriculum design (Include draft curriculum program and course change forms in an appendix)
Indicate the program requirements and design, including core and prerequisite courses. Identify which courses already exist at UVic and any new courses to be implemented as a result of the proposed change.

The renewed PhD program, like the previous iteration, will have four required core courses, including an internship, and will have required candidacy examinations and dissertation. In the renewed program, students will be encouraged as opposed to required to take one or more electives. The rationale for this change is that optional electives may be used to fill in gaps in students' research knowledge/experience or to tailor students' programs to their particular research interests (the expectation is that completion of CYC 644 would normally prepare students to undertake their doctoral research. However, depending on an individual student's research area they may need further grounding in methodology to undertake their

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doctoral research. Those students will work with their supervisors to identify an elective that would give the student the additional grounding they need for their specific research).

CYC 641: Generating Critical, Interdisciplinary Knowledge in CYFCS	1.5 Units
CYC 644: Research Design and Knowledge Mobilization in CYFCS	1.5 Units
CYC 682B: Applied Internship in CYFCS	3.0 Units
CYC 680: Doctoral Seminar in CYFCS	1.5 Units
CYC 693: Candidacy Examinations	3.0 Units
CYC 699: Dissertation	18.0 – 19.5 Units

Current Course	Current Units	Proposed Course	Units	Method of Delivery	New or Revised
CYC 641: Generating Knowledge in CYC	3.0	CYC 641: Generating Critical, Interdisciplinary Knowledge in CYFCS	1.5	On-campus, In-person	Revised title, description and decrease in units (3.0 to 1.5)
CYC 643: Qualitative Research in CYC	1.5	CYC 644: Research Design and Knowledge Mobilization in CYFCS	1.5	On-campus, In-person	New – combined course with new course number
CYC 645: Quantitative Research in CYC	1.5				
CYC 682B: Practice Internship in CYC	1.5	CYC 682B: Applied Internship in CYFCS	3.0	Determined by Internship, Online component	Revised title, description and increase in units (1.5 to 3.0)
CYC 680: Doctoral Seminar in CYC	1.5	CYC 680: Doctoral Seminar in CYFCS	1.5	Online	Revised title, description
CYC 693: Candidacy Exams	3.0	CYC 693: Candidacy Exams	3.0	N/A	No changes
CYC 699: Dissertation		CYC 699: Dissertation	18.0-19.5	N/A	Revised unit range

* CYC 699 Unit value varies depending on number of electives/course units completed by the student.

Please see Appendix C.

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

The proposal involves changes to the curriculum design. The above chart identifies course changes. Changes reflect newly developed Program Learning Outcomes, an increased connection between coursework, teaching, and research.

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

The applied internship will provide a valuable opportunity for students to apply their knowledge in practical settings and develop a deeper appreciation for the practical application of theoretical concepts within the field of child, youth, family, and community studies.

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

The proposed applied internship course (CYC 682B) will provide opportunities for students to be actively involved and supervised in a practice setting. Students will have the opportunity to gain experience in developing leadership skills, understanding policy and conducting applied research. The increase in units of CYC682B from 1.5 to 3.0 reflects a change in internship hours from 150 to 300. This increase in units and hours reflects goals reflected in PLO 5, Demonstrating Change-Driven Leadership where a stated commitment to developing skills in scholarship, advocacy, and systems-level change and preparing for leadership roles in diverse human service sectors is a key outcome of the renewed program.

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

After an initial on campus year, the program continues via distance to support proposal writing dissertation research and writing, through both work with the student's supervisor and the revised CYC680. CYC680: Doctoral Seminar in CYFCS is a two-semester, interactive online seminar for students to develop their research projects including completion of comprehensive exams, research proposal, ethics application, research plan, and dissertation outline. Students will develop their methodological and theoretical inquiry while engaging in knowledge sharing and mobilization.

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

Student Evaluation - Similar to our renewed MA program, students will be required to complete annual progress reviews with their Supervisors and Committee members. The annual progress reviews will serve to document students' progress through their program. If a student's academic progress is unsatisfactory, the progress review will provide documentation of how the student and supervisor have agreed that this will be addressed and remedied.

Candidacy Examinations -To satisfy the candidacy requirement, students will complete two candidacy papers (one focused on the substantive area of interest including related theories, and the other on methodology related to their area and topic of interest) and an oral examination before qualifying to undertake PhD research and a dissertation. Within thirty-six months of registration as a provisional doctoral student and at least six months before the final oral examination, a student must pass a candidacy examination.

Oral Examinations - Oral Examinations will follow FGS Policy as stated in the academic calendar.

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

As a starting point for the renewal of our PhD program, new program learning outcomes (PLOs) have been developed by our Graduate Program Committee and approved by our School Community Council.

New Program Learning Outcomes - Graduates of the PhD in CYFC Studies will have the skills and knowledge to:

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Uphold Decolonial Ethics - Develop responsive scholarship that contributes to the wellbeing, resurgence, and self-determination of Indigenous nations globally, while also prioritizing the responsibilities to local First Peoples. Graduates will develop scholarship that addresses historical and ongoing forms of exclusion based on intersecting identities, including race, gender, sexuality, class, ability, and citizenship.

Engage in Interdisciplinary Knowledge Production - Advance decolonial, critical, and justice-oriented approaches to interdisciplinary knowledge production in diverse local, national, and global contexts to promote the well-being of children, youth, families, and communities.

Apply Critical Theory and Scholarship - Demonstrate a deep understanding and application of critical concepts and theoretical frameworks across disciplines, including critical child, youth and family studies, gender studies, critical disability studies, critical race theory, intersectionality, and Indigenous studies. Graduates will mobilize and advance ethical, strengths-based, and relational approaches to inform practice, research, and policy related to children, youth, families, and communities.

Demonstrate Change-Driven Leadership - Develop and implement responsive and collaborative skills in scholarship, advocacy, and systems-level change, preparing for leadership roles in diverse human service sectors that serve children, youth, and families, including organizations, government, private, not-for-profit, community, post-secondary education, and academia.

Promote Knowledge Mobilization for Social Impact - Advance innovation in the application and translation on of diverse research methodologies and knowledge mobilization approaches that reflect multiple contexts, communities, and research paradigms. Graduates will promote actionable knowledge transfer through the integration of research, policy, and practice.

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

Through the development of new Program Learning Outcomes, the renewed CYC doctoral program provides opportunities to foreground Indigenous scholarship. Additionally, PLO 1 calls to Uphold Decolonial Ethics, which is defined to be developing responsive scholarship that contributes to the wellbeing, resurgence, and self-determination of Indigenous nations globally, while also prioritizing the responsibilities to local First Peoples. Students will develop scholarship that addresses historical and ongoing forms of exclusion based on intersecting identities, including race, gender, sexuality, class, ability, and citizenship.

Additionally, in the renewed PhD program self-identified Indigenous students, in consultation with their supervisor, may replace one required course with an Indigenous focused course from outside of the School.

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

Our new Program Learning Outcomes (Section I) are aimed at advancing justice, equity, diversity, and inclusion. These outcomes are scaffolded through the revised coursework of the PhD program informing the course-level outcomes.

The new learning outcomes focus on a number of issues related to promoting justice, equity, diversity and inclusion including, but not limited to:

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STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

- A responsive scholarship focused on the wellbeing, resurgence, and self-determination of Indigenous Peoples.
- Scholarship that addresses historical and ongoing forms of exclusion based on intersecting identities, including race, gender, sexuality, class, ability, and citizenship.
- Advancing decolonial, critical, and justice-oriented approaches to interdisciplinary knowledge production.
- Mobilizing and advancing ethical, strengths-based, and relational approaches to inform practice, research, and policy.

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

The program provides opportunities for global engagement and perspectives in a number of ways. In terms of student participation, similar to our MA program where we have students from Africa, Europe, Asia and North America, we expect to be able to recruit a diversity of students in the PhD program. The diversity, and international work, of CYC faculty will contribute to the renewed program's ability to recruit internationally.

The program structure of one initial year of on-campus coursework followed by online components allows for students to focus their research in different geographic regions and have positive social impacts across the globe. Additionally, when students are working on research in different locales, the year-long online doctoral seminar (CYC680) in students' second year (and possibly beyond) facilitates the sharing of global perspectives to shape discourse within the cohort and program.

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

The renewed PhD program includes the revised CYC682B- Applied Internship in CYFCS. The revision of CYC682B increases the course requirements from 1.5 to 3.0 units and provides an opportunity for students to be actively involved and supervised in teaching and research internship opportunities. We expect this program requirement to be a significant space for the integration of teaching and research.

Existing opportunities for the integration of teaching and research in the program through TA opportunities, support for conference participation, and opportunities to collaborate with faculty on research projects will continue. In particular, collaboration with faculty on research and academic writing is expected to continue as a key element of the program. PhD students are expected to conduct research within the scope of, and complementary to, their advisor's program of research. This connection to faculty research is of benefit to both the student and faculty.

N. If this is a new stream, provide an enrolment plan (Include a table of ongoing students, anticipated annual intake and graduates from start to steady state).

N/A

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O. How do you plan to evaluate graduate student supervision?

In addition to the supervisory requirements detailed in the Faculty of Graduate Studies Graduate Supervision Policy, the School of Child and Youth Care has in place policies that govern the supervisory relationship detailed in the program handbook. Policies include:

A description of the role of the supervisor as “a mentor and advisor who develops a professional relationship with the student that is conducive to scholarly activities, intellectual enhancement, and professional development.”

A description of the academic nature of the relationship to “help the student articulate a research proposal for the [...] dissertation [...], assemble a committee, and supervise the student’s research.”

A description of the minimum frequency of meetings expected, either by direct meeting, by virtual meeting, or through detailed correspondence, to discuss the student’s research as twice per term.

An annual progress review to be completed by the supervisor and student collaboratively.

P. Resources requirements (include a table of program revenue and expenditures). Indicate resources required for new and existing faculty and staff appointments, space and library.

No additional resources are required.

Q. Student financial support plan (include a table of anticipated annual funding amounts and sources for each student in certificate in a sample year at steady state).

Students receive financial support through our annual FGS base budget funding, which we fully allocate each year to the maximums allowed under FGS funding guidelines. Our FGS base budget funding will increase as our annual intakes go up and increase our 3-year rolling averages in the funding allotment formula. We have a number of internal graduate donor awards, which we award to our eligible students, as well as nominating as many as possible for UVic graduate donor awards for which they are eligible.

Faculty supervisors encourage and support their students to apply for CGS-D scholarships and other doctoral level scholarships. The CYC graduate office connects applicants with application supports provided by the FGS Scholarships Office.

PhD students are offered teaching opportunities in our undergraduate program every term. Faculty members also hire our students for research and teaching assistantships whenever possible.

R. Evidence of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, where applicable (Provide copies of Letters of Support in Appendix).

Please see Appendix D for Letters of Support from:

- (1) Director, Graduation Admissions & Records, University of Victoria
- (2) School of Social Work, University of Victoria

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- (3) School of Indigenous Governance, University of Victoria
- (4) Department of Child & Youth Studies, Brock University
- (5) Department of Child & Youth Care, Toronto Metropolitan University

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STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

APPENDIX A: PhD Program Completion Rates

	2014	2015	2016	2017	2018	2019	2020	2021 Intake Paused	2022	2023 Intake Paused
Applied	19	0	0	12	0	11	0	0	0	0
Accepted	11	0	0	5	0	7	0	1	0	2
Admitted	7	0	0	5	0	6	0	1*	0	2**
Indigenous Students	0	0	0	0	0	2	0	0	0	0
International Students	1	0	0	0	0	1	0	0	0	0
Withdrawn	1	1	0	2	0	1	1	1	0	1
Graduated	3	1	2	3	2	2	1	0	2	1

*One student admitted by special arrangement during pause in intake.

** Two students admitted during pause in intake, one by special arrangement and on as a reinstatement.

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STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

APPENDIX B: Short Faculty CVs

Sandrina Carere, PhD (UVic)

Professor

Areas of Expertise:

Participatory, action-oriented, arts-based research and practice

- Child-, youth- and community-led research and practice
- Intersectional, anti-colonial, land-based frameworks
- Critical girlhood, youth and feminist studies
- Child welfare, Indigenous foster care, kinship care
- Award of Excellence for Research-Inspired Teaching, University of Victoria
- Award for Teaching Excellence and Innovation, Faculty of Human and Social Development, University of Victoria Distinguished Alumni Award, University of Victoria

Kristen Cheney, PhD (UCSC)

Professor

Areas of Expertise:

- Child-centered approaches to international development
- Politics of humanitarian intervention for young people
- Decolonizing childhood studies
- Participatory methodologies
- International child protection regimes
- Orphanhood, adoption, and the Orphan Industrial Complex
- Adolescent/youth sexual and reproductive health and rights
- Reproductive justice

Nicholas XEMFOLTW Claxton, PhD (UVic)

Assistant Professor

Areas of Expertise:

- Indigenous education
- Indigenous knowledge
- Indigenous research methodologies
- Indigenous governance
- Indigenous resurgence
- Land-based learning, experiential learning
- Community engaged research

Alison Gerlach, MSc (San Jose), PhD (UBC)

Associate Professor, Associate Director

Areas of Expertise:

- Equity-oriented system, organizational, practice changes in diverse early years and healthcare contexts
- Indigenous and non-Indigenous children's health, health equity, dis/abilities, adverse childhood experiences
- Cultural safety and trauma- and violence-informed care
- Critical, relational, and intersectional theorizing, mixed methods, community-based and participatory research

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STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

Shemine Gulamhusein, PhD (UVic)

Assistant Professor

Areas of Expertise:

- Exploring Muslim migration stories of belonging and identity
- Lived experiences of marginalized and minoritized people and communities
- Therapeutic recreational practices in community spaces
- Outdoor and solution-focused therapies
- Global perspectives of child, youth, family, and community research and practices
- (Auto)ethnographic methods
- Narrative inquiry
- Community-arts-based methodologies

Doris Kakuru, MPhil (Bergen), PhD (Wageningen)

Professor

Areas of Expertise:

- Violence in childhood with a focus on sexual violence in schools
- Girlhood and gendered children's rights
- Adolescent sexual and reproductive health and rights
- Children and youth in urban poverty
- Social context of education and child labour

Farah-Mawani, PhD (Toronto)

Assistant Professor

Areas of Expertise

- Lived experience, community-led, community-embedded, trauma-informed, and decolonizing research approaches
- Knowledge synthesis
- Interdisciplinary quantitative, qualitative, and mixed methods research
- Implementation science
- Social and mental health inequities
- Macro-, community-, and family-level social determinants of mental health and well-being
- Systemic racism and discrimination as trauma
- Community responses to systemic racism and discrimination
- Migration and mental health
- Work environments and mental health
- Green space/blue space and mental health
- Walking peer support groups
- Intergenerational programs

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STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

Mandeep Kaur Mucina, MSW, PhD (Toronto)

Associate Professor, Interim Director

Areas of Expertise:

- Family violence
- Gender-based violence
- Understanding the role of trauma in migration
- Exploring second-generation immigrant youth's stories of resistance, identity, and encounters with racism in the diaspora, all from a feminist anti-racist, anti-colonial lens

Jennifer H. White, MA, EdD (UBC)

Professor, Acting Dean, the Faculty of Human and Social

Development Areas of Expertise:

- Youth suicide prevention
- Ethics
- Discourses of professionalism
- Constructionist methodologies
- Collaborative research
- Narrative practices
- Professional development
- Praxis-oriented pedagogy

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

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International Students	1	0	0	0	0	1	0	0	0	0
Withdrawn	1	1	0	2	0	1	1	1	0	1
Graduated	3	1	2	3	2	2	1	0	2	1

*One student admitted by special arrangement during pause in intake.

** Two students admitted during pause in intake, one by special arrangement and one as a reinstatement.

APPENDIX B: Short Faculty CVs Sandrina

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Professor

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- Constructionist methodologies
- Collaborative research
- Narrative practices
- Professional development
- Praxis-oriented pedagogy

APPENDIX C: Revised and New PhD Course Descriptions

CORE COURSES	
Current Courses	Revised/New Course Titles & Descriptions
<p><i>CYC 641: Generating Knowledge in Child and Youth Care</i></p> <p>This doctoral seminar invites students to start “thinking with theory” when considering policy, research and practice in the field of Child and Youth Care. Students will be exposed to a range of contemporary social, political and psychological theories. Throughout the course students will be invited to explore how each theory provides different lenses, tools, and approaches, for taking action in the world.</p> <p>3.0 Units</p>	<p>Revised - <i>CYC 641: Generating Critical, Interdisciplinary Knowledge in CYFCS</i></p> <p>Focuses on generating critical, interdisciplinary knowledge in CYFCS. Through exploring responsive decolonial and critical theories, students will gain a deeper understanding of the social, political, and psychological factors that shape policy, research, and practice. Provides a platform for students to engage in critical scholarship and explore how different theories can offer unique perspectives and tools for action. Students will develop a nuanced understanding of the complexities within their field and be equipped with the skills to generate meaningful, impactful knowledge.</p> <p>1.5 Units</p>
<p><i>CYC 643: Qualitative Research in Child and Youth Care</i></p> <p>This course examines the theoretical underpinnings and strategies commonly used in qualitative methods, with an emphasis on understanding the relationship between the research question and the methodological decisions involved in choosing approaches for data gathering and analysis. Methodologies that will be considered include but are not restricted to: grounded theory, critical theory, ethnography, phenomenology, and narrative research and their epistemological and ontological similarities and differences.</p> <p>1.5 Units</p>	<p>New - <i>CYC 644: Research Design and Knowledge Mobilization in CYFCS</i></p> <p>Students are introduced to advanced research methodologies and research design in the field of child, youth, family, and community studies. Students will learn about knowledge production and knowledge mobilization, and how to effectively apply these concepts to research projects. Topics covered include designing and conducting research studies, analyzing data, and communicating research findings to various stakeholders. Students will gain practical skills and knowledge to help them create meaningful and impactful research in their future careers.</p> <p>1.5 Units</p>
<p><i>CYC 645: Quantitative Research in Child and Youth Care</i></p> <p>Students explore and apply quantitative methods for studying issues related to child and youth care such as clinical practice and program evaluation. Statistical techniques include approaches for use with small sample sizes as well as parametric and nonparametric statistical techniques. 1.5 Units</p>	
<p><i>CYC 682B: Practice Internship in Child and Youth Care</i></p> <p>A practice Internship provides opportunities for the student to be actively involved and supervised in a practice setting. Practice settings may include teaching environments, face to face counselling settings, international contexts, or work in policy development with a specific Ministry. Normally students will work for 10 hours per week for a maximum of 300 hours. In addition, students will meet with the practicum coordinator throughout the term.</p> <p>1.5 Units</p>	<p>Revised - <i>CYC 682B: Applied Internship in CYFCS</i></p> <p>Applied internship experience in CYFCS provides opportunities for students to be actively involved and supervised in a practice setting. Students will have the opportunity to gain hands-on experience in their chosen field of practice. Focuses on elements of developing leadership skills, understanding policy, and conducting applied research. Provides a valuable opportunity for students to apply their knowledge in practical settings and develop a deeper appreciation for the practical application of theoretical concepts within the field of CYFCS.</p> <p>3.0 Units</p>

<p><i>CYC 680: Doctoral Seminar in Child and Youth Care</i></p> <p>This course will build a collegial environment to support doctoral students in the midst of their inquiry and research process by providing opportunities for participating in collaborative inquiry, for presenting and critiquing work in progress and for engaging in discourse with experienced practitioners engaged in the practice of research. Students will engage in a practice of writing and re-writing to develop their inquiry.</p> <p>1.5 or 3.0 Units</p>	<p>Revised -- <i>CYC 680: Doctoral Seminar in CYFCS</i></p> <p>An interactive online seminar for students to develop their research projects including completion of candidacy exams, research proposal, ethics application, research plan, and dissertation outline. Students will develop their methodological and theoretical inquiry while engaging in knowledge sharing and mobilization. Activities and assignments include interactive discussions, presentations, scholarly submissions, focused writing exercises, applied teaching, and ongoing faculty and peer feedback. Offered online with a mandatory synchronous monthly seminar over the fall and spring terms.</p> <p>1.5 Units</p>
<p><i>CYC 693: Candidacy Exams</i></p> <p>Students are expected to complete two candidacy papers (one focused on the substantive area of interest including related theories, and the other on methodology related to their area and topic of interest) and an oral examination before qualifying to undertake PhD research and a dissertation. Within thirty-six months of registration as a provisional doctoral student and at least six months before the final oral examination, a student must pass a candidacy examination.</p> <p>3.0 Units</p>	
<p><i>CYC 699: Dissertation</i></p> <p>Graduate course in the Child and Youth Care program administered by the Faculty of Graduate Studies.</p> <p>16.5– 19.5 Units</p>	<p><i>CYC 699: Dissertation</i></p> <p>Graduate course in the Child, Youth, Family and Community Studies program administered by the Faculty of Graduate Studies.</p> <p>18.0– 19.5 Units</p>

APPENDIX D: Letters of Support

From: Rachel Strandquist, Director, Graduate Admissions and Records dirgaro@uvic.ca **Subject:** RE: CYC doctoral program renewal
Date: August 8, 2023 at 11:25 AM
To: Bryan Silverman bryansilverman@uvic.ca
Cc: OREG SCP Consultation oregscpconsultation@uvic.ca



Hi Bryan,

Thanks for sending this. Based on our conversation on July 25th and the proposal template (attached), I have no concerns with the proposed changes.

Rachel

Rachel Strandquist, BA, MA (she/her)
Director, Graduate Admissions and Records
Office of the Registrar and Enrolment Management | Division of Student Affairs
University of Victoria | PO Box 3025 STN CSC | Victoria BC V8W3P2
T: 250-721-8716 | E: dirgaro@uvic.ca | W: www.studentaffairs.uvic.ca

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



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🌱 Please consider the environment before printing this email.

From: Bryan Silverman <bryansilverman@uvic.ca>
Sent: Friday, July 28, 2023 3:29 PM
To: Rachel Strandquist, Director, Graduate Admissions and Records <dirgaro@uvic.ca>
Subject: Re: CYC doctoral program renewal

Hello Rachel,

Thanks for meeting with me earlier this week. I've attached a draft of the Grad Program Template for your review. I'm still in the process of gathering some faculty feedback and collecting a couple of documents (letters and a chart mainly).

Have a nice weekend!

Best,
Bryan

> On Jul 17, 2023, at 1:10 PM, Rachel Strandquist, Director, Graduate Admissions and Records <dirgaro@uvic.ca> wrote:
>



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

From: Jacquie Green iaceed@uvic.ca

Subject: FW: program renewal consultation

Date: September 27, 2023 at 10:14 AM

To: Bryan Silverman bryansilverman@uvic.ca, Rob Hancock, IACE Associate Director Academic iaceadac@uvic.ca

JG

Yowitz Bryan, here is our signed consultation from IACE.

Good luck in your program !

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

250-516-4739



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

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From: Bryan Silverman <bryansilverman@uvic.ca>

Date: Monday, July 31, 2023 at 11:25 PM

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

Subject: Re: program renewal consultation

Hello Rob,

I've attached a copy of the completed IACE Consultations for Program Proposals document. I've also attached a copy of the proposed PhD program's new Program Learning Outcomes which are referenced in the IACE form. Please let me know if there is anything else you might need from me or if you have any questions about the submission.

Thanks so much and hope you are keeping well.

Best,
Bryan

On Jul 4, 2023, at 1:26 PM, Rob Hancock, IACE Associate Director Academic <iaceadac@uvic.ca> wrote:

Hi Bryan,

Thanks for your message and the info about the work CYC is doing. There is a new form for IACE consultations for program proposals, revisions, and discontinuances as of the spring/summer:

https://www.uvic.ca/vpacademic/_assets/docs/academic-planning/templates/iace-consultations-for-program-proposals.docx. Please complete this and send it to us so that we can have some background before the conversation starts.

Hope you had a great long weekend.

Rob H.

--

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

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On 2023-06-29, 1:37 PM, "Bryan Silverman" <bryansilverman@uvic.ca>
<<mailto:bryansilverman@uvic.ca>>> wrote:

Hello Rob,

I hope this email finds you well. As you may be aware, the School of Child and Youth Care is in the process of renewing out doctoral program in response to both an external review and to an internal recognition of the need to update our mission, clarify our purpose, and respond to continuing change within our faculty.

As we work through the process, one of our key requirements is consultation with you in your role as Associate Director Academic, IACE. I know that summer schedules can fill up quickly with time for research, travel, fun, etc. and was hoping to find a time we might be able to meet and discuss the SCYC doctoral renewal, perhaps in the second half of July? I am happy to either suggest some times to meet or match my availability to yours, whichever you prefer.

Prior to meeting, I'll plan to send you documentation relating to the renewal and can try by next to answer questions you have.

Thanks so much,
Bryan



CYC PhD iace-
consult...ls.docx

GPC Motions – May 5, 2023

MOTION 1: GPC Proposes the following 5 Program Learning Outcomes for the renewed PHD program:

Graduates of the PhD in CYFC Studies will have the skills and knowledge to:

- Uphold Decolonial Ethics
 - Develop responsive scholarship that contributes to the wellbeing, resurgence, and self-determination of Indigenous nations globally, while also prioritizing the responsibilities to local First Peoples. They will develop scholarship that addresses historical and ongoing forms of exclusion based on intersecting identities, including race, gender, sexuality, class, ability, and citizenship.
- Engage in Interdisciplinary Knowledge Production
 - Advance decolonial, critical, and justice-oriented approaches to interdisciplinary knowledge production in diverse local, national, and global contexts to promote the well-being of children, youth, families, and communities.
- Apply Critical Theory and Scholarship
 - Demonstrate a deep understanding and application of critical concepts and theoretical frameworks across disciplines, including critical child, youth and family studies, gender studies, critical disability studies, critical race theory, intersectionality, and Indigenous studies. Graduates will mobilize and advance

ethical, strengths-based, and relational approaches to inform practice, research, and policy related to children, youth, families, and communities.

- Demonstrate Change-Driven Leadership
 - Develop and implement responsive and collaborative skills in scholarship, advocacy, and systems-level change, preparing for leadership roles in diverse human service sectors that serve children, youth, and families, including organizations, government, private, not-for-profit, community, post-secondary education, and academia.
- Promote Knowledge Mobilization for Social Impact
 - Advance innovation in the application and translation of diverse research methodologies and knowledge mobilization approaches that reflect multiple contexts, communities, and research paradigms. Graduates will promote actionable knowledge transfer through the integration of research, policy, and practice.

June 30, 2023

Dr Bryan Silverman
Graduate Advisor
School of Child and Youth Care
UVIC

Dear Dr. Silverman,

Thank you for inviting me to write a letter of support for The School of Child and Youth Care's renewed doctoral program. As you note, this is the first substantive revision that the PhD program has undergone since its inception in 2003 and the changes outlined in the documentation that you provided reflect your stated commitments to a decolonial and critical framework. I fully support such a theoretical foundation that will provide a sound scaffolding for the on-going planning and decision-making that will shape the program.

The name change that was initiated in 2021-22 with the MA renewal is a welcome one. As you note, the name *Child, Youth, Family and Community Studies*, along with Coast Salish artist, Dylan Thomas' logo creation, conveys the scholarly and pedagogical priorities of the SCYC and its faculty members and "situates children and youth as inextricable from their families and communities".

In the overview of the program renewal, you note that applicants will be required to complete one year of coursework on campus with an annual intake of six to ten students. Given your faculty complement and resources, as well as the teaching and supervision needs that accompany any PhD program, this seems like a manageable number, something to which I'm sure the School has given much thought.

I read the planned changes to courses and their delivery (unit values, new courses) with interest. As you note, the revisions to the doctoral seminar and increasing the unit value of the applied internship both serve the stated goal of keeping students engaged and supported, both with the School and each other, throughout their tenure in the program.

The renewed PhD program is in sync with the UVIC Indigenous Plan and demonstrates careful attention to the specificities of BIPOC children, families and communities. A program oriented towards decolonial, anti-racist, justice-oriented pedagogy and practices promises to produce the leaders and scholars in this field that children, families and communities need. History matters. Context matters. Research, power analyses and knowledge production matter. This renewal explicates a set of commitments that resonate strongly with those we hold in the School of Social Work.

I wish you and the School of Child and Youth Care much success as you develop a program that highlights faculty expertise and attracts principled applicants who seek to take leadership in the practice and scholarship of equitable and justice-oriented care on behalf of children and youth, their families and their communities.

Sincerely,

A handwritten signature in black ink, reading "Donna Jeffery". The signature is fluid and cursive, with the first name "Donna" and last name "Jeffery" clearly distinguishable.

Donna Jeffery
Acting Director
School of Social Work





Dr. Alison Gerlach, Associate Director School of Child and Youth Care
Dr. Bryan Silverman, Graduate Advisor
Caroline Green, Graduate Secretary

August 24, 2023

RE: Letter of Support for the School of Child & Youth Care's PhD Renewal

Dear Dr. Gerlach, Dr. Silverman, and Caroline Green,

I am writing to confirm the School of Indigenous Governance's full support for renewing the School of Child & Youth Care's Ph.D. program in Child, Youth, Family, and Community Studies. We recognize the importance of addressing pressing issues faced by children, youth, families, and communities, and this program's renewal aligns with that goal.

IGOV supports the renewed program for the following reasons:

- The program emphasizes upholding decolonial ethics, engaging in interdisciplinary knowledge production, applying critical theory and scholarship, demonstrating change-driven leadership, and promoting knowledge mobilization for social impact.
- The renewed program draws on decolonial, critical-and justice-oriented theoretical frameworks to advance research that challenges exclusionary constructions of children, youth, families, and communities.
- The program responds to the historical and systemic contexts that shape decolonial, critical, and justice-oriented praxis, leadership, and research while considering populations facing structural inequities and injustices.
- The updates made to CYC682B and CYC680 foster and sustain a connection with students after in-person coursework and specifically focus on aiding students in maintaining steady progress through candidacy examination, proposal defence, and dissertation.

IGOV fully endorses the program's efforts to establish deeper connections between decolonial, critical, and justice-oriented theoretical approaches and research. We value that this effort extends to fostering leadership and research across diverse contexts while also providing opportunities for honing expertise and practice in various research methods and strategies for knowledge mobilization. For these reasons, we support the Ph.D. program's renewal.

Best regards,

Hokulani K. Aikau

Hōkūlani K. 'Aikau, PhD

Professor

School of Indigenous Governance

University of Victoria

Faculty of Social Sciences
Department of Child and Youth Studies

Niagara Region
1812 Sir Isaac Brock Way
St. Catharines, ON
L2S 3A1 Canada



brocku.ca

August 31, 2023

Dear Dr. Silverman,

I am pleased to write this letter of support for the PhD program in child, youth, family, and community studies. I am an assistant professor and the graduate program director for in child and youth studies here at Brock.

I would like to preface my comments by describing my educational and work background, because I have been embedded in the areas of child and youth care and child and youth studies throughout my career. I completed a diploma in child and youth care, then completed a Bachelor of Child and Youth Care at Toronto Metropolitan University. I went on to complete an MA in child and youth studies at Brock, and then a PhD in developmental psychology. Throughout my education, I have worked in the field, and I continue to do youth work my position at the Centre of Excellence for Youth Engagement at the Students Commission of Canada. In 2011, I became the first faculty member hired in the new Bachelor of Child and Youth Care program at Humber College, in Ontario. I was at Humber for nearly a decade, and I have been at Brock for the past three years.

The UVic program must be well known to anyone in Canada who is in child and youth care. It is known for its rigor and for its history of faculty doing landmark work in the field. The program has always been, to my knowledge, well regarded and well respected in the field. I have interacted with faculty on various occasions, and I regularly read and cite their work.

I am aware that the PhD program has had changes recently. These include name changes to the graduate program, as well as course changes. I can say that, while I was at Humber, the administration attempted to change our program name, and that was a difficult and contentious time. As well, as graduate director at Brock, I can say that we have similarly needed to re-evaluate graduate programs. I applaud the team for making these changes. They align with their current faculty complement. As well, many of the changes are in-line with the needs we are seeing in our programs in CHYS at Brock, from students, research, and the field. A focus on decolonial ethics, interdisciplinary knowledge production, and social impact are all areas critical to our work. I also understand that the program now has created more space for electives. To me, this seems like an excellent change for multiple reasons. Core-elective balance is important and PhD programs, in particular, need to provide students with the flexibility to become scholars. As well, to be inclusive and support accommodations, programs must allow space for flexibility and student choice. I know from discussions with Dr. Silverman, and from reviewing the changes being made, that these are thoughtful and based on thorough consultation and feedback.

I would be happy to provide additional information upon request.



Heather Ramey, CYW, PhD

Assistant Professor, Graduate Program Director

Department of Child and Youth Studies

Academic Co-Director, Centre of Excellence for Youth Engagement at the Students Commission of Canada

Date 08, 04, 2023

Dear Dr. Bryan Silverman,

It is with great pleasure and enthusiasm that I write in full support of the renewal of the University of Victoria's PhD program at the School of Child and Youth Care. The amendments of the program and overall learning outcomes are deeply important. Specifically, I would like to applaud the program's commitment to a decolonial ethic that promotes Indigenous resurgence and self-determination. The field of Child and Youth Care intersects with multiple service sectors where Indigenous youth and their families are over-represented, including, but not limited to, child welfare, criminal justice, mental health and residential care, and community support services. It is vital to any program training Child and Youth Care Practitioners (CYCPs) that they learn and then enact decolonizing strategies and a centering of Indigenous communities, self-determination, and resurgence. Failing to develop these skills and ethics of practice has the real potential to re-victimize Indigenous communities. Relatedly, understanding intergenerational trauma, neo-colonialism, and how to then proceed with decolonization is critically important. The focus of the program's overall learning outcomes and curriculum changes reflect these priorities and seek to support meaningful change and Indigenous healing pathways.

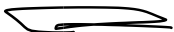
As well, the program's focus on interdisciplinary knowledge indicates a real commitment to growing the field of Child and Youth Care in meaningful ways. Our field is emerging in its scholarship and therapeutic practice skill set. Accordingly, it is imperative that our scholars learn from other disciplines, as well as communicate our unique positionality and methodologies. This is how our scholarship grows and becomes recognized and understood by multiple disciplines. As well, given that CYCPs have traditionally practiced behavioral approaches to youth care, and how we understand that this approach is detrimental, it is important to enhance our trauma-informed therapeutic skill set. One way this can be accomplished is through engagement with related helping professions in critical ways.

The focus on applying critical theory frameworks to practice, policy, research, and program development is also essential. Our field engages with the most marginalized young people going through adversity. Black and Indigenous are greatly over-represented in these contexts. It is therefore key for our field to mold scholars who will be leaders in the field who deeply understand, not only how oppression operates and how it is enacted through our work, but also how to work against these structures.

Finally, the school's commitment to knowledge mobilization that is meaningful for the communities we serve is especially salient. It has been well documented that research of marginalized populations that only serves the researcher generates a deep resentment of scholarship and has limited utility. Focusing on knowledge mobilization that changes policies, programs, laws, and therapeutic practice by our field's future leaders - professors, researchers, managers - is therefore vitally important.

Overall, I am thrilled with the development and enhancement of this doctoral program. I look forward to learning more about it to help strengthen our graduate program and to seeing how these doctoral students change our field for the better.

Sincerely,



Dr. Julie James
Associate Professor
Graduate Program Director

350 Victoria Street
Office: SHE 625
Toronto, ON, Canada M5B 2K3

t: 416.979.5000, ext. 4595
julie.james@torontomu.ca

Office of Indigenous Academic and Community Engagement (IACE)
Consultations for Program Proposals

The Office of Indigenous Academic and Community Engagement (IACE) engages with academic units across the institution to support Indigenous student success and community engagement grounded in cultural teachings from Elder's Voices. One significant part of IACE's mandate is to offer academic leadership and support for the advancement of Indigenous academic programming, guiding the university in processes and projects of decolonization and reconciliation. As a result, IACE reviews proposals for new academic programs and for revision or discontinuance of existing academic programs as part of the wider process overseen by the Associate Vice-President Academic Programs in the Office of the Vice-President Academic and Provost.

As this is a complicated process, academic units working on program proposals are encouraged to submit this form as soon as is practicable, to ensure a timely engagement with IACE. If IACE view is required for the proposal, this will take at least six weeks once the unit has a complete draft of the proposal, and consultation with IACE will add to this time.

Part I: Background Information

Department/School/Faculty: School of Child and Youth Care

Name of Program: PhD Program in Child, Youth, Family, and Community Studies

Credential Level:

☐ Diploma/Certificate ☐ Undergraduate ☐ Master's ☒ Doctoral

Type of Proposal:

☐ New Degree ☐ New Program ☒ Revision of Program ☐ Discontinuance of Program

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

The School of Child and Youth Care, responding to a 2018 external review, internal and external consultations, UVic priorities as expressed in the Aspirations 2030 and UVic Indigenous plans, and the practice of shared governance, proposes a renewal of our existing doctoral program.

This SCYC PhD renewal is guided by five newly developed Program Learning Outcomes (PLOs), developed through consultation over the course of the past academic year. Please find the PLOs, relating to Upholding Decolonial Ethics, Engaging in Interdisciplinary Knowledge Production, Applying Critical Theory and Scholarship, Demonstrating Change-Driven Leadership, and Promoting Knowledge Mobilization for Social Impact attached

Goals of the renewal are multiple and include: updating the program curricula to reflect current approaches to the field, updating program curricula to reflect current faculty expertise, increased accessibility for non-traditional students through a shortened on-campus commitment, increased accessibility for Indigenous students through a commitment to hold space for Indigenous students, increased opportunity to include Indigenous perspectives and theories of decolonization to the program

through renewed coursework and the Indigenous course replacement policy, increased opportunity for integration of practice and research, and increased commitment to knowledge mobilization.

Rationale for the proposal (approximately 200 words)

The PhD renewal takes place following the SCYC master's renewal, which launched in September 2022 after a period of review and consultation. The 2018 external review of SCYC graduate programs identified challenges in need of a response from the PhD program, including a need to:

Enhance the relevance of the CYC PhD program in meeting labour market needs in relevant communities of practice, including employment in the human services, academia and research.

Create a strong articulation between research and practice.

Enhance relationships with professional associations and employers in ways that offer advantage and pathways to professional practice for our graduates.

Ensure that the recruitment and retention goals of the PhD program enhance and meet the goals of the University's Indigenous Plan and the International Plan.

Continue to focus on the recruitment of a diverse student body, that represents the diversity of the communities and organizations served by our graduates.

Enhance and stabilize the practice opportunities available to graduate students to advance their professional development with strong linkages between research and practice.

Bring average completion times of the PhD program closer to University of Victoria norms.

For program revisions or discontinuances, how many Indigenous students are currently enrolled? 2
PhD students

For new programs, how many Indigenous students do you envision enrolling?
N/A

Part III: Proposal Information

A. Does this proposal include elements that will focus on:

- **Attracting or retaining Indigenous students?** ☒ Yes ☐ No
Please provide details (approximately 100 words)

The SCYC PhD renewal institutes new program policies with specific intentions of attracting and retaining Indigenous students. Policies include holding space in the program for Indigenous students and the implementation of a new Indigenous course replacement option where Indigenous students can substitute a required course for an Indigenous focused from outside of the School. Additionally, the program is in the process of a limited hire for a tenure-track Indigenous faculty member to complement existing Indigenous faculty knowledge and expertise, bringing the number of research faculty in the program to 3 (4 including teaching stream faculty).

- **Engaging with Indigenous communities, nations, or organizations?** ☒ Yes ☐ No
Please provide details (approximately 100 words)

Presently a number of faculty and students engage with Indigenous communities as part of their work. In the attached PLOs, the PhD program makes a number of commitments that are likely foster engagement with Indigenous communities, including:

- Responsive scholarship that contributes to the wellbeing, resurgence, and self-determination of Indigenous nations prioritizing the responsibilities to local First Peoples
- Developing and implementing responsive and collaborative skills in scholarship, advocacy, and systems-level change
- Advancing decolonial, critical, and justice-oriented approaches to interdisciplinary knowledge production in diverse local, national, and global contexts

- **Attracting or retaining Indigenous faculty?** ☒ Yes ☐ No
Please provide details (approximately 100 words)

The SCYC is in the process of a limited hire for a tenure-track Indigenous faculty member to complement existing research and teaching stream Indigenous faculty knowledge. School leadership is in the process of updating the mentorship plan for new faculty hires, with specific attention to supporting Indigenous faculty. This hire would bring the Indigenous faculty complement in the SCYC to 4 (3 research stream and one teaching stream).

- **Engaging with Indigenous knowledge(s) and/or ways of knowing and being?** ☒ Yes ☐ No
Please provide details (approximately 100 words)

In the attached PLOs a commitment to Promoting Knowledge Mobilization for Social Impact includes advancing innovation in the application and translation of diverse research methodologies and knowledge mobilization approaches that reflect multiple contexts,

communities, and research paradigms. We expect this will include engaging with, and valuing, Indigenous knowledges. Additionally, a core commitment of the School of Child and Youth Care is a commitment to decolonization which necessitates an engagement with Indigenous knowledge.

- Engaging with Indigenous territories, lands and/or waters? ☐ Yes ☒ No
Please provide details (approximately 100 words)

While the proposal does not specify engagement with Indigenous territories, lands, and/or waters, we are mindful that our program will bring students to the lands and waters of the ləkʷəŋən peoples.

- B. Does the proposed program envision drawing on IACE resources (e.g., assistance with booking Elders, etc.)?

☒ Yes ☐ No

- C. How does the proposed or revised program support or advance institutional priorities and plans related to Indigenous initiatives (e.g., Indigenous Plan, Strategic Plan, etc.)? Please identify specific goals and priorities (approximately 200 words).

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

Additionally, program changes are aligned with goals of the Indigenous Plan, including increasing "the number of reserved seats, access programs, preferential selection, and other opportunities to increase Indigenous student enrolment across campus" from Strand 1 of the plan. Responding to the call for vital impact, the renewed PhD program also aims, through newly developed Program Learning Outcomes, to "have an impact on issues that matter to Indigenous peoples and their communities and to the physical, social and political environments in which they live"

Elements of the renewed program also align strongly with UVic's Aspiration 2030 plan, including specifically the 'Research Community' strand through the expanded internship course, Societal Impact strand with the program defined learning outcome focused on knowledge mobilization (see Section I), and Commitment to Indigenous Scholarship strand, through our commitment to holding space for Indigenous students in the program and course replacement for Indigenous students' policy.

Part IV: Consultation and Approvals

If you answered “No” to all questions in Part III A, no further consultation with IACE is required and this signed document can be included in the proposal as evidence of consultation with IACE.



September 27, 2023

Kundoqk, Jacquie Green
Executive Director
Office of Indigenous Academic and
Community Engagement

Date

If you answered “Yes” to question B in Part III, you will also need to arrange for a letter of support from IACE outlining the contributions in addition to this signed form.

☐ IACE letter of support included in final proposal

IACE Comments (approximately 200 words)



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

January 15, 2024

To: Operations and Facilities Committee

From: Elizabeth Croft
Vice-President Academic and Provost

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

cc: President and Vice-Chancellor

Meeting Date: January 30, 2024

Subject: Proposed name change to Health Terminology Standards Graduate Certificate Program in the School of Health Information Science

Basis for Jurisdiction: Senate Committee on Planning meeting December 6, 2023
Senate Meeting on January 5, 2024

Strategic Relevance:

We are proposing to change the name of the graduate certificate in “Health Terminology Standards” to “Health Terminology and Interoperability Standards”. The new title better reflects the content that already exists in the program and will allow us to effectively market this program as there is considerable interest in health information system interoperability among potential students and employers. The proposed name change also reflects UVic's strategic priority to create a culture of change and transformation and flexibility that will advance our quest to solve societal problems and create powerful positive change.

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to change the name of the Health Terminology Standards Graduate Certificate program in the School of Health Information Science to Health Terminology and Interoperability Standards, as described in the document "Health Terminology Standards Graduate Certificate".

Background:

The Health Terminology Standards Graduate Certificate is currently the only program in this area of specialization in Canada. There are no other comparable programs. Other international institutions may offer solitary courses related to health terminologies, or standards or health information exchange, but they do not offer a comprehensive program in this specialty.

The proposed name change is intended to reflect the course content that includes interoperability and in line with the increasing interoperability between health information systems, such as electronic health records, is a vital issue in the healthcare sector as well as increase the appeal of our program to prospective students.

Attachment(s): January 2024 Senate docket for the proposed name change to the Health Terminology Standards Graduate Certificate program in the School of Health Information Science

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

Health Terminology and Interoperability Standards Graduate Certificate

- ☐ Double or dual degree programs involving existing degrees
- ☐ Programs involving partnerships or agreements with other institutions
- ☒ Changes to a program degree or title
- ☐ Significant changes to program focus, content, structure, new stream within existing program or Requirements
- ☐ Other, please specify:

Submitted by:	Name and title	Email
Dean or designate	Maureen Ryan, HSD Assoc Dean Academic	hsdasdn@uvic.ca
Academic unit, department, or school	School of Health Information Science	hinfprog@uvic.ca
Name, title, and email of contact person	Simon Minshall, Health Terminology Standards Certificate Coordinator	htscoord@uvic.ca
Anticipated change start date		
		May 2024

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	August 3, 2023
Pre-consult with Faculty of Graduate Studies – Administrative Manager (fgscirc@uvic.ca)	August 15, 2023
Departmental/School approval	August 21, 2023
Faculty Curriculum Committee approval	September 21, 2023
*Faculty Council approval (or indicate equivalent Faculty voting body)	September 27, 2023
Faculty of Graduate Studies Graduate Executive Committee (GEC) approval	October 3, 2023
Faculty of Graduate Studies Council approval (follows GEC approval)	October 13, 2023

Please complete all rows with date or N/A

Consultations (as applicable; see notes below) *supporting documentation required for all consultations	Date (or N/A)	Supporting Documentation Attached (Y/N)
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	n/a	
Co-operative Education and Career Services – Andrea Giles, Executive Director – cooped@uvic.ca	n/a	
Office of the Registrar – OREGSCPConsultation@uvic.ca	Aug 24, 2023	
Indigenous Academic and Community Engagement – Kundoqk Jacque Green, Executive Director, iaceed@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	August 23, 2023	
Internal Consultation (emails/letters of support as per section I)	August 16, 2023	
Non-standard Tuition	Yes* or N/A	Non-standard form attached (Y/N)
Proposed program change involves non-standard tuition *If you answered yes, complete the UVic Non-standard Tuition Template	n/a	

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

- A. Provide a summary of the proposed change. Clearly articulate the rationale for the change. How does the proposed change align with unit/faculty/UVic institutional plans and priorities? (Maximum 1 page).**

We are proposing to change the name of the graduate certificate from “Health Terminology Standards” to “Health Terminology and Interoperability Standards”. The new title better reflects the content that already exists in the program and will allow us to better market this program as there is considerable interest in health information system interoperability among potential students and employers.

The name change aligns with our School’s goal to maintain our reputation as an international leader in health terminology and interoperability standards. The goals of the School are clearly in line with the University Strategic Plan and the faculty’s priorities in the area of quality by providing a specialization in an area deemed to be of intellectual and societal need – health informatics, which is at the intersection of health and technology.

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

There is no anticipated changes to resources needed as a result of this proposed name change.

- C. Impact on Students – does the proposed change have an impact on students (student evaluation, student progression, supervision, etc. You should address transition between the current program and proposed change, if applicable).**

The proposed name change will not affect student evaluation or progression. This is a certificate program so there is no supervision involved.

- D. Does the proposed change involve changes to the curriculum? If yes, include a draft of the proposed curriculum changes and clearly indicate how it differs from the existing curriculum.**

The proposed name change does not require curriculum changes. Separately, we are seeking changes in pre-requisites for three of the courses in the certificate, but this is not related to the name change. The changes to pre-requisites are to facilitate multiple entry points for the certificate rather than once a year. The content of the actual courses are not changing.

- E. Does the proposed change affect the current program learning outcomes? If yes, identify the revised program learning outcomes.**

The name change reflects content that is already within the program courses and no learning outcome changes are needed.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR PROGRAM CHANGE – GRADUATE

- F. Does the proposed change affect opportunities for experiential learning opportunities, including co-op, community engaged and research-enriched learning, integration of Indigenous perspectives, decolonization, equity, diversity, inclusion, global perspectives, etc. If yes, please provide details.**

This certificate continues to include HINF 597 (Field Project) in which students apply what they've learned to a real-world problem. Often students choose to work on an issue that has been previously identified at their workplace. The name change will not affect this.

- G. Does the proposed change align or distinguish the program from comparable programs at other BC post-secondary institutions? If yes, please provide details.**

We are currently the only program in this area of specialization in Canada. There are no other comparable programs. Other international institutions may offer solitary courses related to health terminologies, or standards or health information exchange, but they do not offer a comprehensive program in this specialty.

- H. Does the proposed change affect anticipated enrolment? If yes, please provide details.**

We hope that changing the name to reflect the course content to include interoperability will make this program even more attractive to potential students. Interoperability between health information systems, such as electronic health records, is a vital issue in the healthcare sector.

Previously, potential applicants would need to read course descriptions to understand that interoperability content was included in the courses. We feel that putting interoperability into the title will attract more students. And also, make Certificate Alumni more attractive to potential employers who also may not have realized this content was part of the Certificate Program.

- I. Show evidence of consultation with and support of related UVic academic units/programs, and other BC post-secondary institutions where appropriate (provide emails/letters of support in an appendix).**

We have consulted with CHIMA regarding the name change and they are supportive. Upon finishing the certificate program, our graduates are eligible for the Certified Terminology Standards Specialist credential from CHIMA. Because there is no curriculum change, our certificate still aligns with the CHIMA curriculum expectations. A copy of the email response from CHIMA has been included.

We are the only program in Canada that offers a specialization certificate in health terminology standards.

From: [Elizabeth Adjin-Tettey - Associate Vice-President Academic Programs](#)
To: [HINF Graduate Advisor](#); [Maureen Ryan, HSD Associate Dean Academic](#)
Cc: [HINF Grad Secretary](#); [Health Terminology Standards Coordinator](#); [Andre Kushniruk](#); [Erin Sebastian - HEIS Administrative Officer](#); [Yvonne Rondeau - FGS Administrative Manager](#)
Subject: RE: Consultation request for changes to Health Terminology Standards Graduate Certificate Fall 2023 Cycle 1 Graduate Calendar submission
Date: August 3, 2023 3:52:07 PM

Hi Karen,

Please see my responses below in purple. The proposed changes also require FGS review and approval. I've copied Yvonne on this email.

Thanks,



Dr. Elizabeth Adjin-Tettey
Associate Vice-President Academic Programs
Professor of Law
University of Victoria
PO Box 1700 STN CSC
Victoria, British Columbia, Canada
V8W 2Y2 Canada
250.853.3761
<https://www.uvic.ca/law/facultystaff/facultydirectory/adjintettey.php>

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

Confidentiality Notice: This email message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact me by reply email and destroy all copies of the original message.

From: HINF Graduate Advisor <hinfgadadvisor@uvic.ca>
Sent: Thursday, August 3, 2023 1:35 PM
To: Maureen Ryan, HSD Associate Dean Academic <hsdasdn@uvic.ca>; Elizabeth Adjin-Tettey - Associate Vice-President Academic Programs <avpap@uvic.ca>
Cc: HINF Grad Secretary <hisgrad@uvic.ca>; HINF Graduate Advisor <hinfgadadvisor@uvic.ca>; Health Terminology Standards Coordinator <htscoord@uvic.ca>; Andre Kushniruk <andrek@uvic.ca>; Erin Sebastian - HEIS Administrative Officer <hinfgprog@uvic.ca>
Subject: Consultation request for changes to Health Terminology Standards Graduate Certificate Fall 2023 Cycle 1 Graduate Calendar submission

Hi -

We are looking at making the following changes related to the Health Terminology Standards Graduate Certificate. Do we need to fill out a template for requesting these changes? Can you advise us on the next steps, please.

Thanks,

Karen

Proposed changes for Cycle 1 Graduate Calendar (Fall 2023 submission)

Changes in red are removals. Changes in green are additions.

- Program title change - **Requires Senate Committee on Planning approval in addition to FGS and SCC via Kual**

1. new title Health Terminology **and Interoperability** Standards Graduate Certificate

Rationale: The new title better reflects the content that already exists in the program and will allow us to better market this program as there is considerable interest in health information system interoperability.

.

- Pre-requisites – **FGS plus SCC approval through Kual**

1. HINF 536 - remove **HINF 535 pre-req**
2. HINF 537 - remove **HINF 535 pre-req**
3. HINF 597 - add in **completed or concurrent enrollment in at least 2 of HINF 535, 536 or 537**

Rationale: We would like to change the pre-requisites for 3 of the courses in the certificate program to allow the potential for multiple entry points per year. This would help us increase enrollment in the program. We have talked with the instructors of these courses and they feel the current pre-requisites for HINF 536 and 537 are not necessary. We wish to add in pre-requisites for the HINF 597 course because the instructors feel strongly that at least 2 of the courses need to be taken in

order to be successful in the field project course (HINF 597). This is needed if we have 2 entry points per year as courses are currently only scheduled once a year based on available teaching resources.

- Program description - **FGS plus SCC approval through Kuali**
 1. remove "Therefore, students are advised to follow the defined sequence to avoid delay in program completion."
- HINF School description - **FGS plus SCC approval through Kuali (assuming SCP approves program title change)**
 1. change degrees & specializations section - "The School of Health Information Science offers courses of study leading to the degree of MSc and PhD, the Graduate Certificate in Health Terminology and Interoperability Standards, and, with the School of Nursing, a double-degree MN + MSc..."
 2. change deadline section - "The application deadline for the Graduate Certificate in Health Terminology Standards is May 1 for September entry" to "The application deadline for the Graduate Certificate in Health Terminology and Interoperability Standards is June 1 for September entry and November 1 for January entry."

We are requesting language changes to the HTS certificate program description and the School of Health Information description page to facilitate 2 entry points per year. This will help us increase enrollment in the program.

Karen Courtney, PhD, RN
Graduate Advisor
School of Health Information Science
University of Victoria

hinfgradadvisor@uvic.ca
250-721-8599

I acknowledge with respect the ləkʷəŋən peoples on whose traditional territory the University stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day. The process of colonization is ongoing as are resistances to it. My intention is that the research and teaching I do be in the service of decolonization.

Erin Sebastian - HEIS Administrative Officer

From: Rachel Strandquist, Director, Graduate Admissions and Records
Sent: August 24, 2023 3:45 PM
To: HINF Graduate Advisor
Cc: Health Terminology Standards Coordinator; HINF Grad Secretary; Erin Sebastian - HEIS Administrative Officer; OREG SCP Consultation
Subject: FW: Consultation for proposed graduate certificate name change
Attachments: HINF Health Terminology certificate grad-program-change.docx

Follow Up Flag: Follow up
Flag Status: Flagged

Hi Karen,

Based on the proposal document (attached), I have no concerns with this name change.

Thanks,
Rachel

Rachel Strandquist, BA, MA (she/her)
Director, Graduate Admissions and Records
Office of the Registrar and Enrolment Management | Division of Student Affairs
University of Victoria | PO Box 3025 STN CSC | Victoria BC V8W3P2
T: 250-721-8716 | E: dirgaro@uvic.ca | W: www.studentaffairs.uvic.ca

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



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Please consider the environment before printing this email.

From: OREG SCP Consultation <oregscpconsultation@uvic.ca>
Sent: Tuesday, August 22, 2023 11:45 AM
To: HINF Graduate Advisor <hinfgradadvisor@uvic.ca>
Cc: Health Terminology Standards Coordinator <htscoord@uvic.ca>; HINF Grad Secretary <hifgrad@uvic.ca>; Erin Sebastian - HEIS Administrative Officer <hinfprog@uvic.ca>; Rachel Strandquist, Director, Graduate Admissions and Records <dirgaro@uvic.ca>
Subject: RE: Consultation for proposed graduate certificate name change

Hi Karen,

Thanks for your email. By way of this reply, I've cc'ed Rachel Strandquist, Director Graduate Admissions and Records. Rachel will review your proposal and follow up with you directly with her feedback.

Best,
Wendy Taylor

From: HINF Graduate Advisor <hinfgradadvisor@uvic.ca>

Sent: Tuesday, August 22, 2023 11:28 AM

To: OREG SCP Consultation <oregscpconsultation@uvic.ca>

Cc: Health Terminology Standards Coordinator <htscoord@uvic.ca>; HINF Grad Secretary <hisgrad@uvic.ca>; HINF Graduate Advisor <hinfgradadvisor@uvic.ca>; Erin Sebastian - HEIS Administrative Officer <hinfprog@uvic.ca>

Subject: Consultation for proposed graduate certificate name change

Hi -

We are proposing a small change to the name of our Health Terminology Standards graduate certificate program. The proposed new name is: Health Terminology and Interoperability Standards graduate certificate program. The content of the program is not changing. The name change is to better reflect the content of the program and to increase marketability.

I have attached the graduate program change proposal for your review. Please let us know if you foresee any issues with the change of the name of the program.

Separately, we will be requesting changes to the pre-requisites for courses in the certificate. But this is not related to the name change, but rather to facilitate additional points of entry into the program in the future.

We look forward to your feedback. Please let us know if you have any questions.

Thanks,

Karen

Karen Courtney, PhD, RN
Graduate Advisor
School of Health Information Science
University of Victoria

hinfgradadvisor@uvic.ca

250-721-8599

I acknowledge with respect the lək'wəŋən peoples on whose traditional territory the University stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day. The process of colonization is ongoing as are resistances to it. My intention is that the research and teaching I do be in the service of decolonization.

Re: Proposed name change for the Health Terminology Standards Certificate program

Helen Beaumont <helen.beaumont@echima.ca>

Fri 8/4/2023 11:56 AM

To: Health Terminology Standards Coordinator <htscoord@uvic.ca>; Jeff Nesbitt <jeff.nesbitt@echima.ca>;

Cc: HINF Graduate Advisor <hinfgradadvisor@uvic.ca>; Andre Kushniruk <andrek@uvic.ca>;

Good afternoon Simon!

Summer is going great – too quickly. Hope you are enjoying some of the heat!

This is perfect timing as we just expanded the scope of our Terminology Standards Community to include Interoperability as well. We identified significant benefits to bringing these communities together for discussion and PD.

I have provided our marketing team with the information outlined below in order to ensure that our website reflects your program terminology accurately.

Are these changes effective immediately? Once confirmed, I will update the site.

Thanks!

Helen Beaumont

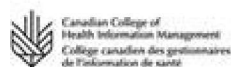
Manager of Community and Academic Partnerships

Vacation: August 5th – August 14th 2023.

Canadian College of Health Information Management
Canadian Health Information Management Association

Direct: [+1-782-800-9890](tel:+17828009890) | Toll free: +1-888-40-CHIMA (24462)
Halifax, Canada

cchim.ca | echima.ca



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From: Health Terminology Standards Coordinator <htscoord@uvic.ca>

Date: Thursday, August 3, 2023 at 11:09 AM

To: Jeff Nesbitt <jeff.nesbitt@echima.ca>, Helen Beaumont <helen.beaumont@echima.ca>
Cc: HINF Graduate Advisor <hinfgradadvisor@uvic.ca>, Andre Kushniruk <andrek@uvic.ca>
Subject: Proposed name change for the Health Terminology Standards Certificate program
CAUTION: This email originated from outside of CHIMA/CCHIM.

Hi Helen, Jeff,

I hope your summer is not passing by too quickly! I'm writing to consult with you on two changes we're planning for the HTS Certificate program.

The first change for the certificate program is to alter its titles from:

"Health Terminology Standards Graduate Certificate," and
"Health Terminology Standards Professional Certificate"

to:

"Health Terminology and Interoperability Standards Graduate Certificate," and
"Health Terminology and Interoperability Standards Professional Certificate."

The rationale for including the word "Interoperability" in the title is to advertise the concept to prospective students and potentially increase enrollment. As you are aware, in the program students learn not only about terminology standards, but also about classification and other types of health standards as well as practical applications such as interoperability and health data exchange. We feel that the current title "Health Terminology Standards [Grad/Pro] Certificate" does not reflect at a glance the scope of what prospects will gain by enrolling.

The second change we are planning is to add an official January start to the program. The present official application deadline for the Certificate is May 1 for September entry. We are moving the first to June 1st and are offering a second deadline of November 1 for January entry. We already do this on a case-by-case basis for existing graduate students. Making an official January entry would allow us to also welcome new students and boost enrolment.

The curriculum is unaltered, it consists of the same four graduate-level courses with the same content. We are just considering a title change and an entry change and would welcome your comments before beginning the year long process to get the new wording in place. Your feedback is requested and is somewhat urgent due to the upcoming deadline for submitting change proposals to the governing bodies in the University.

Looking forward to hearing from you soon,

Simon

--



Simon R. Minshall, MSc
Assistant Teaching Professor,
Coordinator Certificate Program in Health Terminology Standards
School of Health Information Science
Faculty of Human and Social Development
University of Victoria
[linkedin.com/in/minshall](https://www.linkedin.com/in/minshall)
uvic.ca/hsd/hinf/faculty-staff/faculty/Minshall

Re: Internal Consultation request - Health Terminology Standards Graduate Certificate proposed name change

Maureen Ryan, HSD Associate Dean Academic

Wed 8/16/2023 9:49 AM

Grad Calendar

To: HINF Graduate Advisor <hinfgadadvisor@uvic.ca>;

No

Maureen M Ryan RN PhD (She, Her, Hers)

Associate Dean Academic Faculty of Human and Social Development

E-mail: hsdasdn@uvic.ca

I acknowledge and respect the lək'wəŋən peoples on whose traditional territory the university stands, and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day. I acknowledge the devastation that government-created residential schools and Indian hospitals has inflicted on the health and wellbeing of Indigenous peoples and the ongoing effects of concentric trauma that continue to this day. As a visitor to these lands I commit to actions and practices that uphold Indigenous self-determination; as a nurse educator I seek to interrupt Indigenous specific racism across all education and health care institutions.

From: HINF Graduate Advisor <hinfgadadvisor@uvic.ca>

Date: Wednesday, August 16, 2023 at 9:27 AM

To: Maureen Ryan <hsdasdn@uvic.ca>, Debbie Wildy - HSD Dean Assistant <hsddeanasst@uvic.ca>, Helga Hallgrimsdotti <hsddean@uvic.ca>

Cc: Sandy Polomark <hinfpog@uvic.ca>, HINF Grad Secretary <hisgrad@uvic.ca>, Health Terminology Standards Coordinator <htscoord@uvic.ca>, Andre Kushniruk <andrek@uvic.ca>

Subject: Re: Internal Consultation request - Health Terminology Standards Graduate Certificate proposed name change

Hi

Yes, we've done the pre-consultation with Elizabeth and Yvonne. We're working on our other consultations now. Do you see any issues with HSD?

Thanks,

Karen

Karen Courtney, PhD, RN
Graduate Advisor
School of Health Information Science
University of Victoria

hinfgradadvisor@uvic.ca
250-721-8599

I acknowledge with respect the lək'wəŋən peoples on whose traditional territory the University stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day. The process of colonization is ongoing as are resistances to it. My intention is that the research and teaching I do be in the service of decolonization.

From: Maureen Ryan, HSD Associate Dean Academic
Sent: Wednesday, August 16, 2023 9:03:12 AM
To: HINF Graduate Advisor; Debbie Wildy - HSD Dean Assistant; Jennifer White, acting HSD Dean
Cc: Erin Sebastian - HEIS Administrative Officer; HINF Grad Secretary; Health Terminology Standards Coordinator; Andre Kushniruk
Subject: Re: Internal Consultation request - Health Terminology Standards Graduate Certificate proposed name change

Thanks for the information Karen and good morning 😊

Given that this is a name change to a program according to the last information (see attached) you will need to submit through SCP. I suggest a quick email to Elizabeth citing the attached to confirm. The submission would go through the usual process: though HSD to FGS to SCP and then SCC. There is time to submit through Cycle 1.

I am available to chat.

Maureen

Maureen M Ryan RN PhD (She, Her, Hers)
Associate Dean Academic Faculty of Human and Social Development
E-mail: hsdasdn@uvic.ca

I acknowledge and respect the lək'wəŋən peoples on whose traditional territory the university stands, and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day. I acknowledge the devastation that government-created residential schools and Indian hospitals has inflicted on the health and wellbeing of Indigenous peoples and the ongoing effects of concentric trauma that continue to this day. As a visitor to these lands I commit to actions and practices that uphold Indigenous self-determination; as a nurse educator I seek to interrupt Indigenous specific racism across all education and health care institutions.

From: HINF Graduate Advisor <hinfgradadvisor@uvic.ca>
Date: Tuesday, August 15, 2023 at 2:50 PM
To: Maureen Ryan <hsdasdn@uvic.ca>, Debbie Wildy - HSD Dean Assistant <hsddeanasst@uvic.ca>, Helga Hallgrimsdotti <hsddean@uvic.ca>
Cc: Sandy Polomark <hinfprog@uvic.ca>, HINF Grad Secretary <hisgrad@uvic.ca>, HINF Graduate Advisor <hinfgradadvisor@uvic.ca>, Health Terminology Standards Coordinator <htscoord@uvic.ca>, Andre Kushniruk <andrek@uvic.ca>
Subject: Internal Consultation request - Health Terminology Standards Graduate Certificate proposed name change

Hi -

We will be proposing a minor change to the name of our graduate certificate.

Current: Health Terminology Standards graduate certificate

Proposed: Health Terminology and Interoperability Standards graduate certificate

The content of the certificate is not changing. We are updating the name to better reflect the content and increase the attractiveness of this program. Do you see any issues that would require additional internal consultation before we bring this to the HSD curriculum committee?

Thanks,

Karen

Karen Courtney, PhD, RN
Graduate Advisor
School of Health Information Science
University of Victoria

hinfgradadvisor@uvic.ca
250-721-8599

I acknowledge with respect the lək'wəŋən peoples on whose traditional territory the University stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day. The process of colonization is ongoing as are resistances to it. My intention is that the research and teaching I do be in the service of decolonization.

Office of Indigenous Academic and Community Engagement (IACE)
Consultations for Program Proposals

The Office of Indigenous Academic and Community Engagement (IACE) engages with academic units across the institution to support Indigenous student success and community engagement grounded in cultural teachings from Elder's Voices. One significant part of IACE's mandate is to offer academic leadership and support for the advancement of Indigenous academic programming, guiding the university in processes and projects of decolonization and reconciliation. As a result, IACE reviews proposals for new academic programs and for revision or discontinuance of existing academic programs as part of the wider process overseen by the Associate Vice-President Academic Programs in the Office of the Vice-President Academic and Provost.

As this is a complicated process, academic units working on program proposals are encouraged to submit this form as soon as is practicable, to ensure a timely engagement with IACE. If IACE view is required for the proposal, this will take at least six weeks once the unit has a complete draft of the proposal, and consultation with IACE will add to this time.

Part I: Background Information

Department/School/Faculty:

Name of Program:

Credential Level:

☒ Diploma/Certificate ☐ Undergraduate ☐ Master's ☐ Doctoral

Type of Proposal:

☐ New Degree ☐ New Program ☒ Revision of Program ☐ Discontinuance of Program

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

We will be proposing a minor change to the name of our graduate certificate.

Current: Health Terminology Standards graduate certificate

Proposed: Health Terminology and Interoperability Standards graduate certificate

Rationale for the proposal (approximately 200 words)

The content of the certificate is not changing. We are updating the name to better reflect its content and increase the attractiveness of this program to all prospective students. Do you see any issues that would require additional consultation before we bring this to any committees?

For program revisions or discontinuances, how many Indigenous students are currently enrolled?

No current students have identified as Indigenous.

For new programs, how many Indigenous students do you envision enrolling?

Part III: Proposal Information

A. Does this proposal include elements that will focus on:

- Attracting or retaining Indigenous students? ☐ Yes ☒ No
Please provide details (approximately 100 words)

- Engaging with Indigenous communities, nations, or organizations? ☐ Yes ☒ No
Please provide details (approximately 100 words)

- Attracting or retaining Indigenous faculty? ☐ Yes ☒ No
Please provide details (approximately 100 words)

- Engaging with Indigenous knowledge(s) and/or ways of knowing and being? ☐ Yes ☒ No
Please provide details (approximately 100 words)

- Engaging with Indigenous territories, lands and/or waters? ☐ Yes ☒ No
Please provide details (approximately 100 words)

B. Does the proposed program envision drawing on IACE resources (e.g., assistance with booking Elders, etc.)?
☐ Yes ☒ No

C. How does the proposed or revised program support or advance institutional priorities and plans related to Indigenous initiatives (e.g., Indigenous Plan, Strategic Plan, etc.)? Please identify specific goals and priorities (approximately 200 words).

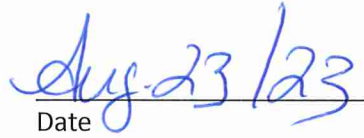
The proposed changes do not affect the existing support, or advancing institutional priorities and plans related to Indigenous initiatives.

Part IV: Consultation and Approvals

If you answered “No” to all questions in Part III A, no further consultation with IACE is required and this signed document can be included in the proposal as evidence of consultation with IACE.



Kundook, Jacquie Green
Executive Director
Office of Indigenous Academic and
Community Engagement



Date

If you answered “Yes” to question B in Part III, you will also need to arrange for a letter of support from IACE outlining the contributions in addition to this signed form.

☐ IACE letter of support included in final proposal

IACE Comments (approximately 200 words)



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

January 15, 2024

To: Operations and Facilities Committee

From: Elizabeth Croft
Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: January 30, 2024

Subject: Proposal to establish a Professional Specialization Certificate in Intellectual and Cultural Property Law in the Division of Continuing Studies

Basis for Jurisdiction: Senate Committee on Planning meeting December 6, 2023
Senate Meeting on January 5, 2024

Strategic Relevance:

The proposed *Professional Specialization Certificate in Intellectual and Cultural Property Law* is aligned with UVic's commitment to implement core local, national, and international responsibilities and calls to action that support the rights and sovereignties of Indigenous Peoples, as outlined in UVic's strategic framework, *Distinctly UVic: A Strategy for the University of Victoria*, and *Indigenous Plan 2023*. The program builds on UVic's strengths in Indigenous laws, including the first joint degree program in Canadian Common Law (JD) and Indigenous Legal Orders (JD/JID), Indigenous Law Research Unit (ILRU), and the National Centre for Indigenous Laws (NCIL) currently under construction.

The proposed program promotes UVic's strategic priorities as outlined in the Strategic Plan, including:

Respecting the rights of one another and being in right relationship with all things reinforces UVic's commitment to implement core local, national and international responsibilities and calls to action that support the rights and sovereignties of Indigenous Peoples—for example, UNDRIP, DRIPA*, the MMIWG Report* and the TRC Calls to Action.*

The proposed program also addresses and integrates specific goals outlined in the *Indigenous Plan 2023*, encompassing initiatives such as:

1.2.2 Create core courses that meet baseline criteria and provide opportunities for students in units without Indigenous-specific courses. (DRIPA Action 3.4)

1.2.3 Ensure that programs and courses integrate and are evaluated with respect to Indigenous teaching and learning practices, ethics and knowledges. (DRIPA Action 4.5a)

4.2.1 Identify areas of educational programming of interest and value through continued engagement with Indigenous students and communities. (DRIPA Action 4.5a)

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal to establish a Professional Specialization Certificate in Intellectual and Cultural Property Law in the Division of Continuing Studies as described in the document "Professional Specialization Certificate in Intellectual and Cultural Property Law" and that this approval be withdrawn should the program no be offered within five years of granting approval.

Background:

The proposed program draws upon and revitalizes an earlier *Professional Specialization Certificate in International Intellectual Property Law* program (run in partnership with Continuing Studies, 2002-07) meeting a need at that time of providing comparative (Canada, U.S., and E.U.) Intellectual Property Law.

The proposed Professional Specialization Certificate is distinctive in its approach and stands out as the first of its kind. It would provide a comprehensive and specialized curriculum uniquely designed to provide an in-depth understanding of the intersecting domains of law. The program will offer an intensive coverage of the confluence of Intellectual Property law, Indigenous Intellectual Property law, and a conceptual perspective on Cultural Property and Heritage, along with the application of principles outlined in UNDRIP.

The Professional Specialization Certificate in Intellectual and Cultural Property Law is designed to enhance access to knowledge and training, particularly for professional learners, and foster a

rich and interdisciplinary learning environment. The program is aimed at individuals seeking professional development in these areas, including lawyers, government employees, Indigenous leaders, and administrative personnel. It will also attract graduate students in the Faculty of Law, or in related fields and disciplines, nationally or internationally.

Attachment(s): January 2024 Senate docket for the proposal to establish a Professional Specialization Certificate in Intellectual and Cultural Property Law in the Division of Continuing Studies as described in the document “Professional Specialization Certificate in Intellectual and Cultural Property Law”

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW UNDERGRADUATE CERTIFICATE OR DIPLOMA

Professional Specialization Certificate in Intellectual and Cultural Property Law

Submitted by:	Name and title	Email
Dean or designate	Dr. Jo-Anne Clarke (Continuing Studies) Prof. Freya Kodar (Law)	uvcsdean@uvic.ca lawdean@uvic.ca
Academic unit, department, or school	Division of Continuing Studies Faculty of Law	
Name, title, and email of contact person	Tania Muir (Continuing Studies) Geoff Loomer (Law)	lacdiretor@uvic.ca law.assocdean.adm@uvic.ca
Anticipated start date of proposed certificate or diploma *Note – the program must not be advertised/offered until all approvals are finalized.	May 8, 2024	

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	November 10, 2023
Departmental/School approval	November 22, 2023
Faculty Curriculum Committee approval	November 14, 2023
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	November 16, 2023

Please complete all rows with date or N/A

Consultations (as applicable; see notes below) *supporting documentation required for all consultations	Date (or N/A)	Supporting Documentation Attached (Y/N)
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	Nov. 22/23	Y
Co-operative Education and Career Services – Andrea Giles, Executive Director – cooped@uvic.ca	N/A	
Office of the Registrar –	In progress	N

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW UNDERGRADUATE CERTIFICATE OR DIPLOMA

OREGSCPConsultation@uvic.ca		
Indigenous Academic and Community Engagement – Kundoqk Jacquie Green, Executive Director, iaceed@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	In progress	N
External and Internal Consultation (letters of support as per section J) Internal <ul style="list-style-type: none"> • School of Indigenous Governance • Indigenous Studies Program • Department of Indigenous Education External <ul style="list-style-type: none"> • Law Society of British Columbia • Indigenous Bar Association 	Y	Nov. 16/23 Nov. 21/23
Non-standard Tuition	Yes* or N/A	Non-standard form attached (Y/N)
Proposed program involves non-standard tuition *If you answered yes, complete the UVic Non-standard Tuition Template	N/A	

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

The proposed *Professional Specialization Certificate* in Intellectual and Cultural Property Law comprises pre-existing courses currently offered to credit learners within the Faculty of Law. This certificate presents courses and skills at the confluence of Intellectual Property Law (copyright, trademark, patents, and designs) and the developing field of Indigenous Cultural Property Law. While the primary audience for these courses are credit students, specifically JD and JD/JID students at UVic, **our goal is to offer access to non-credit professional learners through a *Professional Specialization Certificate* (PSC).**

The cultural property of Indigenous societies is reflected in the *United Nations Declaration on the Rights of Indigenous Peoples* (UNDRIP, 2007). UNDRIP was legislatively implemented by Parliament (2021) and the British Columbia Legislature (2019). Article 31(1) of UNDRIP provides for Indigenous peoples to:

“[...]maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts. They also have the right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions.”

The scope of Article 31(1) aligns with the concerns addressed in both federal and provincial laws that constitute “intellectual property.” Although the Faculty of Law already incorporates four permanent courses in Intellectual Property, the interests in Article 31(1) extend beyond these existing offerings. Perspectives of Indigenous cultural heritage, laws, customs, and traditions must also be presented. The structure of the proposed Professional Specialization Certificate is designed to reflect the dual focus of:

- a) Federal and provincial laws concerning intellectual property; and
- b) Indigenous Intellectual Property laws, customs, and traditions together with an analysis of the scope of Cultural Property and Cultural Heritage nationally and internationally.

Details are provided in Part B and course descriptions are in **Appendix A**.

As a non-credit professional program, the *Professional Specialization Certificate in Intellectual and Cultural Property Law* is designed for individuals seeking a professional development qualification in these areas. Such persons will include lawyers, government employees, Indigenous leaders, and administrative personnel. It will also

attract graduate students in the Faculty of Law, or in related fields and disciplines, nationally or internationally.

The program draws upon and revitalizes an earlier *Professional Specialization Certificate in International Intellectual Property Law* program (run in partnership with Continuing Studies, 2002-07) meeting a need at that time of providing comparative (Canada, U.S., and E.U.) Intellectual Property Law. Additionally, the proposed program aligns with:

- **The JD/JID program** – The Faculty is the only Faculty of Law in Canada to provide a joint degree program in Canadian Common Law (JD) and Indigenous Legal Orders (JID);
- The **Indigenous Law Research Unit** (ILRU) in the Faculty of Law; and
- The **National Centre for Indigenous Laws** (NCIL) currently under construction as an extension of the Murray and Anne Fraser Building.

Moreover, the *Professional Specialization Certificate in Intellectual and Cultural Property Law* is closely aligned with UVic's commitment to implement core local, national, and international responsibilities and calls to action that support the rights and sovereignties of Indigenous Peoples, as outlined in UVic's strategic framework, ***Distinctly UVic: A Strategy for the University of Victoria***, and ***Indigenous Plan 2023***.

The program distinctly prioritizes Indigenous ways of knowing and being in education, research, and governance, in alignment with UVic's strategic framework:

The University of Victoria strives to align itself with the laws, values and protocols of the Lək̓ʷəŋən and W̱SÁNEĆ peoples while respecting the values and priorities of all Coast Salish, Kwakwaka'wakw, Nuu-Chah-Nulth and urban Indigenous communities, including the Métis Nation, who also hold significant relationships with the university.

Respecting the rights of one another and being in right relationship with all things reinforces UVic's commitment to implement core local, national and international responsibilities and calls to action that support the rights and sovereignties of Indigenous Peoples—for example, UNDRIP, DRIPA*, the MMIWG Report* and the TRC Calls to Action.**

The program also actively addresses and integrates specific goals outlined in the *Indigenous Plan 2023*, encompassing initiatives such as:

1.2.2 Create core courses that meet baseline criteria and provide opportunities for students in units without Indigenous-specific courses. (DRIPA Action 3.4)

1.2.3 Ensure that programs and courses integrate and are evaluated with respect to Indigenous teaching and learning practices, ethics and knowledges. (DRIPA Action 4.5a)

4.2.1 Identify areas of educational programming of interest and value through continued engagement with Indigenous students and communities. (DRIPA Action 4.5a)

A. Curriculum design (include draft curriculum, if applicable, as an appendix) (maximum 2 pages)

Indicate the program requirements and design, including core and prerequisite courses. Identify which courses already exist at UVic and any new courses to be implemented as a result of the proposed program.

- Does the proposed program involve places for integration of teaching and research? If yes, please provide details.
- Does the program include opportunities for experiential learning or other forms of community engagement or research-enriched learning?
- Does the program design include plans for distance education delivery? If yes, provide details.

The discussion in Part A presents a spectrum of interests from Article 31(1) of UNDRIP that mirrors the interests encompassed within federal and provincial intellectual property as well as perspectives of indigeneity, cultural heritage, laws, customs and traditions of Indigenous peoples and societies. The program reflects this by providing two subjects of federal and provincial law and two subjects presenting Indigenous and cultural features. The federal and provincial features are presented in:

- a) **LAW347: Intellectual Property**; and
- b) **LAW366: Patent Law**

The program will also incorporate two special topics courses, which the Faculty of Law will seek to make permanent in the University Calendar in 2024. Those courses will be titled:

- a) **Indigenous Intellectual Property**; and
- b) **Cultural Property**

A fifth subject, **LAW348: Managing Intellectual Property**, presents a focus on managing, marketing, and utilizing intellectual property rights (IPRs).

Managing Intellectual Property is a simulated experiential learning course. It is presented in segments of 8 hours (4 + 4) and taught by expert intellectual property and entertainment practitioners from Vancouver. It is a popular offering in the Faculty of Law and aligns with an important initiative in the Faculty of Law to meet a need for experiential learning. Importantly, while providing an experience in “doing” (marketing, assigning, licensing, maintaining), it also requires a knowledge and application of difficult areas of law and policy relevant to such activities.

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW UNDERGRADUATE CERTIFICATE OR DIPLOMA

Cultural and Indigenous IPRs of a commodity nature will, in time, if not already, also invoke issues of licensing, assigning, and marketing. Of course, the diversity of cultural interests will include items and features of heritage, dignity, or spirituality that will not involve marketing. This diversity is reflected in the proposed Cultural Property course.

Participants in the Professional Specialization Certificate Program will need to complete **four of the five courses:**

- *LAW347: Intellectual Property*
- *Indigenous Intellectual Property (special topic course to be made permanent)*
- *Cultural Property (special topic course to be made permanent)*
- *LAW348: Managing Intellectual Property*
- *LAW366: Patent Law*

Credit students, including JD and JD/JID students in the Faculty of Law, will be able to enroll in any or all of these courses subject to normal registration requirements. Credit students will **not** be eligible to obtain the PSC.

The program will initially be presented on an in-person classroom basis, but online learning options will also be explored.

The intention is for the program to run for approximately six (6) weeks in the summer term.

There is no specific intention for the integration of teaching and research, but evaluation choices may involve the completion of a research paper for a portion of the final grade in some of the subjects in the program.

B. Integration of Indigenous perspectives, decolonization, global perspectives, equity, diversity, and inclusion (maximum 2 pages)

- Does the proposed program provide opportunities to include Indigenous perspectives and decolonization? If yes, please provide details.
- Does the proposed program design provide opportunities for global engagement or international perspectives? If yes, please provide details.
- How does the proposed program promote justice, equity, diversity, and inclusion? If yes, please provide details.

The proposed program is completely inclusive of Indigenous perspectives and decolonization. The detail has been provided in Parts A and B.

The primary focus of the program is Canadian intellectual property and Indigenous intellectual property. The provisions of UNDRIP are examined and the subject Cultural Property course will draw upon many international sources, including provisions for cultural property protection recommended by the *World Intellectual Property Organization* (WIPO); *The Nagoya Protocol on Access and Benefit Sharing* (fauna, flora, seeds, medicines); many international commentaries; and instruments relevant to protection of cultural artifacts in situations of armed conflict.

The proposed program includes justice and equity for Indigenous peoples in Canada as described earlier.

C. Describe the learning outcomes of the proposed program.

Learners who complete the *Professional Specialization Certificate in Intellectual and Cultural Property Law* will be able to:

- Demonstrate a comprehensive understanding of intellectual property rights (IPRs) laws and policies in Canada and, to some extent, other global contexts.
- Apply analytical skills to assess intellectual property issues, laws, and policies in both Canadian and international settings.
- Demonstrate an in-depth understanding of Indigenous Intellectual Property laws and policies, exploring the scope and nature of cultural property and rights in cultural property and heritage.

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

- Completion of an undergraduate degree from a university recognized by the University of Victoria.
- Competency in written and spoken English language according to the admissions criteria of the University of Victoria.

- 2 years professional experience in a related area.

We anticipate that most applicants admitted to the PSC program will be legal professionals. Persons who have a university degree and who work in the fields of intellectual property (such as non-legally qualified trademark agents), or who work in the administration of Indigenous communities, will also be considered for admission.

E. How is the proposed certificate or diploma aligned with, or is distinct from other related programs at UVic and other BC post-secondary institutions?

While there are courses and short-term certificate trainings available in various settings across Canada, including institutions like Osgoode Hall Law School, the proposed Professional Specialization Certificate is distinctive in its comprehensive approach. It is uniquely designed for working professionals, offering an intensive coverage of the confluence of Intellectual Property law, Indigenous Intellectual Property law, and a conceptual perspective on Cultural Property and Heritage, along with the application of principles outlined in UNDRIP. This program stands out as the first of its kind, providing a comprehensive and specialized curriculum for professionals seeking an in-depth understanding of these intersecting domains.

F. Describe the enrolment plan for the length of the program (e.g., anticipated number of students in the program at launch and steady state for the expected duration of the program).

The program is designed to enhance access to knowledge and training, particularly for professional learners, and foster a rich and interdisciplinary learning environment. As noted above, the Professional Specialization Certificate will attract practicing lawyers, government employees, Indigenous leaders, and administrative personnel.

The five courses offered in this program will include law students enrolled in the JD and JD/JID programs at the University of Victoria, as well as law students enrolled in JD or LL.B programs at other institutions. These students will gain credit in their respective programs, as permitted by the student's home university. Credit students, whether from UVic or from another institution, will **not** be eligible to obtain the PSC as a non-credit program.

In the first year of offering, we anticipate a total enrolment of 40 students, including up to 10 PSC learners and approximately 30 credit students. The number of credit students will vary from course to course.

Professional learners will be given an additional seminar each week and will be examined separately from the enrolled law students. In particular, different methods of

evaluation for the PSC students and the credit students will be used in LAW347 Intellectual Property and LAW366 Patent Law.

G. What is the evidence of demand for the proposed program, including labour market indicators?

Evidence of demand can be found in several key indicators. The combination of historical success with the former PSC, alignment with Continuing Professional Development (CPD) requirements, and the increasing importance of UNDRIP positions the PSC in Intellectual and Cultural Property Law to address critical knowledge gaps and meet the expanding demand for specialized education:

- The program and specialization certificate build upon a successful initiative, the PSC in International Intellectual Property Law, which ran from 2002-2007. During this period, the program attracted non-credit learners and demonstrated its value in the educational landscape.
- We recognize the essential role of CPD in the legal profession. Lawyers require ongoing education to meet CPD requirements set by the Law Society of British Columbia. Our program aligns with these requirements, making it a valuable choice for legal professionals seeking to fulfill their CPD obligations.
- As the significance of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) continues to increase, there is a growing demand for individuals with expertise in its implementation. Professionals across various sectors recognize the need for knowledge and understanding of UNDRIP, making the proposed PSC an asset in meeting this demand.

H. Indicate resource requirements, including existing and new faculty and staff appointments, space, and library requirements (include a table of program revenue and expenditures).

There will be no new faculty or staff appointments for this program or certificate. Much of the teaching will be done by full-time faculty members, notably Professor Bob Howell and Professor Val Napoleon. We will hire sessional instructors for up to 3 of the courses. Based on CUPE rates paid to sessional instructors, this will cost approximately 3 * \$7,000 to \$8,000 = \$21,000 to \$24,000. These sessional expenses are similar to what we would incur in a “standard” summer curriculum.

We do not anticipate any additional space requirements or library requirements. However, with ongoing construction at the Fraser Building we will require alternative classroom space in summer 2024.

Furthermore, through a strategic partnership with the Division of Continuing Studies, the recruitment, promotion, and administration of the non-credit Professional

UNIVERSITY OF VICTORIA
STANDARD TEMPLATE FOR NEW UNDERGRADUATE CERTIFICATE OR DIPLOMA

Specialization Certificate (PSC) will be seamlessly managed. This collaboration ensures efficient utilization of existing resources and expertise within the Division of Continuing Studies, alleviating the need for additional resources in these areas.

I. Show evidence of consultation with and/or support of related UVic academic units/programs and other BC post-secondary institutions, relevant regulatory or professional bodies (provide copies of letters of support in an appendix).

Consultation with the UVic Libraries is complete and consultations with other UVic units are in progress. Further documentation and letters of support will be provided as consultations progress.

Additionally, we have contacted the Law Society of British Columbia regarding the availability of Continuing Professional Development (CPD) credits for the proposed program.

APPENDIX A – PSC in Intellectual and Cultural Property Law Course Descriptions

LAW347: Intellectual Property

A study of the concepts, principles, and policies of intellectual property law, the relationship and boundary issues between types of intellectual property as well as broader dimensions of cultural creativity. The primary focus is on a) copyright and “literary,” “dramatic,” “musical,” and “artistic” works, technological applications, economic and moral rights, infringement and fair dealing or user interests; and b) registered trademarks and related common law provisions.

Indigenous Intellectual Property (*special topic course to be made permanent*)

The premise of this course is that the articulation, restatement, and development of indigenous intellectual property law must derive from indigenous legal orders as an integral part of the societal governance. Given this, tangible and intangible intellectual property concerns will be identified as Indigenous legal issues and approached as legal problems within specific indigenous legal orders. The course will explore legal control and governance by indigenous peoples over indigenous knowledge with a focus on cultural, societal/economic, and artistic purposes, rather than patents and trademarks.

Cultural Property (*special topic course to be made permanent*)

The related concepts of Cultural Property, Traditional Knowledge and Expressions of Culture are considered nationally and internationally in contexts including Intellectual Property, Conflict of Laws, Constitutional Law and International Law as these areas pertain to cultural artifacts and intangible cultural expressions. Attention is given to the United Nations Declaration on the Rights on Indigenous Peoples (UNDRIP) and implementing legislation federally in 2021 and in B.C. in 2019. Additionally, there is consideration of sui generis recognition, the role of laws, customs and procedures of indigenous societies, draft international and regional treaties, measures to protect cultural items in armed conflict, federal import and export controls, and provincial heritage measures.

LAW348: Managing Intellectual Property

Explores strategies, processes, and frameworks for obtaining, retaining, assigning, and licensing selected Intellectual Property Rights (IPRs) including entertainment related IPRs in music and film. Instruction and evaluation are provided in segments by expert legal practitioners and involves principally the completion of appropriate documentation and contractual provisions.

LAW366: Patent Law

A study of the principles and practical implications of patent protection in Canada. Discussions include the fundamental concepts of patentability, validity, infringement, and commercial exploitation of patentable technology, including pharmaceutical and biotechnological product and process protection.

November 16, 2023

Sent via e-mail

Dr. Val Napoleon
Law Foundation Chair of Indigenous Justice and Governance
Director, Indigenous Law Research Unit
Faculty of Law
University of Victoria
Box 1700, STN CSC, Victoria, BC V8N 3L2

Donald J. Avison, KC
Executive Director/Chief Executive Officer

Dear Dr. Napoleon:

Re: Professional Specialization Certificate in Intellectual and Cultural Property Law

We write to support the proposed Professional Specialization Certificate in Intellectual and Cultural Property Law.

The important links between Indigenous cultural practices and traditions and the recognition, development and application of laws that protect those practices and traditions has not been well-developed or understood. The proposed program is well-structured and designed to develop understanding of the laws and policies of intellectual property rights, engage analytical in the understanding of those rights and policies, and, crucially, to link that learning to the law and policies of Indigenous Intellectual Property and the scope and nature of cultural property and rights in cultural property and heritage.

The program is, in our estimation, important to the effective implementation of the United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP) and particularly with regard to the recognition given by that declaration to the ability of Indigenous peoples to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions. The recognition of principles stated in UNDRIP through both federal and provincial legislation increases the urgency for programs such as this in order to develop understanding of the integration of Canadian and Indigenous laws

geared to protect those cultural imperatives and to increase knowledge and understanding of the extent and value of that heritage.

We anticipate that this will be a very successful and well-regarded program.

Sincerely,

A handwritten signature in black ink, appearing to read 'Don Avison', with a stylized, flowing script.

Don Avison, KC (*he/him*)
Executive Director/Chief Executive Officer



INDIGENOUS BAR
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BARREAU AUTOCHTONE

November 21, 2023

Sent via e-mail

Dr. Val Napoleon
Law Foundation Chair of Indigenous Justice and Governance
Director, Indigenous Law Research Unit
Faculty of Law
University of Victoria
Box 1700, STN CSC, Victoria, BC V8N 3L2

Dear Dr. Napoleon:

Re: Professional Specialization Certificate in Intellectual and Cultural Property Law

I am writing this letter to express my enthusiastic endorsement for the establishment of a Professional Specialization Certificate in Intellectual and Cultural Property Law at the University of Victoria. I firmly believe that this course will greatly benefit students and contribute to the legal education landscape in Canada.

Intellectual property is an ever-evolving and dynamic field that plays a pivotal role in fostering innovation, creativity, economic development and cultural education and diversity. The development of Canadian laws governing intellectual and cultural property must be carried out in a manner that recognizes and restores Indigenous self-determination. The protection of Indigenous intellectual and cultural property is elemental to securing the well-being and longevity of Indigenous cultural, language and legal systems. Indeed, Article 31 of the *United Nations Declaration on the rights of Indigenous Peoples* states as follows:

Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts. They also have the right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions.[Emphasis added]

The need for well-trained professionals in this area has never been more crucial. By offering a dedicated certificate on intellectual and cultural property law, the University of Victoria, Faculty of Law, will provide students with the specialized knowledge and skills necessary to navigate the complexities of IP law, with a particular focus on the role that IP law will play in the protection and expression of Indigenous culture.



INDIGENOUS BAR
— ASSOCIATION —
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Moreover, the inclusion of an intellectual and cultural property law certification program will enhance the overall Indigenous-based curriculum, offering students a more diverse range of legal education options. This expansion will attract prospective students interested in specializing in intellectual property law, further enriching the student body and contributing to the University of Victoria's reputation as a leader in innovative and groundbreaking fields.

If you require any further information or have additional questions, please feel free to contact me at president@indigenousbarassociation.onmicrosoft.com or (403) 461-7928.

Sincerely,

A handwritten signature in black ink, appearing to read 'Drew Lafond', with a stylized flourish at the end.

Drew Lafond, Indigenous Bar Association in Canada, President



Sarah Miller, Law Librarian and Indigenous Studies Librarian

Telephone: 250-721-8561

Email: sarahfmiller@uvic.ca

Jessie Lampreau, Indigenous Initiatives Librarian, Law

Telephone: 250-472-4972

Email: jlampreau@uvic.ca

DATE: November 22, 2023

TO: Tania Muir
Director, Languages, Arts and Culture
Division of Continuing Studies, University of Victoria

FROM: Sarah Miller, Law Librarian and Indigenous Studies Librarian
Jessie Lampreau, Indigenous Initiatives Librarian, Law

RE: Library comments on the Professional Specialization Certificate in Intellectual and Cultural Property Law

Thank you for the opportunity to review the proposed Professional Specialization Certificate in Intellectual and Cultural Property Law.

We foresee no additional library implications for this certificate, as it is comprised of existing law courses, and our current collections practice involves purchasing resources to support existing courses and faculty research areas. In addition, the Law Library has an endowment fund for purchasing Indigenous law resources, which would include Indigenous intellectual property and cultural property resources.

Please let us know if you have any questions about this, or if there is any other information we can provide.

Best,

Sarah Miller
Jessie Lampreau



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

January 15, 2024

To: Operations and Facilities Committee

From: Elizabeth Croft
Vice-President Academic and Provost

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

cc: President and Vice-Chancellor

Meeting Date: January 30, 2024

Subject: Proposal for changes to the Bachelor of Fine Arts Major Program in
Theatre in the Faculty of Fine Arts

Basis for Jurisdiction: Senate Committee on Planning meeting December 6, 2023
Senate Meeting on January 5, 2024

Strategic Relevance:

The proposed program renewal is responsive to disciplinary norms and changing societal expectations in the arts sector and furthers UVic's strategic priority of culture of change and transformation to create a culture of courage, curiosity and flexibility in creating powerful changes. The renewed program provides opportunities to include more global perspectives consistent with the UVic Global Engagement strategy and respectful of the lived experiences of diverse communities and individuals.

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposed changes for the Bachelor of Fine Arts Theatre Major program, as described in the document “Bachelor of Fine Arts Theatre Major Program”.

Background:

Some of the current Focus areas in the Theatre program have not attracted high student enrolments as they seem to be out of step with areas that students are interested in concentrating their studies to better reflect the realities of peoples’ lived experiences and employment opportunities post-graduation. We are therefore proposing to discontinue four focus areas and to streamline and change the titles of our focus areas to better position the Theatre program to serve the needs of a diverse society and expanding industry.

Attachment(s): January 2024 Senate docket for the proposal for changes to the Bachelor of Fine Arts Theatre Major program.

UNIVERSITY OF VICTORIA
PROGRAM CHANGE – UNDERGRADUATE
Department of Theatre – BFA
Major program in Theatre

Department of Theatre BFA

- ☐ Double or dual degree programs involving existing degrees
- ☐ Programs involving partnerships or agreements with other institutions
- ☐ Changes to a program degree or title
- ☒ Significant changes to program focus, content, structure, new stream within existing program or Requirements
- ☐ Other, please specify:

Submitted by:	Name and title	Email
Dean or designate	Dr. Evanthia Baboula, Associate Dean	fineassociatedean@uvic.ca
Academic unit, department, or school	Department of Theatre	theatre@uvic.ca
Name, title, and email of contact person	Dr. Anthony Vickery, Chair, Department of Theatre	theatrechair@uvic.ca
Anticipated change start date	May, 2024	

Please provide dates of all approvals

Required approvals	Date
Pre-consultation with AVPAP (by contact person and Dean/designate)	October 3, 2023
Departmental/School approval	April 25, 2023
Faculty Curriculum Committee approval	Curriculum: November 3, 2023
*Faculty Council approval (or <u>indicate</u> equivalent Faculty voting body)	SCP proposal: October 18, 2023 Curriculum: November 15, 2023

Please complete all rows with date or N/A

Consultations (as applicable; see notes below) *supporting documentation required for all consultations	Date (or N/A)	Supporting Documentation Attached (Y/N)
Libraries – Jonathan Bengtson, University Librarian bengtson@uvic.ca	Oct. 3, 2023	Appendix III (C. Walde)
Co-operative Education and Career Services – Andrea Giles, Executive Director – cooped@uvic.ca	Co-op consulted as part of curriculum process	N/A
Office of the Registrar – OREGSCPConsultation@uvic.ca	Sept. 5, 2023	Appendix III

Indigenous Academic and Community Engagement – Kundoqk Jacquie Green, Executive Director, iaceed@uvic.ca **Please complete the IACE Consultation form and submit with proposal.	Oct. 13, 2023	Completed consultation form sent to IACE
Internal Consultation (emails/letters of support as per section I)		Yes (attached at end of proposal)
Non-standard Tuition	Yes* or N/A	Non-standard form attached (Y/N)
Proposed program change involves non-standard tuition	N/A	
*If you answered yes, complete the UVic Non-standard Tuition Template		

UNIVERSITY OF VICTORIA
PROGRAM CHANGE – UNDERGRADUATE
Department of Theatre – BFA
Major program in Theatre

A. Provide a summary of the proposed change. Clearly articulate the rationale for the change How does the proposed change align with unit/faculty/UVic institutional plans and priorities? (Maximum 1 page).

The Department of Theatre is proposing a series of revisions to its BFA major program which align with developments in the field of theatre and move to a more comprehensive instructional environment where skills are less specialized during one's studies, thus building on more transferrable, comprehensive and collaborative skills.

The Department of Theatre offers two undergraduate programs: a BA Honours Program in Theatre History and a BFA program with a major in Theatre. In the latter program, which this proposal is concerned with, students select one of seven Focus areas: Theatre History, Applied Theatre, Self-Directed, Directing, Performance, Production and Management, Design. The proposal includes changes to the number (reduction to four Focus areas) by discontinuing three of the areas (Theatre History, Applied Theatre, Directing; includes discontinuation of Self-Directed to allow for substitution by a new Performance area) and names of the focus areas (the existing Performance becomes Acting) as well as to the structure of the common part of the program and changes to the structure of each one of the resulting focus areas.

The current BFA program in the Department of Theatre has been fundamentally the same for more than thirty years. It has received many amendments over the years, but no wholesale changes while the theatre industry has changed a great deal. There were extensive revisions made to the program in 2015 that changed the language of the program from Specialist Options to focus areas. This proposal continues the refinements made in the last process. We also recognize that many of our graduates go on to further education or to work in other fields besides the theatre. Our department has always prided itself on the fact that we produce graduates who make great collaborators – who work well in groups no matter the industry and take on leadership roles with ease.

The department has decided to propose a wholesale update to our programs to better align them with the theatre industry, feedback from students, institutional priorities and general conditions in the work world while retaining many aspects of the current program that have proved most successful over the past years. Some of the elements from the 2015 process will be continued in the changed program. The department currently has seven Focus areas for the BFA. All Theatre Major students are required to take a common first-year set of courses, irrespective of their intended Focus area. Students may enter one of the Focus areas after completing the first or second-year Theatre requirements, depending on the Focus area.

We have found that some of the Focus areas have had low uptake by students and we would like to eliminate them from our program. These focusses are Theatre History, Directing and Applied Theatre. We have also decided to discontinue the Self-Directed area in order to replace it with a new Performance area (see below).

In our proposal for the new Focus areas, we have included aspects of all three proposed deletions in the remaining four focus areas. We have also decided to change the title of one of the four remaining Focus areas to better indicate to incoming students (especially those coming directly from high school) the material in each Focus area. The existing Performance area is therefore changing to Acting as most applicants have experience with acting, but are somewhat confused by the use of the term Performance. In the same vein, what is currently Self-Directed is to be discontinued and a new Performance area is established.

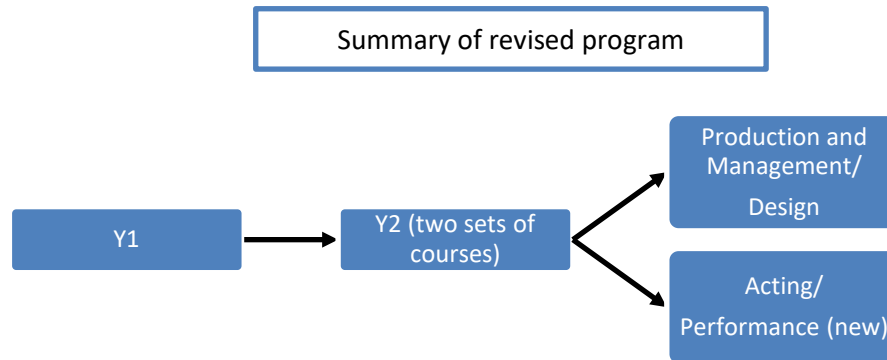
The new Performance Focus is a more encompassing term that will incorporate many of the former Applied Theatre, Directing and Self-Directed Focus elements. Many students who took the Self-Directed Focus expressed dissatisfaction that they were the remainders or cast-offs from the other Focus areas. The Design Focus remains the Design Focus and Production and Management remains Production and Management.

We currently have a common first year for all theatre majors and will continue to do so with some changes to coursework. These changes should allow for a larger incoming class. After first year, the students will choose one of two common second years – Production and Management/Design (leading to those two focusses in third year) or Acting/Performance (leading to those two focusses in third year). The consolidation of second year programs from seven individual focus areas to two will save resources and better prepare the students for the four remaining focus areas. Historically, our shared first year has created a solid cohort of students who collaborate well together because of the extensive experiential learning opportunities. By extending the common experience into second year, we hope to enhance the ensemble nature of the student experience.

At the end of the new second year, all students will undergo an interview and/or audition to get into the third-year focus of their choice. The current program only had an audition to get into the Performance Focus. The variations in student experience from one focus to another led to a great deal of dissatisfaction on behalf of current and past students. The new program ensures an equality of experience no matter the focus area a student chooses. It is key for the department's faculty in working through our program-level learning outcomes that we wanted to emphasize the collaborative nature of the theatre program with its inclusion of many experiential learning opportunities. The revised focus areas will do that.

In summary, the proposed changes should allow us to run the program with the present teaching resources (with little reliance on sessional instructors), increase overall enrolment in the program, ensure a high-quality experience for all students in whichever focus they choose, and continue to offer extensive opportunities for experiential learning.

Current program		Focus areas	Action
Y1	→	Applied Theatre	Discontinue Focus area
Y1 + Y2	→	Directing	Discontinue Focus area
Y1 + Y2	→	Theatre History	Discontinue Focus area
Y1	→	Self-Directed	Discontinue Focus area
			New: Performance* Focus area
Y1 + Y2	→	Design	Revise requirements
Y1 + Y2	→	Production and Management	Revise requirements
Y1	→	Performance	Rename to Acting Focus area and revise requirements



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

No. These changes are an effort to keep the department functioning efficiently in a financially strained environment of challenging enrolment.

C. Does the proposed change have an impact on admission requirements? If so, please provide details.

No.

D. Impact on Students – does the proposed change have an impact on students (student evaluation, student progression, supervision, etc. You should address transition between the current program and proposed change, if applicable).

The current program will be phased out over three years (if the program changes are approved, the current first year – Fall, 2023 – will be the last first year in the old program). Students in the current program should not be impacted by the change to the new program (as the new program will also be rolled out over three years). The detailed approach is in **Appendix II**.

In addition: according to the current requirements, with the exception of the Self-Directed Focus, students must normally have a cumulative average of 6.0 (B+) in Theatre courses to be admitted and advanced. In the revised program, we are dropping our GPA requirement from the Focus areas as it was preventing access for some of our students and we find it not appropriate for a Major program (as opposed to an Honours program). The change will also bring our Major program into line with the other Fine Arts departments – Art History and Visual Studies, Visual Arts, Writing and Music.

Note: a memo about the mentioned GPA requirement is being prepared for SCAS.

The Department mentors students closely and will make every effort to communicate clearly about the coexistence for a few years of the old Performance Focus (to be renamed Acting) and the new Performance Focus which aims to encompass a wider definition of this term.

- E. Does the proposed change involve changes to the curriculum? If yes, include a draft of the proposed curriculum changes and clearly indicate how it differs from the existing curriculum.**

See **Appendix I** for details. Minor changes may result after review by the Senate Committee on Curriculum. All Theatre curriculum proposals are included in:

<https://uvic.kuali.co/cm/#/agendas/view/651f1ccc956559122d492c2e>

- F. Does the proposed change affect the current program learning outcomes? If yes, identify the revised program learning outcomes.**

No. Our current program-level learning outcomes will remain the same. The current program learning outcomes emphasize experiential learning and that will remain unchanged.

- G. Does the proposed change affect opportunities for experiential learning opportunities, including co-op, community engaged and research-enriched learning, integration of Indigenous perspectives, decolonization, equity, diversity, inclusion, global perspectives, etc. If yes, please provide details.**

No changes. The Applied Theatre faculty members initiate and are responsible for many community-engaged projects and that will continue going forward. The Department of Theatre offers many courses that involve experiential learning. The new focuses will have multiple opportunities for experiential learning in **every** year of every focus.

Our department engages with Indigenous communities primarily through the work of our Applied Theatre scholar, Kirsten Sadeghi-Yekta (Language Revitalization), and it is our highest priority that we have an Indigenous performer/director join us on faculty. Currently, we cannot include a course on Indigenous Theatre Practice in the program as we do not have the resources (but this will be a priority going forward). However, we have engaged with Indigenous knowledge via a sessional appointment: we had Monique Mojica (Guna and Rappahannock nations) teach land-based dramaturgy in the department last year and we would like to continue to offer courses incorporating Indigenous knowledge via THEA310 (a variable content course).

In all of our courses, faculty have been striving to include more global perspectives in terms of historical information, theatre artists discussed and playscripts examined or used. For example, our theatre history courses used to be primarily Eurocentric, but more than half of our classes feature world theatre from beyond Europe (or European style theatre).

Also see the attached consultation template for the IACE Office.

- H. Does the proposed change align or distinguish the program from comparable programs at other BC post-secondary institutions? If yes, please provide details.**

UBC and SFU both have four-year BFA degrees. Our BFA is distinguished from UBC and SFU by the breadth of theatre courses that our students take which prepare them to take on any role in the theatre or be an excellent collaborator/leader beyond the arts. UBC has a focus on film production which covers approximately 30-50% of the courses their undergraduates take. SFU has a focus on the creation of new work with little emphasis on traditional theatre disciplines.

I. Does the proposed change affect anticipated enrolment? If yes, please provide details.

Yes. These changes will allow us to accept more students into our first year (currently 60, new anticipated total 100) and to retain more students throughout the four years of the program. We are also able to offer more access to non-Theatre majors to more courses. These program changes are coupled with intentional recruitment efforts in the spring of each year by sending a small group of actors into local high schools. The new program will also be clear and simple to communicate during recruitment efforts.

J. Show evidence of consultation with and support of related UVic academic units/programs, other BC post-secondary institutions, and relevant regulatory or professional bodies where appropriate (provide emails/letters of support in an appendix).

See Appendix III

Office of Indigenous Academic and Community Engagement (IACE)
Consultations for Program Proposals

The Office of Indigenous Academic and Community Engagement (IACE) engages with academic units across the institution to support Indigenous student success and community engagement grounded in cultural teachings from Elder's Voices. One significant part of IACE's mandate is to offer academic leadership and support for the advancement of Indigenous academic programming, guiding the university in processes and projects of decolonization and reconciliation. As a result, IACE reviews proposals for new academic programs and for revision or discontinuance of existing academic programs as part of the wider process overseen by the Associate Vice-President Academic Programs in the Office of the Vice-President Academic and Provost.

As this is a complicated process, academic units working on program proposals are encouraged to submit this form as soon as is practicable, to ensure a timely engagement with IACE. If IACE view is required for the proposal, this will take at least six weeks once the unit has a complete draft of the proposal, and consultation with IACE will add to this time.

Part I: Background Information

Department/School/Faculty: Theatre, Fine Arts

Name of Program: BFA in Theatre

Credential Level:

☐ Diploma/Certificate ☒ Undergraduate ☐ Master's ☐ Doctoral

Type of Proposal:

☐ New Degree ☐ New Program ☒ Revision of Program ☐ Discontinuance of Program

Part II: Overview/Summary

Description/scope of proposal (approximately 200 words)

Reduction of Focus Areas to four from seven. Creation of Common second years. Consolidation of students into fewer courses to enhance enrollment.

Rationale for the proposal (approximately 200 words)

To allow the department to deliver the program with fewer resources and less reliance on sessional instructors. To enhance enrollment numbers and allow more students to enter the first year of the program (and therefore have higher numbers continue through the program).

For program revisions or discontinuances, how many Indigenous students are currently enrolled?
Currently 6 are in program with 2 more coming into first year.

For new programs, how many Indigenous students do you envision enrolling?

Part III: Proposal Information

A. Does this proposal include elements that will focus on:

- Attracting or retaining Indigenous students? ☐ Yes ☒ No
Please provide details (approximately 100 words)
Not in the proposal – the department will do this through targeting local high schools with significant number of Indigenous students with our recruitment initiatives.
- Engaging with Indigenous communities, nations, or organizations? ☐ Yes ☒ No
Please provide details (approximately 100 words)
Our department does this primarily through the work of our Applied Theatre scholar, Kirsten Sadeghi-Yekta (Language Revitalization), but that will not be reflected directly in this proposal.
- Attracting or retaining Indigenous faculty? ☐ Yes ☒ No
Please provide details (approximately 100 words)
It is our highest priority that we have an Indigenous performer/director join us on faculty. However, due to low enrollments we have just lost a faculty position to retirement and it is not likely that we will receive a new position. Therefore, we could not include a course on Indigenous Theatre Practice in the program as we do not have the resources (but this will be a priority going forward).
- Engaging with Indigenous knowledge(s) and/or ways of knowing and being? ☐ Yes ☒ No
Please provide details (approximately 100 words)
We will continue to do this on an ongoing basis. We had Monique Mojica (Guna and Rappahannock Nations) teach land-based dramaturgy in the department last year and we would like to continue to offer courses incorporating Indigenous knowledge via THEA310 (a variable content course).
- Engaging with Indigenous territories, lands and/or waters? ☐ Yes ☒ No
Please provide details (approximately 100 words)
Per the answer to the question directly above – we would like to continue offering classes on topics such as land-based dramaturgy, but currently we do not have the resources to include the topics in a stand-alone fashion in the program

B. Does the proposed program envision drawing on IACE resources (e.g., assistance with booking Elders, etc.)?

☐ Yes ☒ No

- C. How does the proposed or revised program support or advance institutional priorities and plans related to Indigenous initiatives related to Indigenous initiatives (e.g., Indigenous Plan, Strategic Plan, etc.)? Please identify specific goals and priorities (approximately 200 words).

As noted above, the proposal does not have any specific measures related to Indigenous initiatives. We have as our highest faculty priority, the hiring of an Indigenous artist to teach courses on Indigenous Theatre Practice and other Indigenous topics based on their past experience. We can offer some topics through sessional instructors, but the number of professional Indigenous theatre artists available to take on these roles is limited and, therefore, we could not entrench courses with Indigenous content in the new program with this risk in mind.

Part IV: Consultation and Approvals

If you answered “No” to all questions in Part III A, no further consultation with IACE is required and this signed document can be included in the proposal as evidence of consultation with IACE.

Kundoqk, Jacquie Green
Executive Director
Office of Indigenous Academic and
Community Engagement

Date

If you answered “Yes” to question B in Part III, you will also need to arrange for a letter of support from IACE outlining the contributions in addition to this signed form.

☐ IACE letter of support included in final proposal

IACE Comments (approximately 200 words)

Appendix I: Detailed changes from present BFA Major to revised BFA Major program in Theatre

Present Program	New Program
<p>Year 1</p> <ul style="list-style-type: none"> Complete all of the following <ul style="list-style-type: none"> Complete all of: <ul style="list-style-type: none"> ATWP135 - Academic Reading and Writing (1.5) THEA105 - Introduction to Stagecraft and Technical Practice (3.0) THEA111 - Theatre History I (1.5) THEA120A - Introduction to the Art of Acting I (1.5) THEA132A - Introduction to Applied Theatre I (1.5) THEA236 - Theatre History II (1.5) Complete 1 of the following <ul style="list-style-type: none"> Select from: <ul style="list-style-type: none"> AHVS120 - Exploring World Art (1.5) AHVS121 - Understanding Visual Communication (1.5) ART150 - Introduction to Contemporary Art Theory, Criticism and Practice (1.5) ART151 - An Introduction to Contemporary Visual Art (1.5) FA101 - Creative Being (1.5) FA245 - The Arts and Technology I (1.5 - 3) MUS109 - Great Film Music (1.5) MUS116 - Music Appreciation (1.5) WRIT109 - The Writer's World in Books and Film (1.5) WRIT120 - Writing for the Arts (1.5) This list is the Fine Arts co-requisite; this is a Faculty of Fine Arts requirement. See note below. 	<p>Year 1</p> <ul style="list-style-type: none"> Complete all of the following <ul style="list-style-type: none"> Complete all of: <ul style="list-style-type: none"> ATWP135 - Academic Reading and Writing (1.5) THEA105 - Introduction to Stagecraft and Technical Practice (3.0) <u>THEA 104 - Theatre Concepts (1.5)</u> THEA120A - Introduction to the Art of Acting I (1.5) <u>THEA106 – Ensemble Building (1.5)</u> <u>THEA 103 – Current Performance Practices (1.5)</u> <u>THEA 206 – Fundamentals of Play Analysis (1.5)</u> Complete all of the following <ul style="list-style-type: none"> Complete 1.5 units from: <ul style="list-style-type: none"> AHVS120 - Exploring World Art (1.5) AHVS121 - Understanding Visual Communication (1.5) ART150 - Introduction to Contemporary Art Theory, Criticism and Practice (1.5) ART151 - An Introduction to Contemporary Visual Art (1.5) FA101 - Creative Being (1.5) FA245 - The Arts and Technology I (1.5 - 3) MUS109 - Great Film Music (1.5) MUS116 - Music Appreciation (1.5) WRIT109 - The Writer's World in Books and Film (1.5) WRIT120 - Writing for the Arts (1.5)

<ul style="list-style-type: none"> • Complete 3 units of electives 	<ul style="list-style-type: none"> ○ This list is the Fine Arts co-requisite; this is a Faculty of Fine Arts requirement. • Complete <u>1.5</u> units of electives
<p>Applied Theatre Focus Students may enter the Applied Theatre Focus after completing the first year Theatre requirements. The Applied Theatre program allies the art of the theatre with effective pedagogy to build upon the growing recognition of theatre as an educative methodology in matters of social, political, economic and therapeutic concerns. The program provides the theoretical and experiential foundations that will serve those who wish to examine the use of theatre forms as they apply to teaching and/or non-theatrical settings, such as cultural, recreation and community centres, historic and environmental sites, museums, prisons, hospitals, social service and health agencies.</p> <p>Students considering careers in elementary, middle or secondary schools are urged to consult with the Teacher Education Advising Office early to plan their undergraduate programs.</p>	
<p>Year 2</p> <ul style="list-style-type: none"> • Complete all of the following <ul style="list-style-type: none"> ○ Complete all of: <ul style="list-style-type: none"> ▪ THEA205 – Introduction to Production and Management Areas of the Theatre (3.0) ▪ THEA206 – Fundamentals of Play Analysis (1.5) ▪ THEA234 – The Director and Designer Relationship (1.5) ▪ THEA235A – Theatre for Community Building (1.5) ▪ THEA235B – Drama in Education (1.5) ▪ THEA246 – Theatre History III (1.5) ▪ THEA347 – Theatre History IV (1.5) ○ Complete 3 units of: electives 	

Year 3 and 4

- ~~Complete all of the following~~
 - ~~Complete all of:-~~
 - ~~THEA331 Directing I (1.5)~~
 - ~~THEA332 Directing II (1.5)~~
 - ~~THEA335A Theatre in Education (1.5)~~
 - ~~THEA335B Socially Engaged Theatre (1.5)~~
 - ~~THEA435 Advanced Practices in Applied Theatre (1.5)~~
 - ~~Complete 3 units of:-~~
 - ~~designated theatre history courses (see list below)~~
 - ~~Complete 1.5 units of:-~~
 - ~~THEA 100-400 level~~
 - ~~Complete 3.0 units of:-~~
 - ~~THEA 300-400 level. THEA 344A is recommended when offered.~~
 - ~~Complete 15 units of: electives~~

<p>Design Focus</p> <p>Students may enter the Design Focus after completing the second-year Theatre courses required for this focus.</p>	<p>Design Focus</p> <p><u>This focus is intended to teach students to apply the principles of design in relation to live performance and the use of space. Students may enter the Design Focus after completing the second-year Theatre courses required for this focus. Enrolment is limited. An interview will be required to enter the Focus.</u></p>
<p>Year 2</p> <ul style="list-style-type: none"> Complete all of the following <ul style="list-style-type: none"> Complete all of: <ul style="list-style-type: none"> THEA205 - Introduction to Production and Management Areas of the Theatre (3.0) THEA206 - Fundamentals of Play Analysis (1.5) THEA234 - The Director and Designer Relationship (1.5) THEA246 - Theatre History III (1.5) THEA251 - Introduction to Design I (1.5) THEA252 - Introduction to Design II (1.5) THEA261 - Costume Design I (1.5) THEA347 - Theatre History IV (1.5) Complete 1.5 units of: <ul style="list-style-type: none"> electives; ART 117 is strongly recommended 	<p>Year 2</p> <ul style="list-style-type: none"> Complete all of the following <ul style="list-style-type: none"> Complete all of: <ul style="list-style-type: none"> <u>THEA103 – Current Performance Practices (1.5)</u> THEA205 - Introduction to Production and Management Areas of the Theatre (3.0) <u>THEA237 – World Theatre History I (1.5)</u> <u>THEA247 – World Theatre History II (1.5)</u> THEA251 - Introduction to Design I (1.5) THEA252 - Introduction to Design II (1.5) THEA261 - Costume Design I (1.5) <u>Complete 1.5 units of: ENSH</u> Complete 1.5 units of: <ul style="list-style-type: none"> electives; ART 117 is strongly recommended for students in Design.
<p>Year 3 and 4</p> <ul style="list-style-type: none"> Complete all of the following <ul style="list-style-type: none"> Complete all of: <ul style="list-style-type: none"> THEA357 - Ways of Seeing (1.5) Complete 3 units of: <ul style="list-style-type: none"> designated theatre history courses (see list below) Complete 2 of the following <ul style="list-style-type: none"> Complete all of: <ul style="list-style-type: none"> THEA351 - Introduction to Scenic Design (1.5) THEA352 - Scenic Design (1.5 - 3.0) 	<p>Years 3 and 4</p> <ul style="list-style-type: none"> Complete all of the following <ul style="list-style-type: none"> <u>Complete all of:</u> <ul style="list-style-type: none"> <u>THEA331 – Directing I (1.5)</u> <u>THEA348 - Lighting for the Theatre I (1.5)</u> <u>THEA368 - History of Fashion and Body Modification (1.5)</u> <u>THEA369 – Design Studio (6.0)</u> <u>Complete 1 of the following</u> <ul style="list-style-type: none"> <u>THEA310 – Seminar in Theatre History I (1.5)</u>

<ul style="list-style-type: none"> • Complete all of: <ul style="list-style-type: none"> • THEA348 – Lighting for the Theatre I (1.5) • THEA349 – Lighting for the Theatre II (1.5) • Complete all of: <ul style="list-style-type: none"> • THEA361 – Costume Design II (1.5) • THEA368 – History of Fashion and Body Modification (1.5) ○ Complete 3.0 units of: THEA 300-400 level ○ Complete 16.5 units of: electives 	<ul style="list-style-type: none"> ▪ <u>THEA337 – History of the Broadway Musical (1.5)</u> ▪ <u>THEA338 – The Broadway Producer (1.5)</u> ▪ <u>THEA339 – Performances in Popular Culture (1.5)</u> ▪ <u>THEA346 – Contemporary Theatre (1.5)</u> ▪ <u>THEA414 – Studies in Canadian Theatre (1.5)</u> ○ <u>Complete 1 of the following:</u> <ul style="list-style-type: none"> ▪ <u>THEA332 – Directing II (1.5)</u> ▪ <u>THEA335B – Socially Engaged Theatre (1.5)</u> ○ <u>Complete 1 of the following:</u> <ul style="list-style-type: none"> ▪ <u>THEA305 – Advanced Production and Management (1.5)</u> ▪ <u>THEA358 – Assisting the Designer on the Mainstage (1.5)</u> ○ <u>Complete 6 units of electives 300-400</u> ○ Complete <u>9</u> units of electives
<p>Directing Focus Students may enter the Directing Focus after completing the second-year Theatre courses required for this focus.</p> <p>The Directing Focus is a preparatory program only. The foundation of its philosophy is that emerging directors must first secure a strong liberal arts education, as well as experience in all aspects of theatre production, before moving on to an in-depth study of directing. Students seeking entry into this option should secure the advice of the department on all required and elective courses before the end of their first year of the Theatre Program.</p>	
<p>Year 2</p> <ul style="list-style-type: none"> • Complete all of the following <ul style="list-style-type: none"> ○ Complete all of: <ul style="list-style-type: none"> • THEA205 – Introduction to Production and Management Areas of the Theatre (3.0) 	

<ul style="list-style-type: none"> ▪ THEA206 Fundamentals of Play Analysis (1.5) ▪ THEA218 Acting I (non-Performance Focus) (1.5) ▪ THEA219 Acting II (non-Performance Focus) (1.5) ▪ THEA234 The Director and Designer Relationship (1.5) ▪ THEA246 Theatre History III (1.5) ▪ THEA347 Theatre History IV (1.5) ○ Complete 3 units of: electives; WRIT 203A and WRIT 203B are strongly recommended 	
<p>Year 3 and 4</p> <ul style="list-style-type: none"> • Complete all of the following <ul style="list-style-type: none"> ○ Complete all of: <ul style="list-style-type: none"> ▪ THEA331 Directing I (1.5) ▪ THEA332 Directing II (1.5) ▪ THEA431 Directing III (1.5) ▪ THEA432 Directing IV (1.5-3) ▪ THEA357 Ways of Seeing (1.5) ○ Complete 3 units of: designated theatre history courses (see list below) ○ Complete 1.5 units of: THEA 100-400 level ○ Complete 3.0 units of: THEA 300-400 level ○ Complete 15 units of: electives; WRIT 305, WRIT 311, WRIT 325, WRIT 403 are strongly recommended 	

<p>Performance Focus Students may enter the Performance Focus after completing the first-year Theatre requirements. Enrolment is limited. Admission is by audition and interview only and permission of the department is required.</p> <p>Students entering the Performance Focus who complete both THEA 120B and THEA 132B will take an additional 1.5 units for a total of 61.5 units.</p>	<p><u>Acting Focus</u> <u>This focus is intended to prepare students for ensemble work; it serves as an introduction to the art of acting, including the associated arts of voice and movement. Students may enter the Acting Focus after completing the second-year Theatre courses required for this focus. Enrolment is limited. An audition will be required to enter the focus.</u></p>
<p>Year 2</p> <ul style="list-style-type: none"> Complete all of the following <ul style="list-style-type: none"> Complete all of: <ul style="list-style-type: none"> THEA205 - Introduction to Production and Management Areas of the Theatre (3.0) THEA206 - Fundamentals of Play Analysis (1.5) THEA221 - Acting I (Performance Focus) (1.5) THEA222 - Acting II (Performance Focus) (1.5) THEA223 - Introduction to Voice (1.5) THEA225 - Introduction to Stage Movement (1.5) THEA246 - Theatre History III (1.5) THEA347 - Theatre History IV (1.5) Complete 1.5 units of electives 	<p>Year 2</p> <ul style="list-style-type: none"> Complete all of the following <ul style="list-style-type: none"> Complete all of: <ul style="list-style-type: none"> THEA205 - Introduction to Production and Management Areas of the Theatre (3.0) THEA221 - Acting I (Performance Focus) (1.5) <u>THEA235A – Theatre for Community Building (1.5)</u> <u>THEA103 – Current Performance Practices (1.5)</u> <u>THEA237 – World Theatre History I (1.5)</u> <u>THEA247 – World Theatre History II (1.5)</u> Complete 1 of the following <ul style="list-style-type: none"> <u>THEA222 - Acting II (1.5)</u> <u>THEA235B - Drama in Education (1.5)</u> <u>Complete 1.5 units of: ENSH</u> Complete 1.5 units of electives
<p>Year 3 and 4</p> <ul style="list-style-type: none"> Complete all of the following <ul style="list-style-type: none"> Complete all of: <ul style="list-style-type: none"> THEA321 - Acting III (1.5) THEA322 - Acting IV (1.5) THEA323 - Voice and Speech in the Theatre I (1.5) 	<p>Year 3 and 4</p> <ul style="list-style-type: none"> Complete all of the following <ul style="list-style-type: none"> Complete all of: <ul style="list-style-type: none"> THEA321 - Acting III (1.5) THEA322 - Acting IV (1.5) THEA323 - Voice and Speech in the Theatre I (1.5)

<ul style="list-style-type: none"> ▪ THEA324 - Voice and Speech in the Theatre II (1.5) ▪ THEA325 - Stage Movement I (1.5) ▪ THEA326 - Stage Movement II (1.5) ○ Complete all of: <ul style="list-style-type: none"> ▪ THEA421 - Acting V (1.5) ▪ THEA422 - Acting VI (1.5) ▪ THEA423 - Voice and Speech in the Theatre III (1.5) ▪ THEA424 - Voice and Speech in the Theatre IV (1.5) ▪ THEA425 - Stage Movement III (1.5) ▪ THEA426 - Stage Movement IV (1.5) ○ Complete 3 units of: designated theatre history courses (see list below) ○ Complete 3 units from: <ul style="list-style-type: none"> ▪ THEA329 - Theatre Performance (1.5) ▪ THEA429 - Theatre Performance (1.5) ○ Complete 6 units of electives 	<ul style="list-style-type: none"> ▪ THEA324 - Voice and Speech in the Theatre II (1.5) ▪ THEA325A – Introduction to Stage Movement (1.5) ▪ THEA326 - Stage Movement II (1.5) ▪ THEA329 - Theatre Performance (1.5) ○ Complete all of: <ul style="list-style-type: none"> ▪ THEA421 - Acting IV (1.5) ▪ THEA422 - Acting VI (1.5) ▪ THEA423 - Voice and Speech in the Theatre III (1.5) ▪ THEA424 - Voice and Speech in the Theatre IV (1.5) ▪ THEA425 - Stage Movement III (1.5) ▪ THEA426 - Stage Movement IV (1.5) ▪ THEA429 - Theatre Performance (1.5) ○ Complete 3 units from the following <ul style="list-style-type: none"> ▪ THEA310 – Seminar in Theatre History I (1.5) ▪ THEA337 – History of the Broadway Musical (1.5) ▪ THEA338 – The Broadway Producer (1.5) ▪ THEA339 – Performances in Popular Culture (1.5) ▪ THEA346 – Contemporary Theatre (1.5) ▪ THEA368 - History of Fashion and Body Modification (1.5) ▪ THEA414 – Studies in Canadian Theatre (1.5) ○ Complete 6 units of electives (100-400)
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<p>Production and Management Focus</p> <p>Students may enter the Production and Management Focus after completing the second-year Theatre courses required for this focus. Enrolment is limited. Selection is by interview. Permission of the department is required.</p>	<p>Production and Management Focus</p> <p><u>This focus is intended to prepare students to work in production and management roles in the theatre industry (such as technicians, stage managers, or front-of-house employees). Students may enter the Production and Management Focus after completing the second-year Theatre courses required for this focus. Enrolment is limited. An interview is required to enter the focus.</u></p>
<p>Year 2</p> <ul style="list-style-type: none"> Complete all of the following <ul style="list-style-type: none"> Complete all of: <ul style="list-style-type: none"> THEA205 - Introduction to Production and Management Areas of the Theatre (3.0) THEA206 - Fundamentals of Play Analysis (1.5) THEA234 - The Director and Designer Relationship (1.5) THEA246 - Theatre History III (1.5) THEA251 - Introduction to Design I (1.5) THEA347 - Theatre History IV (1.5) Complete 4.5 units of: electives 	<p>Year 2</p> <ul style="list-style-type: none"> Complete all of the following <ul style="list-style-type: none"> Complete all of: <ul style="list-style-type: none"> <u>THEA103 – Current Performance Practices (1.5)</u> THEA205 - Introduction to Production and Management Areas of the Theatre (3.0) <u>THEA237 – World Theatre History I (1.5)</u> <u>THEA247 – World Theatre History II (1.5)</u> THEA251 - Introduction to Design I (1.5) <u>THEA252 - Introduction to Design II (1.5)</u> <u>THEA261 - Costume Design I (1.5)</u> Complete 1.5 units of: ENSH Complete 1.5 units of: electives; <u>ART 117 is strongly recommended for students in Design</u>
<p>Year 3 and 4</p> <ul style="list-style-type: none"> Complete all of the following <ul style="list-style-type: none"> Complete 4.5 units from: <ul style="list-style-type: none"> THEA305 - Advanced Production and Management (1.5 - 3) Complete 4.5 units from: <ul style="list-style-type: none"> THEA405 - Specialized Studies in Production and Management (1.5 - 3) Complete 3 units from: <ul style="list-style-type: none"> THEA261 - Costume Design I (1.5) THEA331 - Directing I (1.5) 	<p>Year 3 and 4</p> <ul style="list-style-type: none"> Complete all of the following <ul style="list-style-type: none"> Complete <u>3.0</u> units from: <ul style="list-style-type: none"> THEA305 – Advanced Production and Management (1.5 -3) Complete <u>3.0</u> units from: <ul style="list-style-type: none"> THEA405 – Specialized Studies in Production and Management (1.5 -3) Complete all of: <ul style="list-style-type: none"> THEA348 - Lighting for the Theatre I (1.5) <u>THEA369 – Design Studio (1.5)</u>

<ul style="list-style-type: none"> ▪ THEA332 – Directing II (1.5) ▪ THEA348 – Lighting for the Theatre I (1.5) ▪ THEA349 – Lighting for the Theatre II (1.5) ▪ THEA351 – Introduction to Scenic Design (1.5) ▪ THEA352 – Scenic Design (1.5 – 3.0) ▪ THEA361 – Costume Design II (1.5) ▪ THEA368 - History of Fashion and Body Modification (1.5) <ul style="list-style-type: none"> ○ Complete 3 units of: designated theatre history courses (see list below) ○ Complete 1.5 units of: THEA 100-400 level ○ Complete 13.5 units of: electives 	<ul style="list-style-type: none"> ○ Complete 3 units from <ul style="list-style-type: none"> ▪ THEA310 – Seminar in Theatre History I (1.5) ▪ THEA337 – History of the Broadway Musical (1.5) ▪ THEA338 – The Broadway Producer (1.5) ▪ THEA339 – Performances in Popular Culture (1.5) ▪ THEA346 – Contemporary Theatre (1.5) ▪ THEA368 - History of Fashion and Body Modification (1.5) ▪ THEA414 – Studies in Canadian Theatre (1.5) ○ Complete 1.5 units from <ul style="list-style-type: none"> ▪ THEA331 – Directing I (1.5) ▪ THEA335B – Socially Engaged Theatre (1.5) ○ Complete 1.5 units of THEA electives 300-400 ○ Complete 6 units of electives 300-400 ○ Complete <u>9</u> units of electives
<p>Self-Directed Focus</p> <p>Students may enter the Self-Directed Focus after completing the first-year Theatre requirements. Students who wish to pursue a greater scope in their Theatre studies, or who wish to combine their Theatre studies with a wide range of other liberal arts disciplines, should select the Self-Directed Option.</p>	<p><u>Performance Focus</u></p> <p><u>This focus is intended to prepare students with skills in all areas of Performance: Acting, Applied Theatre, Technical Theatre, Directing and Design. Ideal for students who wish to take further studies in Theatre or who wish to become teachers, lawyers or to work in any profession that requires collaboration (including the professional theatre). Students may enter the Performance focus after completing the second-year Theatre courses required for this focus. An interview is required for entrance to this focus.</u></p>
<p>Year 2</p> <ul style="list-style-type: none"> • Complete all of the following <ul style="list-style-type: none"> ○ Complete all of: <ul style="list-style-type: none"> ▪ THEA205 - Introduction to Production and Management Areas of the Theatre (3.0) ▪ THEA206 – Fundamentals of Play Analysis (1.5) 	<p>Year 2</p> <ul style="list-style-type: none"> • Complete all of the following <ul style="list-style-type: none"> ○ Complete all of: <ul style="list-style-type: none"> ▪ THEA205 - Introduction to Production and Management Areas of the Theatre (3.0) ▪ THEA221 - Acting I (Performance Focus) (1.5)

<ul style="list-style-type: none"> ▪ THEA246 - Theatre History III (1.5) ▪ THEA347 - Theatre History IV (1.5) ○ Complete 3 units of: THEA 100-400 level ○ Complete 4.5 units of electives 	<ul style="list-style-type: none"> ▪ <u>THEA235A – Theatre for Community Building (1.5)</u> ▪ <u>THEA103 – Performance Now (1.5)</u> ▪ <u>THEA237 – World Theatre History I (1.5)</u> ▪ <u>THEA247 – World Theatre History II (1.5)</u> ○ Complete 1 of the following <ul style="list-style-type: none"> ▪ <u>THEA222 - Acting II (1.5)</u> ▪ <u>THEA235B - Drama in Education (1.5)</u> ○ <u>Complete 1.5 units of: ENSH</u> ○ Complete <u>1.5</u> units of electives
<p>Year 3 and 4</p> <ul style="list-style-type: none"> • Complete all of the following <ul style="list-style-type: none"> ○ Complete 3 units of: designated theatre history courses from the list below ○ Complete 3 units of: THEA 100-400 level ○ Complete 10.5 units of: THEA 300-400 level ○ Complete 13.5 units of electives 	<p>Year 3 and 4</p> <ul style="list-style-type: none"> • Complete all of the following <ul style="list-style-type: none"> ○ <u>Complete all of:</u> <ul style="list-style-type: none"> ▪ <u>THEA331 - Directing I (1.5)</u> ▪ <u>THEA332 - Directing II (1.5)</u> ▪ <u>THEA335A - Theatre in Education (1.5)</u> ▪ <u>THEA335B - Socially Engaged Theatre (1.5)</u> ▪ <u>THEA357 – Ways of Seeing (1.5)</u> ▪ <u>THEA435 - Advanced Practices in Applied Theatre (1.5)</u> ▪ <u>THEA440 – Capstone: Ensemble Creation (3.0)</u> ○ <u>Complete 2 of the following:</u> <ul style="list-style-type: none"> ▪ <u>THEA310 – Seminar in Theatre History I (1.5)</u> ▪ <u>THEA337 – History of the Broadway Musical (1.5)</u> ▪ <u>THEA338 – The Broadway Producer (1.5)</u> ▪ <u>THEA339 – Performances in Popular Culture (1.5)</u> ▪ <u>THEA346 – Contemporary Theatre (1.5)</u> ▪ <u>THEA368 – History of Fashion and Body Modification (1.5)</u> ▪ <u>THEA414 – Studies in Canadian Theatre (1.5)</u> ○ <u>Complete 6 units of electives 300-400</u>

	<ul style="list-style-type: none"> ○ Complete <u>9</u> units of electives
<p>Theatre History Focus Students may enter the Theatre History Focus after completing the second-year Theatre requirements.</p>	
<p>Year 2</p> <ul style="list-style-type: none"> ● Complete all of the following <ul style="list-style-type: none"> ○ Complete all of: <ul style="list-style-type: none"> ▪ THEA205 Introduction to Production and Management Areas of the Theatre (3.0) ▪ THEA206 Fundamentals of Play Analysis (1.5) ▪ THEA246 Theatre History III (1.5) ▪ THEA347 Theatre History IV (1.5) ○ Complete 3 units of: THEA 100-400 level ○ Complete 4.5 units of electives 	
<p>Year 3 and 4</p> <ul style="list-style-type: none"> ● Complete all of the following <ul style="list-style-type: none"> ○ Complete all of: <ul style="list-style-type: none"> ▪ THEA415 Methods and Materials of Theatre Research (1.5) ▪ THEA416 Theories of Meaning (1.5) ○ Complete 9 units of: designated theatre history courses from the list below ○ Complete 3 units of: THEA 100-400 level ○ Complete 1.5 units of: THEA 300-400 level ○ Complete 13.5 units of electives 	

<p>Production and Management Focus</p> <p>Students may enter the Production and Management Focus after completing the second-year Theatre courses required for this focus. Enrolment is limited. Selection is by interview. Permission of the department is required.</p>	<p>Production and Management Focus</p> <p><u>This focus is intended to prepare students to work in production and management roles in the theatre industry (such as technicians, stage managers, or front-of-house employees). Students may enter the Production and Management Focus after completing the second-year Theatre courses required for this focus. Enrolment is limited. An interview is required to enter the focus.</u></p>
<p>Year 2</p> <ul style="list-style-type: none"> Complete all of the following <ul style="list-style-type: none"> Complete all of: <ul style="list-style-type: none"> THEA205 - Introduction to Production and Management Areas of the Theatre (3.0) THEA206 – Fundamentals of Play Analysis (1.5) THEA234 – The Director and Designer Relationship (1.5) THEA246 - Theatre History III (1.5) THEA251 - Introduction to Design I (1.5) THEA347 – Theatre History IV (1.5) Complete 4.5 units of: electives 	<p>Year 2</p> <ul style="list-style-type: none"> Complete all of the following <ul style="list-style-type: none"> Complete all of: <ul style="list-style-type: none"> <u>THEA103 – Current Performance Practices (1.5)</u> THEA205 - Introduction to Production and Management Areas of the Theatre (3.0) <u>THEA236 – World Theatre History I (1.5)</u> THEA246 – <u>World</u> Theatre History II (1.5) THEA251 - Introduction to Design I (1.5) <u>THEA252 - Introduction to Design II (1.5)</u> <u>THEA261 - Costume Design I (1.5)</u> <u>Complete 1.5 units of: ENSH</u> Complete <u>1.5</u> units of: electives; <u>ART 117 is strongly recommended for students in Design</u>
<p>Year 3 and 4</p> <ul style="list-style-type: none"> Complete all of the following <ul style="list-style-type: none"> Complete 4.5 units from: <ul style="list-style-type: none"> THEA305 - Advanced Production and Management (1.5 - 3) 	<p>Year 3 and 4</p> <ul style="list-style-type: none"> Complete all of the following <ul style="list-style-type: none"> Complete <u>3.0</u> units from: <ul style="list-style-type: none"> THEA305 – Advanced Production and Management (1.5 -3)

<ul style="list-style-type: none"> ○ Complete 4.5 units from: <ul style="list-style-type: none"> • THEA405 - Specialized Studies in Production and Management (1.5 - 3) ○ Complete 3 units from: <ul style="list-style-type: none"> • THEA261 – Costume Design I (1.5) • THEA331 – Directing I (1.5) • THEA332 – Directing II (1.5) • THEA348 – Lighting for the Theatre I (1.5) • THEA349 – Lighting for the Theatre II (1.5) • THEA351 – Introduction to Scenic Design (1.5) • THEA352 – Scenic Design (1.5 – 3.0) • THEA361 – Costume Design II (1.5) • THEA368 - History of Fashion and Body Modification (1.5) ○ Complete 3 units of: designated theatre history courses (see list below) ○ Complete 1.5 units of: THEA 100-400 level ○ Complete 13.5 units of: electives 	<ul style="list-style-type: none"> ○ Complete <u>3.0</u> units from: <ul style="list-style-type: none"> • THEA405 – Specialized Studies in Production and Management (1.5 -3) ○ <u>Complete all of:</u> <ul style="list-style-type: none"> • THEA348 - Lighting for the Theatre I (1.5) • <u>THEA369 – Design Studio (1.5)</u> ○ Complete 3 units from <ul style="list-style-type: none"> • <u>THEA310 – Seminar in Theatre History I (1.5)</u> • <u>THEA337 – History of the Broadway Musical (1.5)</u> • <u>THEA338 – The Broadway Producer (1.5)</u> • <u>THEA339 – Performances in Popular Culture (1.5)</u> • <u>THEA347 – Contemporary Theatre (1.5)</u> • THEA368 - History of Fashion and Body Modification (1.5) • <u>THEA414 – Studies in Canadian Theatre (1.5)</u> ○ <u>Complete 1.5 units from</u> <ul style="list-style-type: none"> • <u>THEA331 – Directing I (1.5)</u> • <u>THEA335B – Socially Engaged Theatre (1.5)</u> ○ <u>Complete 1.5 units of THEA electives 300-400</u> ○ <u>Complete 6 units of electives 300-400</u> ○ Complete <u>9</u> units of electives
<p>Self-Directed Focus</p> <p>Students may enter the Self-Directed Focus after completing the first-year Theatre requirements. Students who wish to pursue a greater scope in their Theatre studies, or who wish to</p>	<p><u>Performance</u> Focus</p> <p><u>This focus is intended to prepare students with skills in all areas of Performance: Acting, Applied Theatre, Technical Theatre, Directing and Design. Ideal for students who wish to take</u></p>

<p>combine their Theatre studies with a wide range of other liberal arts disciplines, should select the Self-Directed Option.</p>	<p><u>further studies in Theatre or who wish to become teachers, lawyers or to work in any profession that requires collaboration (including the professional theatre). Students may enter the Performance focus after completing the second-year Theatre courses required for this focus. An interview is required for entrance to this focus.</u></p>
<p>Year 2</p> <ul style="list-style-type: none"> Complete all of the following <ul style="list-style-type: none"> Complete all of: <ul style="list-style-type: none"> THEA205 - Introduction to Production and Management Areas of the Theatre (3.0) THEA206 – Fundamentals of Play Analysis (1.5) THEA246 - Theatre History III (1.5) THEA347 – Theatre History IV (1.5) Complete 3 units of: THEA 100-400 level Complete 4.5 units of electives 	<p>Year 2</p> <ul style="list-style-type: none"> Complete all of the following <ul style="list-style-type: none"> Complete all of: <ul style="list-style-type: none"> THEA205 - Introduction to Production and Management Areas of the Theatre (3.0) <u>THEA221 - Acting I (Performance Focus) (1.5)</u> <u>THEA235A – Theatre for Community Building (1.5)</u> <u>THEA103 – Performance Now (1.5)</u> <u>THEA236 – World Theatre History I (1.5)</u> THEA246 – <u>World</u> Theatre History II (1.5) Complete 1 of the following <ul style="list-style-type: none"> <u>THEA222 - Acting II (1.5)</u> <u>THEA235B - Drama in Education (1.5)</u> <u>Complete 1.5 units of: ENSH</u> Complete <u>1.5</u> units of electives
<p>Year 3 and 4</p> <ul style="list-style-type: none"> Complete all of the following <ul style="list-style-type: none"> Complete 3 units of: designated theatre history courses from the list below 	<p>Year 3 and 4</p> <ul style="list-style-type: none"> Complete all of the following <ul style="list-style-type: none"> <u>Complete all of:</u> <ul style="list-style-type: none"> <u>THEA331 - Directing I (1.5)</u> <u>THEA332 - Directing II (1.5)</u>

<ul style="list-style-type: none"> ○ Complete 3 units of: THEA 100-400 level ○ Complete 10.5 units of: THEA 300-400 level ○ Complete 13.5 units of electives 	<ul style="list-style-type: none"> • <u>THEA335A - Theatre in Education (1.5)</u> • <u>THEA335B - Socially Engaged Theatre (1.5)</u> • <u>THEA357 – Ways of Seeing (1.5)</u> • <u>THEA435 - Advanced Practices in Applied Theatre (1.5)</u> • <u>THEA440 – Capstone: Ensemble Creation (3.0)</u> ○ <u>Complete 2 of the following:</u> <ul style="list-style-type: none"> • <u>THEA310 – Seminar in Theatre History I (1.5)</u> • <u>THEA337 – History of the Broadway Musical (1.5)</u> • <u>THEA338 – The Broadway Producer (1.5)</u> • <u>THEA339 – Performances in Popular Culture (1.5)</u> • <u>THEA347 – Contemporary Theatre (1.5)</u> • <u>THEA368 – History of Fashion and Body Modification (1.5)</u> • <u>THEA414 – Studies in Canadian Theatre (1.5)</u> ○ <u>Complete 6 units of electives 300-400</u> ○ Complete <u>9</u> units of electives
<p>Theatre History Focus Students may enter the Theatre History Focus after completing the second-year Theatre requirements.</p>	
<p>Year 2</p> <ul style="list-style-type: none"> • Complete all of the following ○ Complete all of: 	

<ul style="list-style-type: none"> • THEA205 Introduction to Production and Management Areas of the Theatre (3.0) • THEA206 Fundamentals of Play Analysis (1.5) • THEA246 Theatre History III (1.5) • THEA347 Theatre History IV (1.5) ○ Complete 3 units of: THEA 100-400 level ○ Complete 4.5 units of electives 	
<p>Year 3 and 4</p> <ul style="list-style-type: none"> • Complete all of the following <ul style="list-style-type: none"> ○ Complete all of: <ul style="list-style-type: none"> • THEA415 Methods and Materials of Theatre Research (1.5) • THEA416 Theories of Meaning (1.5) ○ Complete 9 units of: designated theatre history courses from the list below ○ Complete 3 units of: THEA 100-400 level ○ Complete 1.5 units of: THEA 300-400 level ○ Complete 13.5 units of electives 	

Appendix III: Department of Theatre

Department of Theatre

November 2, 2023

Transition from pre-2024 Focus Areas to New Focus Areas

The current program will be phased out over three years (if the program changes are approved, the current first year – Fall, 2023 – will be the last first year in the old program). Students in the current program should not be impacted by the change to the new program (as the new program will also be rolled out over four years).

The new courses will be rolled out over the next four years:

Year 1 (September 2024)

New Year 1 courses

Pre-2024 courses for Years 2, 3, and 4.

Year 2 (September 2025)

New Year 1 and 2 courses.

Pre-2024 courses for Year 3 and 4

No auditions into pre-2024 Performance focus.

First admits into new focus areas (auditions/interviews).

Year 3 (September 2026)

New Year 1, 2, and 3.

Pre-2024 courses for Year 4

Year 4 (September 2027)

No Pre-2024 courses offered.

New Year 1, 2, 3, and 4 courses.

Any remaining students who return on pre-2024 focus areas, will have to be dealt with individually through waivers.

**Appendix III: Letters of
support and communication
with UVic units**



A GREAT PLACE TO SEE GREAT THEATRE

30th October, 2023

TO WHO IT MAY CONCERN

As the professional regional theatre company in the southern part of Vancouver Island, we value the relationship that we have with the Department of Theatre at the University of Victoria and appreciate being asked to comment on the Department's newly reconstituted program.

Department Chair Tony Vickery has shared the document with us and has also spent time explaining the rationale behind the changes.

The newly formed streams make an enormous amount of sense, as do the course requirements associated with each of them. While the Design and Technical courses have always been the clearest and, arguably, the most successful areas of study, the Directing, Acting, Applied Theatre, and Self-Directed programs have been less well defined. By organizing these four programs into two—Performance and Acting—it should be easier for students to locate themselves within the Department. The goals of each stream are clearer and should help students to align their personal learning goals with the most appropriate of the four programs.

The Belfry Theatre has a long history of providing apprenticeships to recent graduates of the Department. Michael has also taught in both the Acting and Directing programs. We are both of the opinion that the redesign and clarification of the Performance and Acting streams will result in more focused learning in each of the areas. And we believe that this more focused and goal-oriented learning should produce graduates with more skill and knowledge of their craft. This in turn should result in graduates who are more likely to be hired.

We are also excited to participate in the newly instituted THEA103 Current Performance Practices by bringing Belfry Staff Members from various departments to speak to the students. This is an extension of a program that already exists—Belfry@UVic—through which we bring guest artists (actors, designers, directors, etc.) to be interviewed about their careers and answer questions from the students.

We eagerly look forward to seeing the long-term impact of these changes. Please do not hesitate to contact us if you have any further questions.

Sincerely

A handwritten signature in blue ink, appearing to read "Michael Shamata".

Michael Shamata
Artistic Director
ad@belfry.bc.ca

A handwritten signature in blue ink, appearing to read "Isaac Thomas".

Isaac Thomas
Executive Director
isaac.thomas@belfry.bc.ca

1291 GLADSTONE AVENUE
administration 250-385-6835

VICTORIA
box office 250-385-6815

BRITISH COLUMBIA

CANADA

V8T 1G5
www.belfry.bc.ca



Department of Curriculum & Instruction

Faculty of Education
PO Box 1700 STN CSC
Victoria, British Columbia V8W 2Y2 Canada
Tel (250) 721-7886 Fax (250) 721-7598
E-mail cichair@uvic.ca
Web: www.uvic.ca/education/curriculum

November 1, 2023

To: Dr. Tony Vickery, Chair
From: Dr. Monica Prendergast
Department of Curriculum and Instruction
Re: Curriculum changes in Department of Theatre

Dear Dr. Vickery (Tony),

I am writing to express my support for the curriculum changes proposed in the Department of Theatre. As a curriculum scholar, I was pleased to see these changes come into effect and can see that they will achieve your goal of increasing class sizes and EETs in the Department. I am particularly pleased to see that a number of Applied Theatre class courses that are now to become mandatory. I view this change very favorably, as it could potentially increase the number of students who may choose to take Applied Theatre as their major concentration. I also commend the Department for taking a more global view of Theatre History, inclusive of plays from beyond the Western canon. Overall, I can see these changes as positive and hope that your department and the Faculty of Fine Arts will adopt this new curriculum.

Please contact me should you require further information.

Yours,

A handwritten signature in black ink, appearing to read "Monica Prendergast".

Dr. Monica Prendergast
Professor, Department of Curriculum and Instruction
Faculty of Education
University of Victoria
Office: MacLaurin A523
Email: mprender@uvic.ca
Phone: 250-472-4045



University
of Victoria

Department of Theatre
PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-7991 | F 250-721-6596 | <https://uvic.ca/finearts/theatre>

November 27, 2023

Dear Dr. Baboula:

Please find below the contents of the document submitted to me via email attached by Dr. Sheila Rabillard on October 28, 2023.

27 October 2023

Dear Professor Vickery,

I'm happy to write in support of the proposed changes to the Department of Theatre BFA program. The Department of English has recently completed an extensive revision of its undergraduate course offerings as well as a revision of descriptions and requirements for its BA and BA(Honours) programs and the process has given me some perspective on the challenges involved in addressing the needs of current and prospective students.

I've reviewed the Department of Theatre's "Program Change – Undergraduate" form which includes a summary of the proposed changes as well as tables detailing, year by year, the differences between the present and proposed new BFA programs. The new program seems to me well designed to retain the strengths of the existing program while incorporating changes which are likely to draw more students and which should ensure a consistent educational experience for students in all focus areas.

The proposed BFA program, offering four appealing and readily comprehended focus areas, should be more attractive to students on several counts. The current program offers a potentially distracting number of focus areas from which students choose: seven in all, three of which are often under-subscribed. The proposed streamlined program with a choice of four focus areas will be easier for students to navigate: "Acting," "Technical Theatre," "Design," and "Performance." Two of the current focus areas which successfully attracted students in the past have been retained in the new program but re-titled to indicate their subject-matter more clearly and thus draw additional students to fields they immediately recognize. Currently under-subscribed focus areas have been eliminated but without scanting these interests: aspects of the subject-matter have been incorporated across the new array of focus areas and the majority of the subject-matter finds a home under the aegis of "Performance."

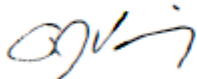
The re-conceived BFA program will also address the problem of students who in the past chose under-subscribed focus areas and without many fellow-students sharing their path through the program felt somewhat isolated or over-looked. The re-organization should mean that students in each of the four focus areas will be part of a sizeable group taking courses in common and developing the collaborative skills the Department of Theatre works so effectively to foster.

Perhaps the most consequential change to the program is the re-configuring of the second-year experience. In place of seven focus areas, each with a somewhat different pattern of

second-year required and elective courses, the new program will divide four focus areas into just two groups following their respective pattern of courses. This re-design will extend the collective experience of first year—where students follow the same course of study—into year two. The change will encourage students to find a place within a sustaining cohort and to further develop their collaborative skills. The creation of two paths at second year in place of seven should also make it easier, and more economical, to offer all of the courses that students require in times of budget constraint.

*Sincerely,
Sheila Rabillard, Associate professor
Department of English*

Sincerely,

A handwritten signature in black ink, appearing to read 'A. Vickery', with a stylized flourish at the end.

Dr. Anthony Vickery
Chair

Communication with OREM: changes were made as a result

From: Susan Corner, Associate Registrar
Sent: September 22, 2023 9:50 AM
To: Tony Vickery - Theatre Chair <theatrechair@uvic.ca>
Cc: Karsten Provan, Records Officer, Undergraduate Records <uro4@uvic.ca>
Subject: FW: Program Changes - Department of Theatre

Hello Tony,

I consulted with Karsten Provan, the Records Officer responsible for Fine Arts, regarding your SCP consultation. His feedback is included below. Please contact Karsten directly if you have questions or need clarifications.

Kind regards,

Susan

Together, we transform students' lives.

--



Susan Corner
Associate Registrar, Academic Advising, Academic Advising
(Humanities, Science and Social Sciences)
Undergraduate Records and Graduation Services
Office of the Registrar and Enrolment Management
Division of Student Affairs
[University of Victoria](http://www.uvic.ca)
T 250-853-3725
C 250-812-4667
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www.uvic.ca/advising

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

From: Karsten Provan, Records Officer, Undergraduate Records <uro4@uvic.ca>
Sent: September 19, 2023 3:31 PM
To: Susan Corner, Associate Registrar <diradva@uvic.ca>
Subject: RE: Program Changes - Department of Theatre

Hello Susan,

I've finally had a look at the attached documents and I don't see any blaring issues with the math involved with the change in program focus. In terms of the course changes I was a little more confused. Specifically the # 7 and 8.

7. (Change – content) Theatre 236: Theatre History I (1.5)
 - a. Course will cover Ancient Greek/Sanskrit/Chinese Theatre to Premodern Period.
[Current THEA 236](#) - Theatre History II

A survey of the history of Western theatre from the Middle Ages through the Early Modern period.

8. (Change – content) Theatre 246: Theatre History II (1.5)

a. Course will pick up from end of THEA 236 to WW II.

[Current THEA 246](#) - Theatre History III

A survey of Western theatre history from the Early Modern period through the 19th century. Introduces library research methods in theatre history.

It looks like the content for both courses would completely be shifting, which makes me think these should be new courses. As well, should [Current THEA 111](#) – Theatre History I be included?

Happy to chat or follow-up with Dr. Vickery if need be.

Please let me know if you have any questions.

Kind regards,
Karsten

Karsten Provan

Records Officer | Undergraduate Records
Office of the Registrar and Enrolment Management | Division of Student Affairs
University of Victoria | PO Box 3025 STN CSC
Victoria BC V8W 3P2 | Canada
250-472-5073
uro4@uvic.ca | www.uvic.ca/registrar

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Together, we transform students' lives.

--



Susan Corner
Associate Registrar
Academic Advising (Humanities, Science and Social Sciences)
Undergraduate Records and Graduation Services
Office of the Registrar and Enrolment Management
Division of Student Affairs
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We acknowledge with respect the Lkwungen peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day

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+++

UVic Libraries

From: Christine Walde <cwalde@uvic.ca>
Date: Tuesday, October 10, 2023 at 12:13 PM
To: Tony Vickery - Theatre Chair <theatrechair@uvic.ca>
Subject: RE: Proposed Theatre changes for consultation

Hi Tony,

With apologies for the delayed response, the proposal looks great to me! Please let me know what the next steps are or how you would like me to proceed.

Best
Christine

Christine Walde (she/her)
Fine Arts Librarian for Art History and Visual Studies, Theatre, Visual Arts & Writing
& Grants and Awards Librarian
[University of Victoria Libraries](#)
(250) 853-3613

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

From: Tony Vickery - Theatre Chair <theatrechair@uvic.ca>
Sent: October 3, 2023 11:13 AM
To: Christine Walde <cwalde@uvic.ca>
Subject: Re: Proposed Theatre changes for consultation

Christine,

Please find attached the proposal to change the BFA Theatre Program. In essence, we are reducing our concentrations from seven to four (the courses from the eliminated concentrations are mostly being incorporated into the remaining concentrations). The first document is the SCP proposal and the second reflects the underlying changes to the concentrations.

Thank you,

Tony

Dr. Anthony Vickery
Chair, Department of Theatre
Teaching Professor
Department of Theatre, University of Victoria
(250) 721-7998
theatrechair@uvic.ca

From: Fine Associate Dean <fineassociatedean@uvic.ca>
Date: Tuesday, October 3, 2023 at 11:02 AM
To: Christine Walde <cwalde@uvic.ca>, Tony Vickery - Theatre Chair <theatrechair@uvic.ca>
Subject: Proposed Theatre changes for consultation

Good morning Christine,

Tony will send you a request for consultation to go towards a proposal for Theatre changes that are to be sent to the Senate Committee on Planning. This is separate to the Curriculum process consultation although the two will inform each other.

Many thanks,
Eva



Dr. Evanthia Baboula
Associate Dean, Faculty of Fine Arts
Faculty Consultant, LTSI
University of Victoria, Canada
Ph: 250 721 7756
fineassociatedean@uvic.ca



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

January 15, 2024

FOR INFORMATION

To: Operations and Facilities Committee

From: Kristi Simpson
Vice-President Finance and Operations

cc: President and Vice-Chancellor

Meeting Date: January 30, 2024

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: January 01, 2024

1. National Centre for Indigenous Law
2. Engineering Expansion
3. District Energy Plant Electrification Project



PROJECT STATUS REPORT

EXECUTIVE SUMMARY

19-04343 – NATIONAL CENTRE FOR INDIGENOUS LAWS (NCIL)

DATE: December 31, 2023

REPORTING PERIOD: December 2023

OVERALL HEALTH

	BUDGET	SCHEDULE	SCOPE
CURRENT	<div></div>	<div></div>	<div></div>
PREVIOUS	<div></div>	<div></div>	<div></div>

SCOPE

The National Centre for Indigenous Laws (NCIL) project consists of a 2,440 m² expansion to the Fraser Building, home of UVic's Faculty of Law. The new space will provide additional teaching classrooms, research and collaboration areas, wellness offices, and study spaces to support the Canadian Common Law and Indigenous Legal Orders Program (JD/JID). This program is the first of its kind in Canada.

SCHEDULE

PRE-DESIGN

DESIGN

CONSTRUCTION*

Actual /
Forecast

Completed
April
2020

Completed
January
2023

Mobilization
November
2022

Completion
December
2024

BUDGET

APPROVED BUDGET

FORECAST

\$45.90

\$45.90

\$0.00

MAJOR RISKS

- **SCOPE** – Construction noise during construction will impact the Fraser Building stakeholder groups. Temporary acoustic walls have been constructed to mitigate impact to teaching spaces.
- **SCHEDULE** – Delays to erection of superstructure or underground M&E coordination will impact building completion dates.
- **BUDGET** – Millwork tender may exceed approved budget. Escalation reserve has been included in November 2023 budget update.

UPDATES

- In November 2023, the Board of Governors formally approved the new project budget of \$45.9M.
- Erection of structural steel continues to progress on site. CLT and timber structural elements will arrive on site in January 2024.
- The NCIL expansion is being phased with the Fraser Renewals project.

* Construction completion based on Substantial Completion / Performance as defined by the Builders Lien Act

** Pre-Design and Design milestone dates are based on milestone completion

*** All costs are in Millions



PROJECT STATUS REPORT

EXECUTIVE SUMMARY

19-04057 – Engineering Expansion (EE)

DATE: December 31, 2023

REPORTING PERIOD: December 2023

PROJECT MANAGER: Orianne Johnson, Adam Gerber

OVERALL HEALTH

	BUDGET	SCHEDULE	SCOPE
CURRENT	<div></div>	<div></div>	<div></div>
PREVIOUS	<div></div>	<div></div>	<div></div>

SCOPE

The Engineering Expansion project was created to fill the need for teaching, research and office space for the Faculty of Computer Science and Engineering. In particular, current Civil Engineering program spaces are housed in temporary facilities spread around the UVic campus. Accreditation of both Civil and Biomedical Engineering is contingent on program space (teaching, research, support) to be delivered by the Engineering Expansion project's two buildings.

SCHEDULE

PRE-DESIGN

DESIGN

CONSTRUCTION* OPERATION

Actual /
Forecast

June
2020

March
2022

January
2024

September
2026

BUDGET

APPROVED BUDGET

FORECAST

VARIANCE

\$149.76 M

\$149.76 M

\$0.00 variance

MAJOR RISKS

- **SCOPE** – Risk: interior scope delayed if cost escalation results in project budget overage. Mitigation: strategy for delayed completion; CM dialog with trades ongoing.
- **SCHEDULE** – Risk: Schedule delay impacts ability to open ECSE Sept 2026 term. Mitigation: early tender of long lead time items.
- **BUDGET** – Risk: Remaining tender packages come in over CM estimate. Mitigation: additional VE scope list, healthy contingency including funds from tender package 1 coming in under budget.

UPDATES

- Tender Package 1 came in under budget.
- Site mobilization scheduled for mid-January 2024; preconstruction preparation underway.
- Tender Package 2 issued to prequalified bidders.



PROJECT STATUS REPORT

EXECUTIVE SUMMARY

23-05868 – District Energy Plan (DEP) Electrification Project

DATE: January 10, 2024

REPORTING PERIOD: December 2023

OVERALL HEALTH

BUDGET SCHEDULE SCOPE

CURRENT



PREVIOUS



SCOPE

The District Energy Plant (DEP) Electrification Project is to help UVic achieve its Climate & Sustainability Action Plan 2030 targets by removing a natural gas boiler and replacing with 2 electric boilers.

SCHEDULE

PRE-DESIGN

DESIGN

CONSTRUCTION*

OPERATION

Actual /
Forecast

January
2023

March
2024

March
2025

May
2025

BUDGET

APPROVED BUDGET

FORECAST

VARIANCE

\$6.4M

\$7.6M

\$1.2M

MAJOR RISKS

- **SCOPE** – There are some unknowns as it relates to scope. The project is onboarding a commissioning agent to identify this scope in the design phase to ensure it can be addressed by the contractor during construction.
- **SCHEDULE** – The project team is sequencing the project in such a way as to minimize this risk by ordering equipment with long lead times instead of waiting until a general contractor has been awarded the contract.
- **BUDGET** – The Class C cost estimate is complete and shows a variance to budget of \$1.2M due to design refinement and market escalation.

UPDATES

1. Schematic Design Class C Cost Estimate completed.
2. Value Engineering of Class C Cost Estimate is underway.
3. Draft Design Development Report received in December with the final iteration to be complete mid-January.

* Construction completion based on Substantial Completion / Performance as defined by the Builders Lien Act

** Pre-Design and Design milestone dates are based on milestone completion

*** All costs are in Millions



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

January 15, 2024

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: Kevin Hall, President and Vice-Chancellor

Meeting Date: January 30, 2024

Subject: Report on Student Financial Aid 2022/23

Basis for Jurisdiction: Strategic Plan
Strategic Enrolment Plan
Student Awards Policy AC1130

Strategic Relevance: For the 2022/23 academic year, guided by the UVic Strategic Framework 2018-2023, our strategic enrolment goals and our draft strategic plan, UVic offered a comprehensive scholarship program to attract, support and develop a diverse community of talented undergraduate and graduate students. We will continue to prioritize financial aid programs to support our purpose, pledge, principles and priorities as defined in our new Strategic Plan, Distinctly UVic, including through enhanced entrance scholarships in 2023/24.

Previous Consultation: Throughout the year, the Senate Committee on Awards regularly approves new and revised awards for the Board of Governors' approval. The Committee shared their annual report with Senate on Nov. 3, 2023.

Background: The annual Report on Student Financial Aid provides information on UVic's longstanding commitment to recruit and retain outstanding students from diverse backgrounds and removing barriers to admission, retention and success through awards and financial aid programs. It includes current and historical information on scholarships, bursaries, awards and work study funding administered by the Office of Student Awards and Financial Aid.

Summary: The timeframe for this report is May 1, 2022 to April 30, 2023. This entire year took place during the COVID-19 pandemic, as declared by the World Health Organization, although many of the global health restrictions had eased and classes returned to in-person delivery by fall term 2022.

This report reflects a shift in the total number and value of scholarships offered in 2022/23 compared to previous years. The enhanced automatic entrance scholarship program that was introduced for the incoming class of 2020/21 was impacted by unforeseen grading pattern changes in the high school system, as outlined in the report. As such, we overspent our scholarship budget and scaled back scholarship offers in 2022/23 to ensure the financial sustainability of the program. However, this contributed to a decline in domestic undergraduate enrolment, and we invested additional funds to strengthen our scholarship program for 2023/24, contributing to our largest domestic enrolment to date.

In 2022/23, undergraduate and graduate students received approximately \$16 million in financial aid programs administered by Student Awards and Financial Aid from a variety of sources, including operating budget, annual donor funds and endowed sources of funding. UVic awarded almost \$11.5 million in scholarships and awards to 3,203 full-time undergraduate students.

Additionally, 888 students received bursaries valued at almost \$3.8 million. Consistent with recent years, the bursary program was once again able to meet 100% of the total assessed unmet need of undergraduate and graduate recipients.

The work study program provided part-time employment opportunities to 453 undergraduate and graduate students who earned almost \$550,000 combined from September 2022 to April 2023.

The commitment of additional funding from various sources (base budget, carry-over, annual donor funds and endowed sources) over the past decade has made it possible to increase both the value and number of undergraduate scholarships and awards as well as undergraduate and graduate bursaries. Despite year-to-year fluctuations, the overall trend has been robust support for all forms of financial aid. When factoring in expenditures from the specific purpose and sponsored research funds, funding for all students has increased by 52%—from \$33.5 million in 2012/13 to more than \$51 million in 2022/23.

Attachment(s): Report on Student Financial Aid 2022/23

Report on Student Financial Aid 2022/23



University
of Victoria

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Summary of student financial aid funding

This report details funding for undergraduate scholarships and awards, undergraduate and graduate bursaries and the work study program administered by Student Awards and Financial Aid (SAFA)¹ for the academic year 2022/23 (May 1, 2022 to April 30, 2023).

Merit-based awards for graduate students are administered by the Faculty of Graduate Studies and are not included in this report. It should be noted that all types of student financial aid received by undergraduate and graduate students expended from general operating, specific purpose and sponsored research funds totaled \$51,070,000 in 2022/23.

Over the past 10 years, the commitment of additional funding from various sources (base budget, carry-over, annual donor funds and endowed sources) has made it possible to increase both the value and number of undergraduate scholarships and awards as well as undergraduate and graduate bursaries. Despite year-to-year fluctuations due to the planned use of carry-over funds, the overall trend has been robust support for all forms of financial aid.

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Scholarships & awards	\$8,029,202	\$9,849,772	\$8,863,835	\$8,424,656	\$8,111,205	\$8,888,680	\$9,186,152	\$12,870,136	\$16,031,567	\$11,487,781
Bursaries	\$4,189,456	\$4,585,880	\$4,110,174	\$3,967,071	\$4,708,338	\$4,147,739	\$5,896,917	\$5,640,417	\$3,334,366	\$3,787,489
Work study	\$706,772	\$714,538	\$661,929	\$652,027	\$640,990	\$747,967	\$906,128	\$643,366	\$687,395	\$549,691
Total	\$12,925,430	\$15,150,190	\$13,635,938	\$13,043,754	\$13,460,533	\$13,784,386	\$15,989,197	\$19,153,919	\$20,053,328	\$15,824,961

Figure 1: All forms of undergraduate financial support and funding awarded to graduate students on the basis of financial need.

The COVID-19 pandemic impacted supports to students in 2020/21, 2021/22 and 2022/23. The enhanced automatic domestic entrance scholarship program that was introduced for the incoming class of 2020/21 was oversubscribed as the number of domestic high achieving students increased dramatically and resulted in an unprecedented number of students admitted with averages of 85% and higher. For example, the number of entrance scholarships offered to students admitted with averages in the 85% to 95.99% range was 4,344 in 2019/20, 5,040 in 2020/21 and 5,956 in 2021/22.

To ensure the financial sustainability of the domestic entrance scholarship program for the incoming class of fall 2022, automatic renewable entrance scholarships were removed, scholarship values were lowered, and the admission averages needed to qualify for automatic entrance scholarships were increased. The resulting significant reductions in both the number and total value of automatic entrance scholarships in 2022/23 are reflected in this report.

For 2023/24, and not covered in this report, UVic made an additional investment of \$2.5 million in base budget funding towards the undergraduate scholarship program (\$1.5 million domestic and \$1 million international). As a result of this additional support, domestic scholarship values will be far more competitive for the 2023/24 application cycle and beyond. The impact of these increases will be reflected in the student financial aid report submitted to the Board of Governors in fall 2024.

¹SAFA administers bursaries and work study for both undergraduate and graduate students, and the dollar values for these types of aid include funding awarded to graduate students.

Undergraduate scholarship program

UVic offers one-time entrance scholarships, a limited number of renewable entrance scholarships funded by annual donations and endowments, and in-course scholarships and awards in support of the recruitment and retention of high-achieving undergraduate students.

In 2022/23, 3,203 undergraduate students received 4,244 entrance and in-course scholarships totalling almost \$11.5 million from base budget, carry-over, annual donor and endowed sources of funding. This represents a 28% decrease in the total dollar value of scholarships awarded in the previous year. Reasons for this decrease are outlined in the report summary.

Scholarships are awarded to undergraduate students in two categories: entrance and in-course. The majority of entrance scholarships are offered based on the admission average of the applicant. There are also entrance scholarships awarded on the basis of specific criteria with consideration given to admission average, volunteer commitment, athleticism, leadership or other criteria specified in the terms of reference for each award, including equity-deserving groups and those who experience barriers to participating in post-secondary education.

The majority of in-course scholarships are adjudicated based on grades in a minimum of 12 units of UVic courses in two of the three terms in the previous academic year, while others are awarded based on departmental nomination. There are also in-course scholarships awarded on the basis of specific criteria in addition to grades.

Summary of entrance scholarships			
	May 2021-April 2022	May 2022-April 2023	Change from 2021/22-2022/23
Number of scholarships	3,124	1,135	↓ -1,989
Number of recipients	2,798	935	↓ -1,863
Value of scholarships	\$9,735,247	\$3,062,535	↓ -\$6,672,712
Average award per recipient	\$3,479	\$3,275	↓ -\$204

Summary of in-course scholarships			
	May 2021-April 2022	May 2022-April 2023	Change from 2021/22-2022/23
Number of scholarships	2,626	3,109	↑ 483
Number of recipients	1,913	2,268	↑ 355
Value of scholarships	\$6,296,320	\$8,425,246	↑ \$2,128,926
Average award per recipient	\$3,291	\$3,715	↑ \$424

Figure 2: Comparison of all undergraduate scholarships awarded in 2021/22 and 2022/23.

Entrance scholarships

Entrance scholarships offered on the basis of admission average are referred to as automatic scholarships. To be considered for this scholarship category in 2022/23, prospective students were required to self-report their final or predicted grade 12 marks by March 15, 2022.

Students entering with a self-reported admission average of 96% or higher were offered entrance scholarships with values ranging from \$4,000 to \$5,000. Early offers ranging from \$2,000 to \$3,000 were also made to students from Ontario who self-reported an admission average of 90% to 95.99%. Indigenous students with an admission average of 85% or higher were offered \$1,500 in addition to any other entrance scholarships they may have qualified to receive.

Scholarship offer letters advised that funding would be granted upon confirmation of final grades in August and registration in a full course load in the 2022/23 Winter Session. The number and total value of offers made each year varies depending on the admission average of each student in the entering class.

Admission average required to qualify	Value	2021/22 # offered	2021/22 # accepted	2021/22 \$ awarded	Value	2022/23 # offered	2022/23 # accepted	2022/23 \$ awarded	Change in # accepted from 2021/22-2022/23	Change in \$ awarded from 2021/22-2022/23
Renewable scholarships*										
98.00 - 100% (\$ awarded in 2022/23 were deferred from 2021/22)	\$7,000	296	161	\$1,127,000	\$7,000	2	2	\$14,000	- 159	-\$1,113,000
96.00 - 97.99% (\$ awarded in 2022/23 were deferred from 2021/22)	\$6,000	648	280	\$1,680,000	\$6,000	10	10	\$60,000	- 270	-\$1,620,000
96.00 - 97.99 (*external scholarship provider limit imposed)	\$5,000	4	4	\$20,000	\$5,000	-	-	\$ -	- 4	-\$20,000
Total Renewable		948	445	\$2,827,000		12	12	\$74,000	- 433	-\$2,753,000
Non-renewable scholarships										
98.00 - 100%	n/a	-	-	\$ -	\$5,000	325	66	\$330,000	66	\$330,000
96.00 - 97.99%	n/a	-	-	\$ -	\$4,000	890	188	\$752,000	188	\$752,000
94.00 - 95.99% (\$ awarded in 2022/23 were deferred from 2021/22)	\$3,500	941	282	\$987,000	\$3,500	14	14	\$49,000	- 268	-\$938,000
94.00 - 95.99% (early offers to Ontario students)	n/a	-	-	\$ -	\$3,000	49	18	\$54,000	18	\$54,000
94.00 - 95.99% (deferred from 2020/21)	\$3,000	3	3	\$9,000	n/a	-	-	\$ -	- 3	-\$9,000
90.00 - 93.99% (\$ awarded in 2022/23 were deferred from 2021/22)	\$3,000	2,434	750	\$2,250,000	\$3,000	29	29	\$87,000	- 721	-\$2,163,000
90.00 - 93.99% (deferred from 2020/21)	\$2,500	10	10	\$25,000	n/a	-	-	\$ -	- 10	-\$25,000
90.00 - 93.99% (Early offers to Ontario students)	n/a	-	-	\$ -	\$2,000	114	29	\$58,000	29	\$58,000
85.00 - 100% (Indigenous students only)	n/a	-	-	\$ -	\$1,500	134	22	\$33,000	22	\$33,000
85.00 - 89.99% (\$ awarded in 2022/23 were deferred from 2021/22)	\$2,000	2,554	801	\$1,602,000	\$2,000	26	26	\$52,000	- 775	-\$1,550,000
Base Budget Other	varies	14	8	\$15,036	varies	3	3	\$4,070	- 5	-\$10,966
Total Non-Renewable		5,956	1,854	\$4,888,036		1,584	395	\$1,419,070	- 1,459	-\$3,468,966
Totals		6,904	2,299	\$7,715,036		1,596	407	\$1,493,070	- 1,892	-\$6,221,966

Figure 3: Comparison of all automatic entrance scholarships offered and accepted in 2021/22 and 2022/23.

*A small number of external scholarship providers specify a dollar limit on the additional scholarship funding a student can receive from other sources. Scholarship recipients generally notify SAFA of these limits after receiving an entrance scholarship offer from UVic. If the student continues to receive funding from the external provider throughout their program, SAFA adjusts any scholarship offers from UVic to ensure students' external funds are not limited.

Automatic entrance scholarships

- To ensure the sustainability of the automatic entrance scholarship program, automatic renewable scholarships were eliminated for the incoming class of 2022/23.
- 12 renewable scholarships totalling \$74,000 were deferred from 2021/22 to 2022/23.
- 395 non-renewable automatic entrance scholarships were accepted, with a total value of \$1,419,070.
- The average value of automatic entrance scholarships was \$3,368.

In-course scholarships and awards

Undergraduate students who attend UVic in the Winter Session are eligible for scholarships and awards made available through contributions from corporate and individual donors as well as from UVic's operating budget.

- In 2022/23, 2,268 students who demonstrated academic excellence in the previous academic year at UVic received in-course scholarships and awards with a total value of more than \$8.4 million—a \$2.1 million or 19% increase over the previous year.
- The summary of in-course scholarships includes renewals of entrance scholarships for 717 students with a total value of more than \$4.5 million. This represents a 40% increase in the number of scholarship renewals and a 47% increase in the total value of renewals.
- In 2022/23, the average in-course scholarship and award per recipient was \$3,715, an increase from the average of \$3,291 in the previous year.

Competitiveness of UVic's entrance scholarship program

Automatic entrance scholarship comparators 2022/23			
School	Scholarship name	Amount	Admission average
UVic	President's Entrance Scholarship	\$5,000	98% - 100% (IB 40+)
	President's Entrance Scholarship	\$4,000	96% - 97.99% (IB 38-39)
	University of Victoria Entrance Scholarship (early offers to Ontario students)	\$3,000	94% - 95.99%
	University of Victoria Entrance Scholarship (early offers to Ontario students)	\$2,000	90% - 93.99%
	University of Victoria Entrance Scholarship (Indigenous students only)	\$1,500	85% - 100% (IB 32+)
Guelph	University of Guelph Entrance Scholarship	\$3,500	95%+
	University of Guelph Entrance Scholarship	\$3,000	90% - 94.99%
Queen's	Senator Frank Carrel Merit Scholarship	\$5,000 x 4 years	94% + (IB 38+)
	Principal's Scholarship	\$4,000	95% + (IB 39+)
	Excellence Scholarship	\$1,500	90% - 94.99% (IB 36-38)
SFU	Ken Caple Transfer Entrance Scholarship	\$3,500	3.7/4.0
	International Summit Transfer Entrance Scholarship	\$3,500	3.7/4.0
	University Transfer Entrance Scholarship	\$3,000	to top five applicants
U Calgary	President's Admission Scholarships	\$5,000	95%+
	IB Diploma Entrance Scholarship	\$2,000	IB 35+
UBC	Automatic Entrance Scholarships	\$0	None offered

Figure 4: UVic's comparative and competitive position in 2022/23.

In September 2019, SAFA reviewed the entrance scholarship program and proposed enhancements and new initiatives in support of Goal 1 of UVic's Strategic Enrolment Plan:

Goal 1: By 2024, strengthen the entering domestic undergraduate class by:

- a. increasing the % of first-time enrolling students who have an entering average of 80% or higher from 79% to 89%;*
- b. increasing the % of admitted students with an entering average of at least 90% who choose to register at UVic from 37% to 45%; and*
- c. enhancing and developing initiatives that increase the representation of under-represented populations, including but not limited to students with lived experience in care and low socio-economic status.*

Strategy 2: Re-align and enhance our entrance scholarship and needs-based financial aid programs to provide incentives for students in targeted groups a, b and/or c as listed above.

Tactic 2: Increase the number of entering students with admission averages of 90% or higher by enhancing the competitiveness of our entrance scholarship program in support of Goal 1 b.

To support that goal and, commencing with the incoming class of fall 2020, applicants with an entering average of 90% or higher were offered scholarships with higher values. New scholarships were also created to increase the participation of under-represented groups of students in the Faculty of Engineering and Computer Science.

The enhanced automatic entrance scholarship program was offered during the COVID-19 pandemic. As described earlier in the report, the number of students admitted with averages of 85% and greater increased dramatically, including as a result of K-12 grading pattern changes, as did the number and value of renewable and automatic entrance awards.

Entrance scholarships 2022/23

The values of entrance scholarships based on admission average were as follows:

Non-Renewable Entrance Scholarships

98.00 to 100%	\$5,000
96.00 to 97.99%	\$4,000
94.00 to 95.99%	\$3,000 (early offers to Ontario Students only)
90.00 to 93.99%	\$2,000 (early offers to Ontario Students only)
85.00 to 100%	\$1,500 (Indigenous students only)

University/College Transfer Scholarships

GPA 7.5 to 9.0	\$2,500
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Scholarships for women students entering the Faculty of Engineering and Computer Science			
Admission average	Value	# of students	\$ accepted
98.00-100%	\$ 3,000	7	\$ 21,000
96.00 - 97.99%	\$ 2,500	12	\$ 30,000
94.00 - 95.99%	\$ 2,000	8	\$ 16,000
90.00 - 93.99%	\$ 1,500	26	\$ 39,000
85.00 - 89.99%	\$ 1,000	16	\$ 16,000
TOTAL		69	\$ 122,000

Figure 5: Scholarships for women students in engineering and computer science.

With regards to the scholarships for women students entering the Faculty of Engineering and Computer Science, there were 69 recipients who received \$122,000 in 2022/23 compared to 94 recipients who received \$191,500 in the 2021/22 program year. We also awarded the “Scholarship for Indigenous Students Entering the Faculty of Engineering and Computer Science” to one student, valued at \$4,500.

Bursary program

UVic’s bursary program helps remove financial barriers and supports the retention and success of a diverse student population. As one of the major funding tools in the university’s financial assistance strategy, bursaries reduce the gap between total financial need and available resources when primary resources are insufficient.

Students who have applied and qualify for government student assistance, and whose financial need exceeds the maximum government aid available, are eligible to apply for bursary funding. While most bursary funds require applicants to also receive government student assistance, there are need-based bursaries that do not. For example, bursaries for international students, students with lived experience in care, childcare bursary applicants and the LE,NONET bursary program do not require recipients to participate in the government student assistance program to be eligible.

Students submit bursary applications that SAFA staff assess to determine eligibility. Basic educational expenses recognized by the provincial student assistance authority are included in the assessment of financial need. These costs include tuition and mandatory fees, books and supplies, accommodation, food, transportation, personal expenses, and childcare costs, if applicable. For 2022/23, the living allowance used to assess financial need was enhanced to reflect the higher cost of living in Greater Victoria. The costs not covered by other sources, or unmet need, are calculated by deducting student, parental and spousal contributions and government aid from the allowable costs detailed above. Bursaries are made available to cover a percentage of the applicant’s unmet need.

Students who do not qualify for government student assistance due to extenuating circumstances or who experience an unforeseen financial crisis are also eligible to apply for bursary funding. These students meet with a Financial Aid Officer to discuss their financial situation. Bursary funding may be approved on a discretionary basis. SAFA will continue to work with students to explore all options available, including bursaries, to assist with financial need.

In 2022/23:

- 755 undergraduate students received bursaries valued at \$3,164,382; and
- 133 graduate students received bursaries valued at \$623,107.

- Included in the totals above, 40 undergraduate and graduate international students received bursaries valued at \$187,146.

Bursaries are awarded throughout the academic year with most funding awarded based on Summer Session and Winter Session online applications.

The allocation formula used to distribute bursary funding ensures a greater level of support for students with the most significant financial barriers. The pool of applicants with the highest financial need is primarily composed of students with dependents. For 2022/23, the bursary program was once again able to meet 100% of the total assessed unmet need of undergraduate and graduate applicants.

In response to the global pandemic, the Canada Student Financial Assistance Program increased the Canada student loan weekly maximums for students with and without dependents and doubled the value of all Canada student grants for their 2020/21 program year. For the 2021/22 and 2022/23 program years the weekly loan maximums have been reduced to pre-pandemic levels, but the values of all Canada student grants continue to be doubled. This additional government assistance reduced the demand on our bursary program in 2022/23.

Year	Number of bursary and award recipients	Value of bursaries and awards (\$)
2014/15	1,414	\$4,585,880
2015/16	1,394	\$4,110,175
2016/17	1,503	\$3,697,071
2017/18	1,468	\$4,708,338
2018/19	1,480	\$4,147,739
2019/20	2,336	\$5,896,917
2020/21	2,766	\$5,640,417
2021/22*	880	\$3,334,466
2022/23*	888	\$3,787,489

Figure 6: The total value of bursaries and awards received by domestic and international undergraduate and graduate students from 2014/15 to 2020/21 and bursaries only in 2021/22 and 2022/23.

**There was a substantial change to reporting conventions starting in 2021/22 in order to make reporting consistent with Senate regulations around the classification of awards. Historically, student financial aid given as “awards” was reported with the bursary section of the report as many “awards” have a financial need component in addition to demonstrating academic merit. The category of “awards” where the recipient is selected primarily on the basis of academic merit is now included in the scholarship section of the report. In 2021/22, for example, 547 students received \$828,715 in “award” funding given on the basis of merit and other criteria.*

Work study program

The work study program creates valuable experiential learning opportunities for students to engage in work, research and other activities at Uvic during their studies. The program, which runs during the Winter Session only, provides work experience for registered undergraduate and graduate students (both domestic and international) who require financial assistance.

Students are not required to receive government student assistance to participate in the work study program, but they must demonstrate financial need according to a standardized needs assessment.

In 2022/23:

- The program had a budget of \$695,000.
- The hourly rate of pay was a minimum of \$16.50 per hour (up from \$16 per hour in 2021/22).
- 895 students were eligible to participate in the program.
- 361 students (255 domestic and 106 international) were hired into 263 positions.
- Participants earned \$549,691 for an average of \$1,523 per student.

Funding for Indigenous students

UVic is committed to increasing the recruitment, retention and success of Indigenous students across all faculties.

Funding received by Indigenous students										
	2018/19		2019/20		2020/21		2021/22		2022/23	
	# of recipients	\$ Value	# of recipients	\$ Value	# of recipients	\$ Value	# of recipients	\$ Value	# of recipients	\$ Value
Scholarships (UG only)	96	\$305,024	120	\$333,199	116	\$444,842	143	\$511,780	110	\$440,284
Bursaries (UG + GR)	93	\$274,381	109	\$223,831	139	\$370,910	104	\$293,488	93	\$291,138
Awards (UG + GR)	11	\$19,706	14	\$18,884	10	\$17,937	11	\$15,360	11	\$12,038
Work study (UG + GR)	30	\$43,639	28	\$50,994	7	\$13,749	14	\$28,576	10	\$17,700
Total \$		\$642,750		\$626,908		\$847,438		\$849,204		\$761,160

Figure 7: The types of funding received by undergraduate scholarship recipients—as well as undergraduate and graduate bursary, award and work study funding recipients—who have self-identified as Indigenous.

Funding for students with lived experience in care

In 2014/15, UVic created the University of Victoria Youth in Care Award to support students with lived experience in care and not on the basis of academic merit. The award originally covered up to eight terms of funding or completion of a first degree, whichever came first, of actual tuition costs excluding mandatory fees. Entering, in-course and transfer students who met the eligibility criteria and who were registered in their first undergraduate degree were eligible to apply.

In 2017/18, the terms of reference for the award were amended to complement the new BC Provincial Tuition Waiver Program announced by what is now the Ministry of Post-Secondary Education and Future Skills. The UVic award was amended to cover the actual tuition costs and mandatory fees for all terms of study required for completion of a first undergraduate degree for students who were previously in care in BC for at least one year but who do not meet the Provincial Tuition Waiver Program age or number of years in care criterion. Donor funds support book costs and living expenses.

Additional information about support for students with lived experience in care in BC:

- UVic's Youth in Care Award has no age limit and the minimum amount of time in care to qualify for the award is 12 months. Time in care must have been in BC.

- The BC Provincial Tuition Waiver Program is available to students 19–26 years old and who have been in care in BC for a minimum of 24 months.
- In 2022/23, 46 students received the UVic award (compared to 44 recipients in 2021/22), totaling \$200,561. Of these students, 30 also qualified for the BC waiver.
- 10 UVic students with lived experience in care graduated in 2022/23.

Government student assistance

Federal loan and grant programs continue to play a significant role in meeting the financial needs of students.

As reported in 2022, the Canada Student Financial Assistance Program, in response to the pandemic, increased the Canada student loan weekly maximums for students with and without dependents and doubled the value of all Canada student grants for their 2020/21 program year. For the 2021/22 and 2022/23 program years, the weekly loan maximums were reduced to pre-pandemic levels, but the values of all Canada student grants continued to be doubled. As in the previous year, this additional government assistance has reduced the demand on our bursary program in 2022/23.

In 2022/23, 5,289 undergraduate and graduate students received \$72 million in funding through all Canadian federal and provincial/territorial student assistance programs. More than \$28 million of that total was awarded as non-repayable grant funding.

In addition to Canadian government student assistance, 60 students received Direct Loans from the US Department of Education totalling more than \$833,430 USD.

Next steps

Economic changes have impacted participation in post-secondary studies, government assistance levels and the demand on the UVic bursary program. UVic will continue to review trends in government student assistance and the impact on demand for post-secondary programs. We will continue to adjust our financial aid programs to meet the needs of students and align with our enrolment goals and university priorities.

As noted earlier in the report, the enhanced automatic entrance scholarship program that was introduced for the incoming class of 2020/21 was impacted by unforeseen grading changes in secondary education. During the COVID-19 pandemic, the number of high achieving students increased dramatically and resulted in an unprecedented number of students admitted with averages of 85% and higher.

As we emerged from the pandemic, adjustments were made to ensure the financial sustainability of the entrance scholarship program. As detailed in this report, scholarship values were lowered, and the admission averages needed to qualify for automatic entrance scholarships were increased for 2022/23.

A significant additional investment of \$2.5 million in continuing base budget funding to support the undergraduate domestic and international scholarship programs made it possible to increase the scholarship values and the number of students who qualify for automatic entrance scholarships for academically well-prepared students who commenced their studies at UVic in September 2023.

The impact of the increased entrance scholarship values and lowered admission average required to qualify will be included in the 2023/24 report submitted to the Board of Governors in fall 2024.

The university has made significant investments in student financial aid over the last 10 years, including in the context of our Strategic Enrolment Plan, and future budget priorities will continue to reflect our institutional goals.



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

January 15, 2024

To: Board of Governors

From: Kristi Simpson
Vice-President Finance and Operations

cc: President and Vice-Chancellor

Meeting Date: January 30, 2024

Subject: University of Victoria Staff Pension Plan –
Proposed Revisions to the Governance Policy and the Statement of
Investment Policies and Procedures

**Basis for Jurisdiction: University of Victoria Staff Pension Plan Governance Policy
Sections E.2 and Section N.**

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

The Governance Committee of the Staff Pension Plan has reviewed the proposed Governance Policy, as attached, and recommends that it be approved by the Board of Governors.

The Investments and Administration Committee of the Staff Pension Plan has reviewed the proposed Statement of Investment Policies and Procedures, as attached, and recommends that it

be approved by the Board of Governors.

Recommendation

MOTION – *THAT the Finance Committee recommends to the Board of Governors that the Board of Governors approve and adopt the changes shown in the redlined versions of the Staff Pension Plan Governance Policy and the Statement of Investment Policies and Procedures as attached hereto.*

Background

The University of Victoria maintains the Staff Pension Plan (the “Plan”). The University of Victoria Board of Governors (the “Board”) has created a Governance Policy to outline the oversight of the Plan.

Within the Plan’s Governance Policy, a Governance Committee and an Investment and Administration Committee (“IAC”) have been created to assist in the Plan’s oversight. The composition of these committees is set out in the Governance Policy.

At its meeting on December 11, 2023, the Governance Committee reviewed the Governance Policy for the Plan and is recommending changes based on that review. The scope of the review was primarily to incorporate changes to reflect the following items:

- a) A review of the authority delegated to the Committees created by the Board to assist in Plan oversight, to permit the Committees to approve changes that are administrative, operational or not material in nature; and
- b) The inclusion of an additional risk management section, identifying key risks of the Plan and how they are managed. This change follows a request by the BC Pension Regulator for similar changes in the governance policy for another UVic pension plan.

At its meeting on November 7, 2023, the IAC approved the appointment of Pier 21 for their global equity pooled fund sub-advised by C WorldWide (subject to legal review and documentation) as an additional Global Equity Manager to enhance portfolio performance over the long term with a broader, more experienced team with less key person risk within the global equity mandate. The IAC is now proposing changes to the Statement of Investment Policies and Procedures (SIPP) to:

- a) Reflect the aforementioned Pier 21 (sub-advised by C WorldWide) appointment;
- b) Expand on the documentation of risk management activities consistent with the proposed changes to the Governance Policy noted above; and
- c) Incorporate other minor updates.

Attached to this memo are clean and redlined versions of both the Governance Policy and the SIPP with proposed changes.

Summary

Governance Policy (last update was 2023):

The key proposed changes to the Governance Policy are as follows:

- Update Sections E, F and N and Appendix A to provide that strategic and material plan and policy changes or duties will continue to require Board approval or involvement, while plan and policy changes or duties of an administrative, operational or immaterial nature may be approved or completed by the Governance Committee or IAC. For purposes of this policy, materiality will be determined by the Chair of the Governance Committee (Kane Kilbey, Associate Vice-President of Human Resources).

These changes are being proposed in recognition that the Board's time would be most valuably spent on strategic and material items.

- Add a section on risk management to the Governance Policy to better document key risks facing the Plan and the processes that exist to manage these risks. The section (Appendix B) is introduced in Section A and outlines the following risks and the manner of addressing them:
 - Funding Risk
 - Governance Risk
 - Legal and Regulatory Risk
 - Investment Risk, and
 - Operational Risk

Statement of Investment Policies and Procedures (last update was 2023):

The key proposed changes to the SIPP are as follows:

- **Incorporation of Pier 21/C WorldWide:**
 - Section II D - Manager Rebalancing Guidelines – This section has been adjusted to add Pier 21/C WorldWide as a third global equity manager.
 - Prior to the change, 60% of the global equity allocation was managed by BCI and 40% by Walter Scott. With the addition of Pier 21/C WorldWide, the BCI portion is being reduced from 60% to 30%, and 30% will then be managed in the new Pier 21/C WorldWide fund.
 - Note that the pooled fund is named the Pier 21 WorldWide Equity Pool - i.e., Pier 21 is the named manager running the fund in Canada, but the fund is sub-advised by C WorldWide.
 - Other related changes include clarification of items such as emerging markets exposure and maximum cash allocations within the global equity funds and the addition of a new compliance report for the new fund within the SIPP's Appendix.
- **Enhancement of Risk Management Wording/Processes:**

- Addition of Section II B to consolidate and better reflect key risks related to the investments and the management of these risks.
- **Other:**
 - Modifications to the rebalancing procedures to improve efficiencies – Section II D – Manager Rebalancing Guidelines
 - Allowing that monthly cashflows can be directed by Pension Services to individual equity or fixed income managers to move allocations closer to targets (rather than only using the fixed income manager)
 - Allowing that rebalancing to/from the Fixed Income Manager may be initiated in response to an increase or decrease needed to the Target Hedge Ratio as set out in the Custom Fixed Income Mandate
 - Modifications to Section IV A – Delegation of Responsibilities
 - Overall: Clarification that material or strategic SIPP amendments still require involvement of the Board of Governors/Finance Committee while administration or operational changes do not as determined by the Chair of the Governance Committee, consistent with changes noted above in the Governance Policy.
 - Managers: Clarification that managers are responsible for integrating Environmental, Social and Governance (ESG) issues into the investment decision-making process and including reporting on risk in meetings with the IAC.
 - Minor changes to investment consultant and Pension Services roles.
 - Modifications to Section V – Related Party Transactions – restrictions have been updated in line with legislation and a materiality threshold of 1% established (previously .5%).
 - Minor editorial or practical adjustments are also included.

Attachments:

Governance Policy for the University of Victoria Staff Pension Plan (clean)
 Governance Policy for the University of Victoria Staff Pension Plan (redlined)
 Statement of Investment Policies and Procedures (clean)
 Statement of Investment Policies and Procedures (redlined)

University of Victoria Staff Pension Plan GOVERNANCE POLICY

Governance Committee and Investment and Administration Committee

A. INTRODUCTION

The University of Victoria (the "University") maintains the University of Victoria Staff Pension Plan (the "Plan").

The Plan is a defined benefit pension plan, where a lifetime pension is available to eligible Plan members based primarily on their earnings and service in the Plan and age at retirement. Contributions are made by the University and the Plan Members based on periodic valuations of the Plan and applicable Plan terms.

Under the terms of the Plan, the University is:

- the "Administrator" of the Plan for the purposes of applicable laws and regulations, including the *Pension Benefits Standards Act* (British Columbia) (the "PBSA") and the *Income Tax Act* (Canada) (the "ITA"); and
- has ultimate legal responsibility for the administration of the Plan and the investment of the Plan's trust fund (the "Trust Fund").

The Board of Governors (the "Board") of the University have created the:

1. "Governance Committee"; and
2. Investments and Administration Committee (the "IAC"),

and have delegated to those Committees certain of the University's duties and powers, as described below. The Governance Committee and the IAC are collectively referred to in this Governance Policy as the "Committees".

The Board has established a "Pension Advisory Committee" to promote awareness and understanding of the Plan amongst members and retired members of the Plan. The composition, roles and

responsibilities of such committee shall be as determined by the Governance Committee in consultation with the Pension Advisory Committee.

Normally, the Board will delegate on-going administration of the Plan, communication with Members and other aspects of Plan management and oversight to the University of Victoria (the "University")'s Pension Office (hereinafter the "Pension Office"). The Pension Office provides regular reports to the Committees, and may be supported by other University departments as needed, such as Financial Reporting, General Counsel and University Systems, to ensure high standards of service are maintained with appropriate expertise.

The above structure, including the Board, Committees and Pension Office, together with the processes and policies set out for each, and for the Plan, are intended to provide a robust oversight and risk management framework. A summary of key risks identified for the Plan, with commentary on how these risks are managed, is set out in Appendix B.

B. APPOINTMENT OF THE COMMITTEES

1. The members of the:
 - (a) Governance Committee are appointed in accordance with Sections C.1 and 2; and
 - (b) IAC are appointed in accordance with Sections D.1 and 2.
2. The Board and the Governance Committee, as applicable, may, at any time, make changes to the composition of a Committee including removing a Committee member.
3. Initial and successor members will confirm acceptance of their appointment to the Committee in writing. However, Committee members who do not so confirm are deemed to accept by attending any Committee meeting.
4. The Chairs of the Governance Committee and the IAC will be determined by the Governance Committee. If there is no Chair of a Committee at any particular point in time, then the Meeting Procedures Policy will determine who the Chair is for that meeting or period. The Chair of a Committee shall designate one of the Committee members as Secretary of that Committee, or he or she may appoint someone who is not a Committee member to be a non-voting Secretary to that Committee to attend meetings and prepare minutes.
5. A Committee member, who is designated by name, may resign from that Committee by notifying the Chair and the University in writing. Such notice will state the future date on which his or her resignation takes effect and his or her resignation shall be effective from that date,

but no earlier than the date of receipt. A Committee member, who is appointed by virtue of their employment position, is not permitted to resign from a Committee while holding that position.

6. A person's participation on a Committee who is a voting member of the Committee cannot be exercised by a representative. His or her participation will automatically terminate on:
 - (a) the appointment of a successor to that person as a member of that Committee;
 - (b) the date the person ceases to be in the role that led to a position on the Committee, if the person is a Committee member by virtue of their office or position;
 - (c) the death of the person or their legal inability to fulfill his or her duties; or
 - (d) the date the person's appointment is revoked by the Board the Governance Committee or the IAC, as applicable, for any reason.
7. A Committee member who has resigned or been removed (and the personal representative of a deceased or incapacitated Committee member) will promptly return any and all confidential records, books, documents, and other property pertaining to the governance and administration of the Plan to the Secretary of that Committee.

C. COMPOSITION OF THE GOVERNANCE COMMITTEE

1. The Governance Committee shall consist of the following:
 - (a) the Vice-President, Finance and Operations;
 - (b) the Associate Vice-President, Financial Planning and Operations;
 - (c) the Associate Vice-President, Human Resources;
 - (d) the Executive Director, Pensions and Plan Governance; and
 - (e) a member of the Board of Governors, appointed by the Board of Governors, or a person external to the University who is experienced in pension plan matters, appointed by the Board of Governors.
2. Non-Voting Members of Governance Committee

The Governance Committee may designate one or more officers or employees of the University with specific expertise to act as non-voting members of the Governance Committee to assist

the Governance Committee in its deliberations and activities. Unless the Governance Committee otherwise directs, the Director, Pension Services or their delegate, shall be a non-voting member of the Governance Committee, and shall act as the Secretary of the Governance Committee.

D. COMPOSITION OF THE INVESTMENTS AND ADMINISTRATION COMMITTEE

1. The IAC shall consist of the following:

- (a) the Associate Vice-President, Financial Planning and Operations;
- (b) the Associate Vice-President, Human Resources;
- (c) the Treasurer;
- (d) the General Counsel;
- (e) three others appointed by the Governance Committee with demonstrated expertise in one or more of the field(s) of investments, communications, or staff management; and
- (f) an active member of the Plan, appointed by the Governance Committee.

2. Non-Voting Members of the Investments and Administration Committee

The IAC may designate one or more officers or employees of the University with specific expertise to act as non-voting members of the Committee to assist the IAC in its deliberations and activities. Unless the IAC otherwise directs, the Director, Pension Services or their delegate shall act as the Secretary of the IAC.

E. BOARD MANDATE

1. Any duty of a strategic or material nature that is not assigned, or power not delegated by this Governance Policy to a Committee shall remain with the Board.

Duties or powers of an administrative, operational or immaterial nature not assigned by this Governance Policy or other plan policy or document shall be completed by the Governance Committee, IAC or their delegate, dependent upon the nature of the duties or powers, as determined by the Chair of the Governance Committee.

2. Without limiting the application of Section E.1, the Board, acting to the extent it considers appropriate on the recommendations received from the IAC; shall review and adopt the statement of investment policies and procedures (“SIP&P”) for the Plan in accordance with the requirements of the PBSA.

Material or strategic amendments to the SIP&P shall be reviewed and approved by the Board upon recommendation by the IAC, while administrative or operational amendments may be made by the IAC.

3. For purposes of this Governance Policy, the determination of whether amendments or other items are considered material or strategic, and therefore require Board approval or involvement, will be determined by the Chair of the Governance Committee.

F. GOVERNANCE COMMITTEE MANDATE

The Governance Committee shall have the following duties and the required corresponding powers necessary to:

1. develop a strategic plan that:
 - (a) establishes the mission and objectives of the Plan, which mission and objectives shall be approved by the Board;
 - (b) sets out targets, performance measures, risks and reporting requirements and such other steps as are necessary to evaluate success in meeting the Plan’s mission and objectives; and
 - (c) provides for a periodic review of the Plan’s governance structure to ensure that it continues to be appropriate to enable the Plan to meet its mission and objectives;
2. appoint members to the IAC and appoint members to the Pension Advisory Committee in accordance with those Committees’ terms of reference;
3. recommend to the Board of Governors material or strategic amendments to the Plan that the Governance Committee deems necessary or advisable so that the Plan continues to meet its mission and objectives and approve administrative, operational or immaterial amendments that the Governance Committee deems necessary so that the Plan remains compliant with applicable law or to improve efficiencies;
4. interpret the provisions of the Plan in matters where the interpretation is without precedent and may either have a large single material impact or a widespread material impact; and

5. adopt and maintain policies, including, but not limited to:
- (a) a Policy on Delegated Signing Authorities; in the absence of a policy, any agreements, notices or other documentation required in connection with the investment of the Trust Fund, or the administration or payment of benefits under the Plan must be signed by no less than two officers or employees of the University who are members of the Governance Committee;
 - (b) a Code of Conduct Policy;
 - (c) a Discretionary Fee Policy applicable to the administration of pension division and subject to applicable laws and regulations;
 - (d) a Small Benefit Policy which shall be subject to applicable laws and regulations and which establishes the minimum amount of a benefit calculated under the provisions of this Plan below which the benefit must be paid to the member in the form of a Commuted Value of that benefit and not in the form of a monthly pension;
 - (e) a Meeting Procedures Policy for the Committees;
 - (f) a Committee Member Education Policy;
 - (g) a Plan Member Communications Policy for the Plan; and
 - (h) a Dispute Resolution Policy for the Plan

G. INVESTMENTS AND ADMINISTRATION COMMITTEE MANDATE

The IAC shall invest the Trust Fund in accordance with the terms of the Plan and applicable law, and administer the Plan in accordance with its terms, and carry out the duties set out in **Appendix A**.

H. PERFORMANCE STANDARDS

In the execution of their duties and responsibilities, the Committee members will comply with:

- applicable law;
- the terms of the Plan;
- this Governance Policy; and
- all relevant Committee policies.

I. REPORTING

1. The Governance Committee shall:
- (a) report to the Board at least annually on:

- (i) the administration of the Plan and the University's compliance with the provisions of the Plan, the PBSA and the ITA that do not relate to the investment of the Trust Fund;
 - (ii) significant issues that arose in the operation of the Plan, and
- (b) receive a report on the actuarial valuation, and on periodic asset/liability studies as commissioned by the IAC.

- 2. The IAC shall prepare and present a report at least semi-annually to the Board on the financial position of the Plan, the investment performance of the Trust Fund, and the University's compliance with the provisions of the Plan, PBSA and the ITA relating to the investment of the Trust Fund.

J. DELEGATION BY A COMMITTEE

- 1. Unless otherwise indicated in this Plan, the Governance Committee or the IAC may delegate such of their respective responsibilities and corresponding powers as either deems appropriate, provided that the Committee ensures that any party to whom it delegates responsibilities are properly supervised by the Committee and has the appropriate skills and training to carry out the responsibilities delegated to them.
- 2. The Governance Committee and the IAC shall ensure that if they delegate any of their responsibilities to other parties, such parties shall report to such Committee at such intervals as may be established by those Committees.

K. COMMITTEE MEMBER REMUNERATION

- 1. Committee members are not entitled to compensation, beyond their normal compensation as employees, for the time spent on the conduct of their duties as Committee members.
- 2. Committee members are entitled to reimbursement by the University, or as otherwise provided by the Plan, for reasonable expenses incurred personally in the conduct of their duties, in accordance with the expense payment procedures established by the University.

L. CODE OF CONDUCT POLICY

Each Committee member shall observe and be bound by the **Code of Conduct Policy**.

M. MEETING PROCEDURES

The Committees shall observe and be bound by the **Meeting Procedures Policy**.

N. AMENDMENT OF GOVERNANCE POLICY

The Board reserves the right to amend this Governance Policy. Committee members must be given notice of any change. A Committee does not have the authority to amend this Governance Policy, unless such an amendment is of a strictly administrative or operational nature, in which case the Governance Committee may amend the Policy and inform the Board in their next scheduled report. A Committee does not have authority to otherwise act in a way to alter the scope of the duties delegated to a Committee.

APPENDIX A DUTIES OF THE INVESTMENTS AND ADMINISTRATION COMMITTEE

1. Appoint a Trustee for the trust fund for the Plan (the “Trust Fund”) and enter into a trust agreement for the performance of the duties set out in Section 15 of the Plan text.
2. Recommend to the Board a SIP&P for the Plan, which satisfies the requirements of the PBSA, and in accordance with the SIP&P the IAC shall:
 - (a) appoint and terminate investment managers, performance measurement services, consultants and such other service providers as are needed to ensure the efficient and prudent investment of the Trust Fund;
 - (b) employ consultants and other service providers to conduct periodic asset/liability studies as it may deem necessary to ensure the appropriate asset allocation in the Trust Fund;
 - (c) take such steps as are necessary to monitor investment performance and mandate compliance by the investment managers;
 - (d) determine the materiality of and approve temporary deviations from the SIP&P in respect of asset mix ranges and allowable investments; and
 - (e) no less frequently than once in every Plan year, review the SIP&P and either:
 - (i) confirm to the Board the SIP&P’s continued appropriateness; or
 - (ii) recommend to the Board such amendments the SIP&P as it considers appropriate.
3. Approve administrative, operational, or otherwise immaterial amendments to the SIP&P. Determination of materiality may be made in consultation with the Chair of the Governance Committee.
4. On an annual basis, provide a report to the Governance Committee on the degree of success in meeting the mission and objectives of the Plan.
5. Report at least semi-annually to the Board on the financial position of the Plan, the investment performance of the Trust Fund, and the University’s compliance with the provisions of the Plan, PBSA and the ITA relating to the investment of the Trust Fund.
6. Appoint an Actuary to

- (a) at least triennially, conduct a review of the Plan's assets and liabilities, based on assumptions determined by the IAC in consultation with the Plan's actuary, and
 - (b) provide advice on actuarial matters and the adoption of mortality and other tables as necessary or appropriate for the operation of the Plan.
- 7. Subject to the approval of the Board, create reserves within the Trust Fund for any purpose.
- 8. Review and approve the annual report and financial statements including the findings of the auditor appointed by the Committee to express an opinion on the financial statements.
- 9. Make all annual returns and other filings with regulatory authorities in respect of the Plan.
- 10. Subject to approval by the Vice-President, Finance and Operations, adopt the annual budget for Plan operating expenses.
- 11. Determine, from time to time, the necessity of fiduciary insurance for any members of the Committees, and if deemed necessary acquire and thereafter periodically review the terms of such insurance.
- 12. Employ and supervise such counsel and agents and obtain and supervise such clerical services as it may deem necessary or appropriate in carrying out the provisions of the Plan.
- 13. Interpret the provisions of the Plan and determine any questions arising under the Plan, or in connection with the investment, administration or operation thereof, including but not limited to:
 - (a) determining the eligibility of any employee to be or become a member of the Plan, and
 - (b) determining the credited service of any Plan member and computation of the amount of retirement benefit, or other sum, payable under the Plan to any person.
- 14. Subject to the approval of the Governance Committee and the Board, enter into reciprocal agreements on behalf of the University with sponsors of other registered pension plans.
- 15. Approve the format for Member annual statements.
- 16. Monitor compliance with the Communications Policy.
- 17. Adjudicate disputes involving plan beneficiaries in accordance with the Dispute Resolution Policy.

APPENDIX B

RISK MANAGEMENT

Key Risks for the Plan include:

- Funding Risk
- Governance Risk
- Legal and Regulatory Risk
- Investment Risk and
- Operational Risk

The above risks, and the manner of addressing them, are detailed below:

- a. **Funding Risk** – Funding risk is the risk that the Plan does not have sufficient assets to meet its liabilities. This is in part dependent upon the investments which are addressed in d. below, and in part dependent upon the liabilities. The interaction between the two should also be understood and managed. Funding risk is managed as follows:
 - i. **Funding Policy:** Risks are identified and managed through the establishment of a Funding Policy that works in concert with the investment policy. The Funding Policy takes a long-term approach and addresses funding objectives, contribution strategy and associated matters.
 - ii. **Actuarial Valuations:** Statutory valuations explore funding on a going concern and solvency basis. These valuations are conducted at least every three years, and review the Plan's demographic and other changes in comparison to the assumptions being made.
 - iii. **Asset mix/liability modelling:** Asset mix studies and asset/liability modelling are also performed periodically (generally every 5-7 years) to ensure that asset allocation remains consistent with the Plan's goals and to ensure sustainability of the Plan and contribution levels.
- b. **Governance Risk** – This risk relates to gaps in the oversight of the Plan operation and management. It includes the Board's own operations, the skillset of Committee members, and potential conflicts of interest and the understanding of fiduciary duties. These risks are managed as follows:
 - i. **Committee Education** – A Committee Member Education Policy has been adopted to facilitate the education of Committee members. This policy operates in concert with a biennial skills assessment process to identify and address any skillset gaps on the Committees.

- ii. **Committee Self-Assessment** – The Committees conduct periodic self-assessments to identify any areas of improvement for their operations and oversight.
 - iii. **Conflict of Interest** – A Code of Conduct has been established for the Committees to ensure that any actual or perceived conflicts are identified and managed appropriately. Orientation for Committee Members includes a review of fiduciary duty and all Plan policies.
 - iv. **Governance and administration review** – The Committees conduct a self-assessment of the governance and administration of the plan triennially.
 - v. **Regular reporting between Pension Services, the Committees, the Board and Service Providers** – As set out in this and other policies.
- c. **Legal and Regulatory Risk** – This is the risk that the Plan will not be administered in accordance with applicable legislation. It is managed by working with legal counsel and service providers with demonstrated pension expertise, by maintaining a positive relationship with the pension regulator and by ensuring individuals involved in the Plan, including the Pension Services department responsible for the majority of the day-to-day activities for the Plan, keep current with changes that may occur, through ongoing research and educational opportunities.
- d. **Investment Risk** – This is the risk that changes in the value of investments will negatively affect the Plan's returns and result in either additional contribution requirements or lower benefits than intended. Investments can rise and fall with market movements, interest rate changes, investor sentiment, environment, social and governance ("ESG") and other factors. Liquidity, concentration and valuation risks must also be managed. Management of these risks is addressed within the Plan's Statement of Investment Policies and Procedures (SIP&Ps), and includes strategies such as diversification, investment limits/restrictions and careful monitoring. As noted in the SIP&Ps and in the Governance Policy, an Investment and Administration Committee has been established by the Board to meet with managers regularly and monitor the investments, managers and associated risks.

In addition, the IAC has considered and set out its investment beliefs, to assist in determining the Plan's approach to the long-term management of the investments. These beliefs are reviewed and revised periodically to ensure they remain up to date and appropriate.

Asset mix studies and asset/liability modelling are also performed periodically to ensure that asset allocation remains consistent with the Plan's goals.

- e. **Operational Risk** – This is the risk that deficiencies in the Plan’s internal controls and processes will negatively affect the administration of the Plan and Plan Member benefits. Operational risks include areas such as cybersecurity, fraud, compliance and the possibility of human or automated errors in the detailed calculations involved in pension plans. These risks are managed as follows:

- i. **Dedicated Pension Services Office:** The University has created a dedicated Pensions Services Office to be responsible for the Plan’s operations. Staff involved undergo extensive and ongoing training and are overseen by individuals who have been carefully selected with extensive experience in pension plan governance, management and administration.

The Pension Office has its own policies, processes and procedures for use in areas such as preparing calculations, ensuring contributions are calculated and remitted accurately, ensuring benefits and expenses are paid accurately and communicating with members. Staff are kept up to date on new regulations and best practices through internal monitoring and research, and with the support of the Plan’s actuary, consultants and legal counsel.

- ii. **Effective Governance and Oversight:** The Board and Committees monitor the Plan’s operations and the Pension Services Office through regular meetings, reports and information sharing. Areas monitored by each Committee are set out in their terms of reference. The Board and Committees review information such as annual compliance reports, reports on ongoing plan activities and plan financial statements prepared by an independent auditor who also reviews key plan risks including fraud and investment activities. The Committees also actively participate in activities such as formal service provider reviews and triennial plan assessments.

- iii. **Information Systems and Cybersecurity Management:** In consideration of the extensive data, information and service providers used and required in the administration of the Plan, processes are in place to ensure the safe and appropriate management of the data and systems involved. This includes policies and processes related to recordkeeping, storage, privacy protection and data retention. The Committee and Pension Services infrastructure is maintained by the University of Victoria (UVic), who have a dedicated University Systems department. This department is instrumental in managing the Plan’s cybersecurity risk as outlined in the UVic Information Security Policy IM7800.

Third-party service providers and Investment Managers are expected to have in place robust cybersecurity policies and practices which meet industry standards. The items are typically addressed or reviewed when contracting with the parties and monitored with periodic reviews. To ensure oversight of the above and to identify opportunities for enhancements, an annual

cybersecurity report (commencing in 2024) is being developed addressing all entities involved in the administration of the Plan.

- iv. **Service Provider Oversight:** The Committees follow appropriate processes for retaining, monitoring and termination of service providers. This includes having formal contracts where appropriate, where roles, responsibilities and expectations are documented. Service providers are reviewed at least annually to ensure expectations are being met.
- v. **Communications Policy:** Members' understanding of their pension benefit is critical to retirement outcomes and financial wellbeing. To manage this risk, a Communications Policy has been established which outlines the approach and expectations with regards to member communication.

University of Victoria Staff Pension Plan GOVERNANCE POLICY

Governance Committee and Investment and Administration Committee

A. INTRODUCTION

The University of Victoria (the "University") maintains the University of Victoria Staff Pension Plan (the "Plan").

[The Plan is a defined benefit pension plan, where a lifetime pension is available to eligible Plan members based primarily on their earnings and service in the Plan and age at retirement. Contributions are made by the University and the Plan Members based on periodic valuations of the Plan and applicable Plan terms.](#)

Under the terms of the Plan, the University is:

- the "Administrator" of the Plan for the purposes of applicable laws and regulations, including the *Pension Benefits Standards Act* (British Columbia) (the "PBSA") and the *Income Tax Act* (Canada) (the "ITA"); and
- has ultimate legal responsibility for the administration of the Plan and the investment of the Plan's trust fund (the "Trust Fund").

The Board of Governors (the "Board") of the University have created the:

1. "Governance Committee"; and
2. Investments and Administration Committee (the "IAC"),

and have delegated to those Committees certain of the University's duties and powers, as described below. The Governance Committee and the IAC are collectively referred to in this Governance Policy as the "Committees".

The Board has established a "Pension Advisory Committee" to promote awareness and understanding of the Plan amongst members and retired members of the Plan. The composition, roles and

responsibilities of such committee shall be as determined by the Governance Committee in consultation with the Pension Advisory Committee.

Normally, the Board will delegate on-going administration of the Plan, communication with Members and other aspects of Plan management and oversight to the University of Victoria (the "University")'s Pension Office (hereinafter the "Pension Office"). The Pension Office provides regular reports to the Committees, and may be supported by other University departments as needed, such as Financial Reporting, General Counsel and University Systems, to ensure high standards of service are maintained with appropriate expertise.

The above structure, including the Board, Committees and Pension Office, together with the processes and policies set out for each, and for the Plan, are intended to provide a robust oversight and risk management framework. A summary of key risks identified for the Plan, with commentary on how these risks are managed, is set out in Appendix B.

B. APPOINTMENT OF THE COMMITTEES

1. The members of the:
 - (a) Governance Committee are appointed in accordance with Sections C.1 and 2; and
 - (b) IAC are appointed in accordance with Sections D.1 and 2.
2. The Board and the Governance Committee, as applicable, may, at any time, make changes to the composition of a Committee including removing a Committee member.
3. Initial and successor members will confirm acceptance of their appointment to the Committee in writing. However, Committee members who do not so confirm are deemed to accept by attending any Committee meeting.
4. The Chairs of the Governance Committee and the IAC will be determined by the Governance Committee. If there is no Chair of a Committee at any particular point in time, then the Meeting Procedures Policy will determine who the Chair is for that meeting or period. The Chair of a Committee shall designate one of the Committee members as Secretary of that Committee, or he or she may appoint someone who is not a Committee member to be a non-voting Secretary to that Committee to attend meetings and prepare minutes.
5. A Committee member, who is designated by name, may resign from that Committee by notifying the Chair and the University in writing. Such notice will state the future date on which his or her resignation takes effect and his or her resignation shall be effective from that date, but no earlier than the date of receipt. A Committee member, who is appointed by virtue of their employment position, is not permitted to resign from a Committee while holding that position.
6. A person's participation on a Committee who is a voting member of the Committee cannot be exercised by a representative. His or her participation will automatically terminate on:
 - (a) the appointment of a successor to that person as a member of that Committee;
 - (b) the date the person ceases to be in the role that led to a position on the Committee, if the person is a Committee member by virtue of their office or position;
 - (c) the death of the person or their legal inability to fulfill his or her duties; or
 - (d) the date the person's appointment is revoked by the Board the Governance Committee or the IAC, as applicable, for any reason.

7. A Committee member who has resigned or been removed (and the personal representative of a deceased or incapacitated Committee member) will promptly return any and all confidential records, books, documents, and other property pertaining to the governance and administration of the Plan to the Secretary of that Committee.

C. COMPOSITION OF THE GOVERNANCE COMMITTEE

1. The Governance Committee shall consist of the following:
 - (a) the Vice-President, Finance and Operations;
 - (b) the Associate Vice-President, Financial Planning and Operations;
 - (c) the Associate Vice-President, Human Resources;
 - (d) the Executive Director, Pensions and Plan Governance; and
 - (e) a member of the Board of Governors, appointed by the Board of Governors, or a person external to the University who is experienced in pension plan matters, appointed by the Board of Governors.
2. Non-Voting Members of Governance Committee

The Governance Committee may designate one or more officers or employees of the University with specific expertise to act as non-voting members of the Governance Committee to assist the Governance Committee in its deliberations and activities. Unless the Governance Committee otherwise directs, the Director, Pension Services or their delegate, shall be a non-voting member of the Governance Committee, and shall act as the Secretary of the Governance Committee.

D. COMPOSITION OF THE INVESTMENTS AND ADMINISTRATION COMMITTEE

1. The IAC shall consist of the following:
 - (a) the Associate Vice-President, Financial Planning and Operations;
 - (b) the Associate Vice-President, Human Resources;
 - (c) the Treasurer;

- (d) the General Counsel;
- (e) three others appointed by the Governance Committee with demonstrated expertise in one or more of the field(s) of investments, communications, or staff management; and
- (f) an active member of the Plan, appointed by the Governance Committee.

2. Non-Voting Members of the Investments and Administration Committee

The IAC may designate one or more officers or employees of the University with specific expertise to act as non-voting members of the Committee to assist the IAC in its deliberations and activities. Unless the IAC otherwise directs, the Director, Pension Services or their delegate shall act as the Secretary of the IAC.

E. BOARD MANDATE

1. Any duty of a strategic or material nature that is not assigned, or power not delegated by this Governance Policy to a Committee shall remain with the Board.

Duties or powers of an administrative, operational or immaterial nature not assigned by this Governance Policy or other plan policy or document shall be completed by the Governance Committee, IAC or their delegate, dependent upon the nature of the duties or powers, as determined by the Chair of the Governance Committee.

2. Without limiting the application of Section E.1, the Board, acting to the extent it considers appropriate on the recommendations received from the IAC; shall review and, adopt, ~~and amend, as necessary,~~ the statement of investment policies and procedures ("SIP&P") for the Plan in accordance with the requirements of the PBSA.

Material or strategic amendments to the SIP&P shall be reviewed and approved by the Board upon recommendation by the IAC, while administrative or operational amendments may be made by the IAC.

- 2.
3. For purposes of this Governance Policy, the determination of whether amendments or other items are considered material or strategic, and therefore require Board approval or involvement, will be determined by the Chair of the Governance Committee.

F. GOVERNANCE COMMITTEE MANDATE

The Governance Committee shall have the following duties and the required corresponding powers necessary to:

1. develop a strategic plan that:
 - (a) establishes the mission and objectives of the Plan, which mission and objectives shall be approved by the Board;
 - (b) sets out targets, performance measures, risks and reporting requirements and such other steps as are necessary to evaluate success in meeting the Plan's mission and objectives; and
 - (c) provides for a periodic review of the Plan's governance structure to ensure that it continues to be appropriate to enable the Plan to meet its mission and objectives;
2. appoint members to the IAC and appoint members to the Pension Advisory Committee in accordance with those Committees' terms of reference;
3. recommend to the Board of Governors material or strategic amendments to the Plan that the Governance Committee deems necessary or advisable so that the Plan ~~remains compliant with applicable law and~~ continues to meet its mission and objectives and approve administrative, operational or immaterial amendments that the Governance Committee deems necessary so that the Plan remains compliant with applicable law or to improve efficiencies;
4. interpret the provisions of the Plan in matters where the interpretation is without precedent and may either have a large single material impact or a widespread material impact; and
5. adopt and maintain policies, including, but not limited to:
 - (a) a Policy on Delegated Signing Authorities ~~which shall be subject to the approval of the Board of Governors;~~ in the absence of a policy, any agreements, notices or other documentation required in connection with the investment of the Trust Fund, or the administration or payment of benefits under the Plan must be signed by no less than two officers or employees of the University who are members of the Governance Committee;
 - (b) a Code of Conduct Policy;
 - (c) a Discretionary Fee Policy applicable to the administration of pension division and subject to applicable laws and regulations;
 - (d) a Small Benefit Policy which shall be subject ~~to to approval of the Board of Governors~~ and applicable laws and regulations and which establishes the minimum amount of a benefit calculated under the provisions of this Plan below which the benefit must be

paid to the member in the form of a Commuted Value of that benefit and not in the form of a monthly pension;

- (e) a Meeting Procedures Policy for the Committees;
- (f) a Committee Member Education Policy;
- (g) a Plan Member Communications Policy for the Plan; and
- (h) a Dispute Resolution Policy for the Plan

G. INVESTMENTS AND ADMINISTRATION COMMITTEE MANDATE

The IAC shall invest the Trust Fund in accordance with the terms of the Plan and applicable law, and administer the Plan in accordance with its terms, and carry out the duties set out in **Appendix A**.

H. PERFORMANCE STANDARDS

In the execution of their duties and responsibilities, the Committee members will comply with:

- applicable law;
- the terms of the Plan;
- this Governance Policy; and
- all relevant Committee policies.

I. REPORTING

1. The Governance Committee shall:

- (a) report to the Board at least annually [a report](#) on:
 - (i) the administration of the Plan and the University's compliance with the provisions of the Plan, the PBSA and the ITA that do not relate to the investment of the Trust Fund;
 - (ii) significant issues that arose in the operation of the Plan, and
- (b) receive a report on the actuarial valuation, and on periodic asset/liability studies as commissioned by the IAC.

2. The IAC shall prepare and present a report at least semi-annually to the Board on the financial position of the Plan, the investment performance of the Trust Fund, and the University's compliance with the provisions of the Plan, PBSA and the ITA relating to the investment of the Trust Fund.

J. DELEGATION BY A COMMITTEE

1. Unless otherwise indicated in this Plan, the Governance Committee or the IAC may delegate such of their respective responsibilities and corresponding powers as either deems appropriate, provided that the Committee ensures that any party to whom it delegates responsibilities are properly supervised by the Committee and has the appropriate skills and training to carry out the responsibilities delegated to them.
2. The Governance Committee and the IAC shall ensure that if they delegate any of their responsibilities to other parties, such parties shall report to such Committee at such intervals as may be established by those Committees.

K. COMMITTEE MEMBER REMUNERATION

1. Committee members are not entitled to compensation, beyond their normal compensation as employees, for the time spent on the conduct of their duties as Committee members.
2. Committee members are entitled to reimbursement by the University, or as otherwise provided by the Plan, for reasonable expenses incurred personally in the conduct of their duties, in accordance with the expense payment procedures established by the University.

L. CODE OF CONDUCT POLICY

Each Committee member shall observe and be bound by the **Code of Conduct Policy**.

M. MEETING PROCEDURES

The Committees shall shall observe and be bound by the **Meeting Procedures Policy**.

N. AMENDMENT OF GOVERNANCE POLICY

The Board reserves the right to amend this Governance Policy. Committee members must be given notice of any change. A Committee does not have the authority to amend this Governance Policy, unless such an amendment is of a strictly administrative or operational nature, in which case the Governance Committee may amend the Policy and inform the Board in their next scheduled report. A Committee does not have authority to or otherwise act in a way to alter the scope of the duties delegated to a Committee.

APPENDIX A DUTIES OF THE INVESTMENTS AND ADMINISTRATION COMMITTEE

1. Appoint a Trustee for the trust fund for the Plan (the “Trust Fund”) and enter into a trust agreement for the performance of the duties set out in Section 15 of the Plan text.
2. Recommend to the Board a SIP&P for the Plan, which satisfies the requirements of the PBSA, and in accordance with the SIP&P the IAC shall:
 - (a) appoint and terminate investment managers, performance measurement services, consultants and such other service providers as are needed to ensure the efficient and prudent investment of the Trust Fund;
 - (b) employ consultants and other service providers to conduct periodic asset/liability studies as it may deem necessary to ensure the appropriate asset allocation in the Trust Fund;
 - (c) take such steps as are necessary to monitor investment performance and mandate compliance by the investment managers;
 - (d) determine the materiality of and approve temporary deviations from the SIP&P in respect of asset mix ranges and allowable investments; and
 - (e) no less frequently than once in every Plan year, review the SIP&P and either:
 - (i) confirm to the Board the SIP&P’s continued appropriateness; or
 - (ii) recommend to the Board such amendments the SIP&P as it considers appropriate.
3. Approve administrative, operational, or otherwise immaterial amendments to the SIP&P. Determination of materiality may be made in consultation with the Chair of the Governance Committee.
- ~~3.4.~~ On an annual basis, provide a report to the Governance Committee on the degree of success in meeting the mission and objectives of the Plan.
- ~~4.5.~~ Report at least semi-annually to the Board on the financial position of the Plan, the investment performance of the Trust Fund, and the University’s compliance with the provisions of the Plan, PBSA and the ITA relating to the investment of the Trust Fund.
- ~~5.6.~~ Appoint an Actuary to

- (a) at least triennially, conduct a review of the Plan's assets and liabilities, based on assumptions determined by the IAC in consultation with the Plan's actuary, and
- (b) provide advice on actuarial matters and the adoption of mortality and other tables as necessary or appropriate for the operation of the Plan.

~~6-7.~~ Subject to the approval of the Board, create reserves within the Trust Fund for any purpose.

~~7-8.~~ Review and approve the annual report and financial statements including the findings of the auditor appointed by the Committee to express an opinion on the financial statements.

~~8-9.~~ Make all annual returns and other filings with regulatory authorities in respect of the Plan.

~~9-10.~~ Subject to approval by the Vice-President, Finance and Operations, adopt the annual budget for Plan operating expenses.

~~10-11.~~ Determine, from time to time, the necessity of fiduciary insurance for any members of the Committees, and if deemed necessary acquire and thereafter periodically review the terms of such insurance.

~~11-12.~~ Employ and supervise such counsel and agents and obtain and supervise such clerical services as it may deem necessary or appropriate in carrying out the provisions of the Plan.

~~12-13.~~ Interpret the provisions of the Plan and determine any questions arising under the Plan, or in connection with the investment, administration or operation thereof, including but not limited to:

- (a) determining the eligibility of any employee to be or become a member of the Plan, and
- (b) determining the credited service of any Plan member and computation of the amount of retirement benefit, or other sum, payable under the Plan to any person.

~~13-14.~~ Subject to the approval of the Governance Committee and the Board, enter into reciprocal agreements on behalf of the University with sponsors of other registered pension plans.

~~14-15.~~ Approve the format for Member annual statements.

~~15-16.~~ Monitor compliance with the Communications Policy.

~~16-17.~~ Adjudicate disputes involving plan beneficiaries in accordance with the Dispute Resolution Policy.

APPENDIX B

RISK MANAGEMENT

Key Risks for the Plan include:

- Funding Risk
- Governance Risk
- Legal and Regulatory Risk
- Investment Risk and
- Operational Risk

The above risks, and the manner of addressing them, are detailed below:

- a. **Funding Risk** – Funding risk is the risk that the Plan does not have sufficient assets to meet its liabilities. This is in part dependent upon the investments which are addressed in d. below, and in part dependent upon the liabilities. The interaction between the two should also be understood and managed. Funding risk is managed as follows:
- Funding Policy:** Risks are identified and managed through the establishment of a Funding Policy that works in concert with the investment policy. The Funding Policy takes a long-term approach and addresses funding objectives, contribution strategy and associated matters.
 - Actuarial Valuations:** Statutory valuations explore funding on a going concern and solvency basis. These valuations are conducted at least every three years, and review the Plan's demographic and other changes in comparison to the assumptions being made.
 - Asset mix/liability modelling:** Asset mix studies and asset/liability modelling are also performed periodically (generally every 5-7 years) to ensure that asset allocation remains consistent with the Plan's goals and to ensure sustainability of the Plan and contribution levels.
- b. **Governance Risk** – This risk relates to gaps in the oversight of the Plan operation and management. It includes the Board's own operations, the skillset of Committee members, and potential conflicts of interest and the understanding of fiduciary duties. These risks are managed as follows:
- Committee Education** – A Committee Member Education Policy has been adopted to facilitate the education of Committee members. This policy operates in concert with a biennial skills assessment process to identify and address any skillset gaps on the Committees.

- ii. **Committee Self-Assessment** – The Committees conduct periodic self-assessments to identify any areas of improvement for their operations and oversight.
 - iii. **Conflict of Interest** – A Code of Conduct has been established for the Committees to ensure that any actual or perceived conflicts are identified and managed appropriately. Orientation for Committee Members includes a review of fiduciary duty and all Plan policies.
 - iv. **Governance and administration review** – The Committees conduct a self-assessment of the governance and administration of the plan triennially.
 - v. **Regular reporting between Pension Services, the Committees, the Board and Service Providers** – As set out in this and other policies.
- c. **Legal and Regulatory Risk** – This is the risk that the Plan will not be administered in accordance with applicable legislation. It is managed by working with legal counsel and service providers with demonstrated pension expertise, by maintaining a positive relationship with the pension regulator and by ensuring individuals involved in the Plan, including the Pension Services department responsible for the majority of the day-to-day activities for the Plan, keep current with changes that may occur, through ongoing research and educational opportunities.
- d. **Investment Risk** – This is the risk that changes in the value of investments will negatively affect the Plan's returns and result in either additional contribution requirements or lower benefits than intended. Investments can rise and fall with market movements, interest rate changes, investor sentiment, environment, social and governance ("ESG") and other factors. Liquidity, concentration and valuation risks must also be managed. Management of these risks is addressed within the Plan's Statement of Investment Policies and Procedures (SIP&Ps), and includes strategies such as diversification, investment limits/restrictions and careful monitoring. As noted in the SIP&Ps and in the Governance Policy, an Investment and Administration Committee has been established by the Board to meet with managers regularly and monitor the investments, managers and associated risks.

In addition, the IAC has considered and set out its investment beliefs, to assist in determining the Plan's approach to the long-term management of the investments. These beliefs are reviewed and revised periodically to ensure they remain up to date and appropriate.

Asset mix studies and asset/liability modelling are also performed periodically to ensure that asset allocation remains consistent with the Plan's goals.

e. **Operational Risk** – This is the risk that deficiencies in the Plan's internal controls and processes will negatively affect the administration of the Plan and Plan Member benefits. Operational risks include areas such as cybersecurity, fraud, compliance and the possibility of human or automated errors in the detailed calculations involved in pension plans. These risks are managed as follows:

i. **Dedicated Pension Services Office:** The University has created a dedicated Pensions Services Office to be responsible for the Plan's operations. Staff involved undergo extensive and ongoing training and are overseen by individuals who have been carefully selected with extensive experience in pension plan governance, management and administration.

The Pension Office has its own policies, processes and procedures for use in areas such as preparing calculations, ensuring contributions are calculated and remitted accurately, ensuring benefits and expenses are paid accurately and communicating with members. Staff are kept up to date on new regulations and best practices through internal monitoring and research, and with the support of the Plan's actuary, consultants and legal counsel.

ii. **Effective Governance and Oversight:** The Board and Committees monitor the Plan's operations and the Pension Services Office through regular meetings, reports and information sharing. Areas monitored by each Committee are set out in their terms of reference. The Board and Committees review information such as annual compliance reports, reports on ongoing plan activities and plan financial statements prepared by an independent auditor who also reviews key plan risks including fraud and investment activities. The Committees also actively participate in activities such as formal service provider reviews and triennial plan assessments.

iii. **Information Systems and Cybersecurity Management:** In consideration of the extensive data, information and service providers used and required in the administration of the Plan, processes are in place to ensure the safe and appropriate management of the data and systems involved. This includes policies and processes related to recordkeeping, storage, privacy protection and data retention. The Committee and Pension Services infrastructure is maintained by the University of Victoria (UVic), who have a dedicated University Systems department. This department is instrumental in managing the Plan's cybersecurity risk as outlined in the UVic Information Security Policy IM7800.

Third-party service providers and Investment Managers are expected to have in place robust cybersecurity policies and practices which meet industry standards. The items are typically addressed or reviewed when contracting with the parties and monitored with periodic reviews. To ensure oversight of the above and to identify opportunities for enhancements, an annual

cybersecurity report (commencing in 2024) is being developed addressing all entities involved in the administration of the Plan.

- iv. **Service Provider Oversight:** The Committees follow appropriate processes for retaining, monitoring and termination of service providers. This includes having formal contracts where appropriate, where roles, responsibilities and expectations are documented. Service providers are reviewed at least annually to ensure expectations are being met.

- v. **Communications Policy:** Members' understanding of their pension benefit is critical to retirement outcomes and financial wellbeing. To manage this risk, a Communications Policy has been established which outlines the approach and expectations with regards to member communication.

**UNIVERSITY OF VICTORIA
STAFF PENSION PLAN**

**STATEMENT OF INVESTMENT
POLICIES AND PROCEDURES**

29 January 2001

Last Revised January, 2024
Effective Date: February 1, 2024

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I – INTRODUCTION

A – Purpose of the Investment Policy

The purpose of this investment policy (the Policy) is to provide a framework for management of the pension fund within levels of risk acceptable to the Staff Pension Plan Investment Committee (the Committee), which reports through the Finance Committee to the Board of Governors of the University.

A major goal of this policy statement is to establish ongoing communication between the Committee and the investment managers. Effective communication will contribute to the management of the portfolio in a manner that is consistent with market conditions and with the objectives of the Committee. Consultation between the parties will take the form of regular meetings supplemented, from time to time, by informal contact requested by the parties.

Restrictions listed in this policy are complementary to those that must be adhered to as specified within the Pension Benefits Standards Act (BC) and the Income Tax Act (Canada), as amended from time to time.

B – Nature of the Plan

In order to establish an appropriate Policy for the investment and administration of the Plan assets, it is important to understand the nature of the obligations that are being funded. Accordingly, this section of the Policy summarizes various aspects of the Plan that impact investment return requirements and risk tolerance.

The Plan is a contributory defined benefit pension plan. Its primary purpose is to provide retirement and related benefits for employees of the University of Victoria who are members of the Specialist/Instructional, Office and Technical, Maintenance and Food Services, Exempt and Other staffs. The assets of the Plan ("the Fund") include the Basic Plan and the Supplementary Retirement Benefit Account.

Contribution levels for the University and plan members are set every three years following the plan's actuarial valuation as per the provisions in the plan document. Supplementary contributions of 0.25% of salary for both the University and plan members, are directed to a Supplementary Retirement Benefit Account. The purpose of this account is to provide cost of living adjustments above the 3.0% per annum guaranteed by the Plan. Supplementary retirement benefits paid out of this account are permanent (will not decrease) and must be financed on a sound actuarial basis from the assets in the account.

The normal annual retirement benefit is years of credited service times 2% of the five-year final average earnings below final average YMPE for service prior to 1966, 1.65% for service from 1966 to December 1989, 1.3% for 1990 and 1991, 1.5% for 1992 through 1999 and 1.7% thereafter, and 2.0% of the five-year final average earnings above the final average YMPE. Retirement benefits are indexed to CPI up to a maximum of 3.0% per annum.

The Plan is mature with a significant portion of retirees. Contributions are less than benefits in payment. Investment income is used to pay benefits. Asset mix needs to take investment risk to secure long term returns but also manage the need to pay benefits from investment income.

C – Distinction of Responsibilities

Responsibility for the Fund rests with the Board of Governors. The Board, through its Finance Committee, has assigned review responsibility for the administration and management of the Plan's assets to the Staff Pension Plan Governance Committee and the Staff Pension Plan Investments and Administration Committee. Day-to-day responsibility for the investment management of the Plan's assets has been delegated to professional investment managers. Trusteeship and custody of the Plan's assets, and the responsibility to account for them, has been delegated to an external custodian. The Investment Consultant is responsible for calculating returns, monitoring performance and providing information to the Committee on issues, industry trends, best practices and legislative developments.

II – ASSET MIX AND DIVERSIFICATION POLICY

A – Long Term Mission Statement

The investment goal of the fund is to pay retirement benefits in full and on time while keeping Plan contributions predictable and affordable. This means achieving a minimum annualized rate of return equal to or in excess of the actuarial discount rate and a pattern of return that manages risk with reference to the Plan's regulatory measures of funding and liabilities.

To achieve this long-term investment goal, the Fund has adopted an asset mix that has a return objective, with a majority allocation to return seeking assets and a fixed income allocation that manages risk with respect to liabilities and regulatory measures of funding.

B – Risk Management

Plan risks include the risk of underfunding:

- (i) Long term investment returns lower than the long-term discount rate used to fund the Plan on a going concern basis;
- (ii) Additional contributions required due to underfunding relative to a going concern or solvency measure of funding;
- (iii) Member demographics or mortality experience (longevity) cause liabilities to be greater than expected.

There are also a variety of risks inherent in the investment strategy over a market cycle. These risks, that could change the value of the Plan's investments and impact returns, include:

- (iv) Experienced returns are lower and experienced volatility higher than assumed when setting asset mix policy;
- (v) Changes to the economic environment, including but not limited to economic growth, interest rates and inflation;
- (vi) Other economic risks such as credit risk, currency or other market risks;
- (vii) Climate risk and other Environmental, Social and Governance risks;
- (viii) Liquidity risk could cause forced sales of assets below market value, prevents timely payment of benefits or cause higher fees and transaction costs;
- (ix) Concentration risk could create loss due to excess exposure to a market, sector, corporation or other asset;
- (x) The possibility that active management may not add value or may be negative.

Risks are considered when determining an appropriate investment strategy. Risks are mitigated through investing in a well-diversified portfolio of asset classes and managers. Both return and volatility will be considered when setting the asset mix, as well as volatility of the assets relative to the liabilities. Within the fixed income portfolio, risk is also managed with reference to the interest rate and liquidity characteristics of the liabilities.

The Committee regularly monitors investment performance including, but not limited to, managers, liquidity, economic environment and portfolio diversification. This document contains requirements for diversification, limits and restrictions to prevent concentration risks as well as various reporting requirements from managers to assist in oversight.

Asset mix studies and asset/liability modelling are also performed periodically to ensure that asset allocation remains consistent with the Plan's goals and demographic changes are considered.

C – Combined Fund Primary Objective and Asset Mix Guidelines

The primary Fund objective is to earn a return, net of investment fees, that exceeds the rate of return over rolling four year periods (including reinvested dividends and income) from a benchmark portfolio constructed from rates of return on the Morgan Stanley Capital International World Net Index (the "MSCI World Net") (in Canadian dollars), the Custom Fixed Income Benchmark (a portfolio of fixed income assets designed to partially replicate the risk characteristics of the liabilities) and the Canadian Consumer Price Index plus 4% for the real estate investment and the Canadian Consumer Price Index plus 5% (for the infrastructure investment).

The following table presents the current total fund benchmark and asset component ranges, based on market values.

COMBINED FUND BENCHMARK AND ASSET COMPONENT RANGES			
	Minimum %	Benchmark %	Maximum %
Equities			
Global equities	29	40	51
Fixed Income	28	35	42
Alternatives			
Infrastructure/private equity	0	15	20
Real estate	0	10	15
TOTAL FUND		100	

D – Manager Rebalancing Guidelines

The assets of the Fund are managed under seven mandates. In order to ensure adequate diversification by both asset class and by manager, the Board has established the following parameters to guide the allocation of assets to each of the Fund's investment managers where rebalancing is possible (i.e., all managers except the Infrastructure Managers).

MANAGER REBALANCING GUIDELINES (% of Market Value – excluding Infrastructure assets)			
Manager*	Minimum %	Target %	Maximum %
Fixed Income Manager	33	41	49
Equity Manager A	10	14	18
Equity Manager B	14	19	24
Equity Manager C	10	14	18
Real Estate Manager	6	12	18

* Refer to Appendix for current managers.

Implementation of the rebalancing is the responsibility of the University, specifically the Pension Services Department.

Procedures

General

The Fund will be managed to maintain sufficient liquidity to fund benefit payment outflows or other obligations for the Plan as needed. Consideration will be given to liquidity needs when structuring the portfolios for the Fund.

The rebalancing guidelines are intended to assist in managing the asset mix. Neither rebalancing for market fluctuations, nor allocation of new cash flow, will be used as a method to reward or express dissatisfaction with manager performance. Manager performance is a long term measure and will be dealt with during manager performance reviews.

Regular monthly cashflows will be directed to move individual fixed income or equity Manager holdings closer to the Manager Rebalancing Targets noted above.

In addition, the Manager allocations will be monitored monthly as described in this policy. Should a manager's range be breached, rebalancing will occur to move the allocations back towards the Manager Rebalancing Targets. The rebalancing shall be achieved by transferring the appropriate amount(s) between manager portfolios at the end of the following month. This is intended to allow the manager(s) sufficient time to raise the necessary amount. The proposed rebalancing may be modified or cancelled at any time at the discretion of the Executive Director, Pensions and Plan Governance or delegate in unique circumstances if market forces have moved the portfolio weights such that the restructuring is no longer deemed to be appropriate. If such a situation arises, it will be reported to the Committee at the next Committee meeting.

Rebalancing to (from) the Fixed Income Manager may also be initiated in response to an increase (decrease) needed to the Target Hedge Ratio as set out in the Custom Fixed Income Mandate.

Fixed Income

The Fixed Income Manager is responsible for rebalancing the Fixed Income allocation based on the Plan liability cashflows according to the procedures and limits set out in the Letter of Direction for the Custom ("LDC") Fixed Income Mandate, and has discretion to determine allocations to each fund mandate therein as described below.

E – Asset Mix Ranges for the Active Managers

Custom Fixed Income Mandate

The Fixed Income Manager determines allocations to each fixed income fund with respect to the characteristics of the Plan's liabilities, including need for liquidity, return and need to manage regulatory funding requirements such as solvency.

The Fixed Income Manager manages a portfolio of fixed income funds against a Custom Fixed Income Benchmark. Procedures for determining a Custom Fixed Income Benchmark, risk limits and permitted funds are set out in the Letter of Direction for the Custom Fixed Income Mandate.

The Letter of Direction for the Custom Fixed Income Mandate gives the Fixed Income Manager discretion to determine allocations to a list of permitted funds according to the characteristics of the Custom Fixed Income Benchmark and the Plan's cashflows.

Changes in economic conditions that lead to changes in the Plan's regulatory funding metrics may require targets within the Letter of Direction for the Custom Fixed Income Mandate to be reviewed. Any updates to the Custom Fixed Income Mandate will be communicated to the Board at the next Board meeting following the change.

Equity, Real Estate and Infrastructure Managers

The following table presents the asset mix policy for the Real Estate Manager(s) and the aggregate of the Plan's Global Equity Managers. These limits are included to ensure that the Combined Fund asset mix remains within the ranges established in Section II.C above.

GLOBAL EQUITY MANAGERS			
	Minimum %	Benchmark* %	Maximum %
Global equities**	90	100	100
Short term investments	0	0	10
TOTAL		100	
<p>Investments in pooled funds are deemed to be fully invested in that pooled fund's asset class even though the pooled fund may have cash reserves. Individual manager policies on maximum short-term investments will vary. Manager compliance reports shall reflect the manager's individual policy limit. The aggregate limit will be monitored by the investment consultant.</p> <p>* Effective 1 July 2005</p> <p>** Global equities may include exposure to Emerging Market equities at the Manager's discretion, but not as an explicit allocation. Individual manager policies will contain limits to this exposure, as reflected in the Manager compliance reports.</p>			

REAL ESTATE MANAGER			
	Minimum %	Benchmark* %	Maximum %
Real estate	90	100	100
Short term investments	0	0	10
TOTAL		100	
<p>Investments in pooled funds are deemed to be fully invested in that pooled fund's asset class even though the pooled fund may have cash reserves.</p> <p>* Effective 1 October 2007</p>			

F – Foreign Currency Hedging

The Fixed Income Manager, the Global Equity Managers, the Real Estate Manager and the Infrastructure Managers will/may purchase securities denominated in foreign currencies. At its discretion, the Committee may direct a manager to hedge some or all of its foreign currency exposures. The Committee will make such direction for defensive or strategic reasons.

If the Committee directs a manager to hedge some or all of its foreign currency exposures, the benchmark for the mandate will be adjusted accordingly.

It is anticipated that the global equity exposure associated with the Infrastructure Managers will be hedged. If an Infrastructure Manager doesn't offer currency hedging services, the foreign currency exposure will be hedged by a different entity (an existing manager or custodian).

III – PERMITTED AND PROHIBITED INVESTMENTS

A – General Guidelines

The investments of the Fund must comply with the requirements and restrictions imposed by the applicable legislation, including but not limited to the requirements of the British Columbia Pension Benefits Standards Act and Regulations, which refers to the federal Pension Benefits Standards Act on investment related issues, the Income Tax Act and Regulations, and all subsequent amendments.

With the approval of the Committee, the investment managers may hold any part of the portfolio in one or more pooled or commingled funds managed by the investment managers, provided that such pooled funds are expected to be operated within constraints reasonably similar to those described in this Mandate. It is recognized by the Committee that complete adherence to this Mandate may not be entirely possible; however, the investment managers are expected to advise the Committee in the event that material changes are made to the investment policy of a pooled fund. In the event of a material change, the investment manager shall disclose the change to the Committee.

In general and subject to the restrictions noted below, the Fund may invest in any of the following asset classes and investment instruments:

B – Equities

- common and convertible preferred stock, listed on a recognized exchange
- debentures convertible into common or convertible preferred stock
- rights, warrants and special warrants for common or convertible preferred stock
- installment receipts, American Depositary Receipts or other recognized depository receipts
- exchange traded index participation units (i.e., i60s and SPDRS)

C – Fixed Income - Bonds and Mortgages

- bonds, debentures, notes, non-convertible preferred stock and other evidence of indebtedness of Canadian, U.S and foreign government and corporate issuers
- mortgages secured against Canadian real estate subject to Section III. I below
- mortgage-backed securities, guaranteed under the National Housing Act
- Asset-backed securities
- Convertible bonds and loans
- term deposits and guaranteed investment certificates
- private placements of bonds and asset-backed securities subject to Section III. H
- The use of the following derivatives are permitted within the PH&N pooled funds: forwards, options, credit-linked notes, futures, swaps, and repurchase agreements.
- Derivatives should only be used to:
 - Manage interest rate risk and foreign currency exposure

D – Cash and Short-Term Investments

- cash on hand and demand deposits
- treasury bills issued by Canadian federal and provincial governments and their agencies or foreign governments
- obligations of trust companies and Canadian and foreign banks chartered to operate in Canada, including bankers' acceptances
- commercial paper and term deposits
- repurchase agreements

E – Real Estate

- Real estate holdings, primarily institutional grade office, industrial, residential, retail or mixed-use properties
- full ownership or partial ownership interests in real estate holdings
- real estate securities including trust units, shares in real estate related companies, and debt

F – Infrastructure

Domestic or foreign infrastructure assets as defined by investment manager(s), either full or partial ownership

G – Other Investments

- investments in open-or closed-ended pooled funds provided that the assets of such funds are permissible investments under the Policy
- deposit accounts of the custodian can be used to invest surplus cash holdings
- the fund may use derivatives for risk management purposes, including currency and interest rate risk management
 - permissible derivatives include options, futures, forwards and swaps
- exchange-traded equity index futures and over-the-counter equity swaps designed, in either case, to replicate the performance of a recognized market index, provided;
- such instruments are not used for speculative purposes or on a leveraged basis; and
- all swap counterparties are rated A- or better by S&P or another recognized credit rating agency; and net credit exposure is subject to collateral requirements.

H –Minimum Quality Requirements

Within the investment restrictions for a manager's portfolio, including pooled funds, all portfolios should hold a prudently diversified exposure to the intended market.

- in general, the minimum quality standard for individual bonds and debentures and asset-backed securities is "BBB" or equivalent as rated by a recognized bond rating agency, at the time of purchase (includes all sub-rating levels within the overall "BBB" rating)
- bonds rated "BB" and below ("high yield" bonds) are permissible as part of a diversified pool of high yield securities, subject to the quantity restrictions in III – I that follow
- unrated bonds should be assigned a rating by the investment manager before purchase
- the minimum quality standard for individual short term investments is "R-1 Low" or equivalent as rated by a recognized bond rating agency, at the time of purchase
- all investments shall be reasonably liquid (i.e., - in normal circumstances they should be capable of liquidation within three months)
- the amount of the mortgage loan may not exceed 75% of the appraised value, at the time of purchase
- the leverage on overall real estate holdings is not to exceed 55% of the value of the overall real estate portfolio

I – Maximum Quantity Restrictions

The following restrictions are to be respected:

Equities (market value)

- no one equity holding shall represent more than 10% of the total equities for a manager
- no one equity holding shall represent more than 30% of the voting shares of a corporation
- no one equity holding shall represent more than 10% of the available public float of such equity security

Fixed income - Bonds, Mortgages and Short-Term Investments

- except for federal and provincial bonds (including government guaranteed bonds), no more than 10% of the market value of a Manager's bond portfolio may be invested in the bonds of a single issuer and its related companies
- except for federal and provincial bonds, no one bond holding shall represent more than 10% of the market value of the total outstanding for that bond issue
- Bonds rated "BB+" and below may not be purchased if the purchase would raise the "BB+" and lower holdings to more than 25% of the market value of the bond portfolio
- up to 25% of the market value of the bond portfolio may be invested in high yield bonds as outlined in III -H above

- no more than 30% of the market value of the manager's bond portfolio shall be invested in bonds denominated in currencies other than Canadian dollars

Pooled Fund/Limited Partnership Investments

- an investment by the Fund in a single pooled fund or limited partnership should not exceed 10% of the market value of that fund or partnership unless provision has been made to transfer assets out of the fund or partnership "in kind"

J – Prior Permission Required

The following investments require prior permission from the Committee:

- investments in private placement equities,
- direct investments in resource properties,
- direct investments in venture capital financing,
- investments in units of investment trusts (e.g. REITS or resource trust units), except where legislation has been enacted to limit liability
- direct investments in bonds of foreign issuers that are not held in pooled funds
- derivatives other than those otherwise permitted in Section III G above, and
- investments in any other securities not specifically referenced in this policy statement.

K – Securities Lending

The securities of the Fund may not be loaned, except within pooled funds where the pooled fund investment policy permits securities lending. In such cases, the manager of the pooled fund must disclose the securities lending policies to the Committee.

IV – MONITORING AND CONTROL

A – Delegation of Responsibilities

Overall responsibility for the Plan's assets rests with the Board of Governors of the University of Victoria. The Committee makes recommendations to the Board through its Finance Committee on material or strategic investment policy amendments, while administrative or operational amendments to the investment policy may be made by the Committee. In addition, the Committee appoints and terminates investment managers and other service providers and is also charged with ensuring the Plan conforms to legislation and monitoring investment performance.

In completing the above duties a number of responsibilities have been delegated:

The managers will:

- confirm in writing that they have read and will comply with this Policy,
- invest the assets of the Fund in accordance with this Policy, and in a manner that a reasonable and prudent person would apply in respect of a portfolio of investments made on behalf of another person to whom there is owed a fiduciary duty to make investments without undue risk of loss and with a reasonable expectation of return on the investments commensurate with the risk,
- integrate ESG issues into their investment decision-making process as governed by the investment manager's ESG policy, if available. ESG considerations will be implemented in a manner that supports the efficient investment of the Plan's assets to achieve its investment return objectives, which are in the best financial interests of the Plan's current and future beneficiaries,
- meet with the Committee as required and provide written reports regarding their past performance, their future strategies, key risks in the mandate(s) and the management thereof, and other issues as requested, and
- file quarterly compliance reports (see Section IV.D).

The custodian/trustee will:

- provide written reports regarding the fund's quarterly and annual investment performance by asset class, manager and plan with comparisons to the benchmarks indices and universe.
- maintain safe custody over the assets of the Fund,
- execute the instructions of the Sponsor, as delegated to any manager appointed to manage the assets of the Fund, and
- record income and provide monthly financial statements to the Sponsor as required.

The actuary will:

- provide actuarial valuations of the Plan as required, and
- provide advice to the Board of Governors on any matters relating to plan funding and contribution rates.

The investment consultant will:

- meet with the Committee as required and provide written reports regarding the fund's quarterly and annual investment performance by asset class, manager and plan with comparisons to the benchmark indices and universe,
- consolidate quarterly manager compliance reports for the Committee, identifying any non-compliances for managers individually and in aggregate,
- provide the Committee with commentary on manager performance, key risks and issues, and
- provide the Committee with updates on industry trends, investment issues, best practices and legislative developments and their potential relevance to the Plan.

The Pension Services Department, or other individuals as may be delegated by the Plan's governance policy, will:

- prepare the agenda and minutes for each meeting of the Committee,
-
- implement policies approved by the Committee and/or Board of Governors,
- propose changes to policies,
- review the monthly reports from the custodian to monitor compliance of the Plan with policy and applicable legislation and of each manager with their mandate,
- review the asset mix on each month's custody report and direct the Plan custodian to transfer cash between managers if a manager's range is breached and a reallocation is determined to be appropriate,

- prepare annual financial statements together with other University staff as appropriate, and
- advise the Committee of any exceptional issues that arise in the day-to-day operations and monitoring of the Fund and the managers.

The auditor will

- audit and prepare an auditor's report on the financial statements of the Plan as prepared by the Pension Services.

B - Compliance

Any two of either the President, Vice-President Finance and Operations, or one order-in-council member of the Board of Governors may approve a temporary contravention of the restrictions in Section II or Section III. This contravention must not exceed that of a prudent person and must be immediately communicated to the Committee and reported with a full explanation to the Finance Committee of the Board of Governors at its next regularly scheduled meeting.

C – Performance Measurement

The performance of the Fund shall be measured quarterly and return calculations shall be as follows:

- time weighted rates of return,
- total returns, including realized and unrealized gains and losses and income from all sources, and
- measurement against performance objectives will normally be assessed over rolling four-year periods.

Combined Fund Benchmark

The combination of market indices forming the benchmark has been set to achieve an expected return of CPI + 4.0% at the date the asset mix was implemented. The benchmark consists of the following market index total returns weighted as indicated:

COMBINED FUND BENCHMARK*	
MSCI World Net Index (Cdn. \$)	40
FTSE Canada Universe Bond Index	15
FTSE Canada 20+ Strips	20
CPI plus 4% per annum	10
CPI plus 5% per annum	15
	100%

Active Manager Benchmarks

The benchmark portfolio consists of the following benchmark total returns weighted as indicated:

FIXED INCOME MANAGER BENCHMARK*	
Custom Fixed Income Benchmark**	100%

* effective 1 July 2022

** Custom Fixed Income Benchmark is agreed upon by the Investment Consultant, Pension Services team and the Fixed Income Manager, and documented in the LDC. The primary goal of this benchmark is to mitigate interest rate risk relative to the Plan's liabilities using a target hedge ratio approach.

GLOBAL EQUITY MANAGER BENCHMARK*	
MSCI World Net Index (Cdn. \$)	100%

* effective 1 October 2007

REAL ESTATE MANAGER BENCHMARK*	
CPI plus 4% per annum	100%

* effective 30 November 2010

INFRASTRUCTURE MANAGER BENCHMARK*	
CPI plus 5% per annum	100%

* effective 1 April 2008

The benchmark performance objectives for the active managers are tailored to the specific mandate established for each Manager. Accordingly, the asset class performance objectives may change over time. Currently, the objectives are as follows:

Global equities	=	MSCI World Net Index (Cdn. \$) + 1.00% net of fees
Fixed Income	=	Custom Fixed Income Portfolio
Real estate	=	CPI + 4%
Infrastructure	=	CPI + 5%

The market indices referred to in this section may be changed to match the specific investment mandates for the investment managers selected to manage the portfolio, recognizing that at all times the Fund must be managed in accordance with the asset mix guidelines and permitted and prohibited investments set out in Sections II and III above.

D – Monitoring and Rebalancing the Fund's Asset Mix

In order to ensure that the Fund operates within the guidelines stated in this Policy, the Pension Services Department shall monitor the asset mix on a monthly basis. Subject to the rebalancing guidelines and procedures in Section II.D, the Pension Services will affect the rebalancing by transferring cash or securities between portfolios. Rebalancing may also be effected by redirecting the net cash flows to and from the Fund.

E – Reporting by the Investment Managers

On a calendar quarterly basis, the manager will provide a performance report and a strategy review for the portfolio under management.

Also, with the exception of the Infrastructure Managers, the managers are required to complete and sign a compliance report each quarter. The compliance report should indicate whether or not the Manager's portfolio was in compliance with this Policy during the quarter. Copies of the compliance reports must be sent to the Committee or its delegate. Report formats for the compliance reports are included under the appendix.

In the event that a manager is not in compliance with this Policy, the Manager is required to advise the Committee or its delegate immediately, detailing the nature of the non-compliance and recommending an appropriate course of action to remedy the situation.

If the manager believes the Asset Mix Guidelines or Letter of Direction for the Custom Fixed Income Mandate are inappropriate for anticipated economic conditions, the manager is responsible for advising the Committee or its delegate that a change in guidelines is desirable and the reasons therefore.

The manager should advise the Committee or its delegate immediately of changes in style or in the policies, personnel or ownership of the firm.

The manager is required to report on proxy voting as outlined in section V – D Voting Rights.

The Fund invests in pooled funds, which have separate investment policies. Should a conflict arise between the provisions of this Policy, and the provisions of the pooled fund's investment policy, the investment mandate of the Pooled Fund will prevail over the Statement of Investment Policies.

F – Investment Policy Review

This Policy may be reviewed and revised at any time, but it must be formally reviewed by the Committee at least once in every calendar year. A more detailed study of the asset allocation will be undertaken following an actuarial valuation.

V – OTHER ISSUES

A – Conflicts of Interest

Responsibilities

This standard applies to the members of the Committee and the University of Victoria Administrative staff, as well as to all agents employed by them, in the execution of their responsibilities under the British Columbia Pension Benefits Standards Act (the “Affected Persons”).

An “agent” is defined to mean a company, organization, association or individual, as well as its employees, who are retained by the Committee to provide specific services with respect to the investment, administration and management of the Fund.

All Affected Persons shall exercise the care, diligence and skill that a person of ordinary prudence would exercise in dealing with the property of another person.

Disclosure

In the execution of their duties, the Affected Persons shall disclose any material conflict of interest relating to them, or any material ownership of securities, which could impair their ability to render unbiased advice, or to make unbiased decisions, affecting the administration of the Fund.

Further, it is expected that no Affected Person shall make any personal financial gain (direct or indirect) because of his or her fiduciary position. However, normal and reasonable fees and expenses incurred in the discharge of their responsibilities are permitted if documented and approved by the Committee.

No Affected Person shall accept a gift or gratuity or other personal favor, other than one of nominal value, from a person with whom the individual deals in the course of performance of his or her duties and responsibilities for the Committee.

It is incumbent on any Affected Person who believes that he/she may have a conflict of interest, or who is aware of any conflict of interest, to disclose full details of the situation to the attention of the Committee Chair immediately. The Committee Chair, in turn, will decide what action is appropriate under the circumstances but, at a minimum, will table the matter at the next regular meeting of the Committee, if material.

No Affected Person who has or is required to make a disclosure as contemplated in this Policy shall participate in any discussion, decision or vote relating to any proposed investment or transaction in respect of which he or she has made or is required to make disclosure.

B – Related Party Transactions

The administrator of the plan may not enter into a transaction with a related party unless:

- (a) The securities of the related party are held in an investment fund or segregated fund in which investors other than the administrator and its affiliates may invest. The investment fund or segregated fund holding the securities of the related party must comply with certain legislative quantitative limits; or
- (b) The transaction can be considered nominal or immaterial to the Plan. To the extent that applicable legislation permits related party transactions which are nominal or immaterial to the Plan, a transaction shall be considered nominal or immaterial if it involves an amount equal to less than 1% of the market value of the Plan. In assessing whether the value of a transaction is nominal or immaterial, two or more transactions with the same related party shall be considered as a single transaction; or
- (c) The transaction is i) for the operation and administration of the Plan, ii) under terms and conditions not less favorable to the Plan than market terms and conditions and iii) does not involve the making of loans to, or investments in, the related party.

For the purposes of these guidelines, related parties are defined as:

- (d) Committee members or such person or firm as may, from time to time, be employed by the Committee, for the purpose of assisting the Committee with the administration of the Plan;
- (e) an individual Committee member;
- (f) a person responsible for holding or investing the assets of the Plan, or any officer, director or employee thereof;
- (g) An association or union representing the employees of the employer or an officer or employee thereof;
- (h) An employee who participates in the Plan, or an employee, officer or director thereof;
- (i) a Member of the Plan;
- (j) a person who directly or indirectly holds, or together with the spouse or a child of the person holds, more than 10% of the voting shares, carrying more than 10% of the voting rights attached to all voting securities of a participating employer, if a participating employer is a corporation;
- (k) the spouse or child of any person referred to in any of paragraphs d) to j);
- (l) a corporation that is directly or indirectly controlled by a person referred to in any of paragraphs d) to i);
- (m) an entity in which a person referred to in paragraph d), e), f), or j), or the spouse or a child of such person, has a substantial investment; or
- (n) an entity that holds a substantial investment in a participating employer.

C – Valuation of Securities Not Regularly Traded

The following principles will apply for the valuation of investments that are not traded regularly:

- equities: average of bid-and-ask prices from two major investment dealers, at least once every calendar quarter;
- bonds: same as for equities; and
- mortgages: on a mark to market basis.
- real estate: on an appraisal basis; and
- infrastructure; on a fair value basis (using appraisals).
-

D – Voting Rights

The Committee has delegated voting rights acquired through pension fund investments to the custodian of the securities, to be exercised in accordance with the investment manager's instructions. The investment manager is expected to vote all proxies in the best interests of the beneficiaries of the Plan.

The Committee, however, may take back voting rights for specific situations, provided the securities are not held in pooled funds.

For private placements, voting rights will be delegated to the investment manager, or voted directly by a Committee representative.

The manager should disclose their corporate governance and proxy voting policies and report annually on (1) whether all eligible proxies were voted on the Plan's behalf and (2) if the proxy voting guidelines were followed and report on any deviations.

E – Directed Brokerage Commissions

A variety of brokers should be used in order to gain maximum utilization of the services available. It is the responsibility of the manager to ensure that the commission distribution is representative of the services rendered.

The University does not use directed commissions (i.e. soft dollars) to pay for any goods or services. The Manager may use soft dollars to pay for research and other investment-related services with disclosure to the Committee, provided they comply with the Soft Dollar Standards promulgated by CFA Institute

F – Reasons for Terminating an Investment Manager

Reasons for considering the termination of the services of the Manager include, but are not limited to, the following factors:

- performance results, which over a reasonable period of time, are below the stated performance benchmarks;
- changes in the overall structure of the Fund such that the Manager's services are no longer required;
- change in personnel, firm structure and investment philosophy, style or approach which might adversely affect the potential return and/or risk level of the portfolio; and/or
- failure to adhere to this Policy.

- END -

APPENDIX

UNIVERSITY OF VICTORIA STAFF PENSION PLAN
PH&N FIXED INCOME MANAGEMENT
COMPLIANCE REPORT FOR THE PERIOD FROM _____ TO _____

		GUIDELINES		POLICY COMPLIED WITH YES/NO*
%				
Custom Fixed Income Mandate				
Monitor a Target Hedge Ratio		Target Hedge Ratio is monitored within an allowable range [fill in details as appropriate for the period from the LDC] <i>e.g. +/-7% vs a target of 35%</i>		
CONSTRAINTS				
EQUITIES	- Publicly traded on recognized securities market			
	- Diversification	Max 10% of the market value of an equity portfolio in any single holding		
	- Concentration	Max 10% of the voting or public float stock of any corporation		
		Max 10% of the market value of a pooled fund		
BONDS*	- Quality	Min "BBB" at the time of purchase		
		“BB and below permissible as part of diversified pool at the time of purchase		
		Max 5% unrated securities		
	- Quantity	Except for federal or provincial bonds, max 10% in one issuer.		
		Except for federal or provincial, max 10% of a bond issue		
		Max 25% of bond portfolio market value in bonds rated “BB+” or below		
		Max 25% in high yield bonds		
	- Foreign Pay	Max 30% of market value of bond portfolio		
SHORT TERM INVESTMENTS	- Minimum Quality	"R-1 Low" rating		
DERIVATIVES		The use of the following derivatives are permitted within the PH&N pooled funds: forwards, options, credit-linked notes, futures, swaps and repos. Derivatives should only be used to: <ul style="list-style-type: none">Create and maintain the LDI Portfolio’s overlay strategy;Manage interest rate risk and foreign currency exposure		
OTHER INVESTMENTS	- Prior Approval Required			
OTHER	- Statutory Requirements	Must meet requirements for eligible investments outlined in the Pension Benefits Standards Act (BC).		
		Must meet requirements for eligible investments outlined in the Income Tax Act (Canada).		
CONFLICTS OF INTEREST	- Disclosure	Conflicts of interest (if any) disclosed to the Committee Chair		

* Provide actual weight or range where appropriate. If policy not complied with, comment on specifics.

I believe this to be a factual representation of compliance with the Statement of Investment Policies and Procedures throughout the reporting period.

Signature and Title

Company Name

UNIVERSITY OF VICTORIA STAFF PENSION PLAN
BCI GLOBAL EQUITIES MANAGEMENT (EQUITY MANAGER A)
COMPLIANCE REPORT FOR THE PERIOD FROM _____ TO _____

		GUIDELINES	POLICY COMPLIED WITH YES/NO*
		%	
ASSET MIX (at Market Value)			
GLOBAL EQUITIES		90 - 100	
SHORT TERM & CASH		0 – 10	
CONSTRAINTS			
EQUITIES	<ul style="list-style-type: none"> - Publicly traded on recognized securities market. - Maximum 10% exposure to Emerging Market Equities. 		
	- Diversification	Max 10% of the market value of the equity portfolio in any single holding	
	- Concentration	Max 10% of the voting or public float stock of any corporation	
		Max 10% of the market value of a pooled fund	
SHORT TERM INVESTMENTS	- Minimum Quality	"R-1 Low" rating	
DERIVATIVES		<p>Currency futures and forward currency exchange contracts for defensive purposes, exchange-traded equity index futures and over-the-counter equity swaps designed, in either case, to replicate the performance of a recognized market index, provided;</p> <ul style="list-style-type: none"> - such instruments are not used for speculative purposes or on a leveraged basis; and - all swap counterparties are rated A- or better by S&P or another recognized credit rating agency; and net credit exposure is subject to collateral requirements. 	
OTHER INVESTMENTS	- Prior Approval Required		
OTHER	- Statutory Requirements	Must meet requirements for eligible investments outlined in the Pension Benefits Standards Act (BC).	
		Must meet requirements for eligible investments outlined in the Income Tax Act (Canada).	
CONFLICTS OF INTEREST	- Disclosure	Conflicts of interest (if any) disclosed to the Committee Chair	

* Provide actual weight or range where appropriate. If policy not complied with, comment on specifics.

I believe this to be a factual representation of compliance with the Statement of Investment Policies and Procedures throughout the reporting period.

Signature and Title

Company Name

UNIVERSITY OF VICTORIA STAFF PENSION PLAN
WALTER SCOTT GLOBAL EQUITIES MANAGEMENT (EQUITY MANAGER B)
COMPLIANCE REPORT FOR THE PERIOD FROM _____ TO _____

		GUIDELINES	POLICY COMPLIED WITH YES/NO*
		%	
ASSET MIX (at Market Value)			
GLOBAL EQUITIES		95 - 100	
SHORT TERM & CASH		0 – 5%	
CONSTRAINTS			
EQUITIES	<ul style="list-style-type: none"> - Publicly traded on recognized securities market. - Maximum 15% exposure to Emerging Market Equities. 		
	- Diversification	Max 5% of the market value of the equity portfolio in any single holding	
	- Concentration	Max 5% of the voting or public float stock of any corporation	
SHORT TERM INVESTMENTS	- Minimum Quality	"R-1 Low" rating	
DERIVATIVES		No stock derivative transactions will be used although currency options may be used purely for defensive purposes.	
OTHER INVESTMENTS	- Prior Approval Required		
OTHER	- Statutory Requirements	Must meet requirements for eligible investments outlined in the Pension Benefits Standards Act (BC).	
		Must meet requirements for eligible investments outlined in the Income Tax Act (Canada).	
CONFLICTS OF INTEREST	- Disclosure	Conflicts of interest (if any) disclosed to the Committee Chair	

* Provide actual weight or range where appropriate. If policy not complied with, comment on specifics.

I believe this to be a factual representation of compliance with the Statement of Investment Policies and Procedures throughout the reporting period.

Signature and Title

Company Name

UNIVERSITY OF VICTORIA STAFF PENSION PLAN
PIER 21 (FUND SUB-ADVISED BY C WORLDWIDE) GLOBAL EQUITIES MANAGEMENT (EQUITY MANAGER)
COMPLIANCE REPORT FOR THE PERIOD FROM _____ TO _____

		GUIDELINES	POLICY COMPLIED WITH YES/NO*
		%	
ASSET MIX (at Market Value)			
GLOBAL EQUITIES		80 - 100	
SHORT TERM & CASH		0 – 20%	
CONSTRAINTS			
EQUITIES	<ul style="list-style-type: none"> - Publicly traded on recognized securities market. - Maximum 20% exposure to Emerging Market Equities. 		
	- Diversification	Max 10% of the market value of the equity portfolio in any single holding	
	- Concentration	Max 10% of the voting or public float stock of any corporation	
		Max 10% of the market value of a pooled fund	
SHORT TERM INVESTMENTS	- Minimum Quality	"R-1 Low" rating	
DERIVATIVES		No stock derivative transactions will be used although currency options may be used purely for defensive purposes.	
OTHER INVESTMENTS	- Prior Approval Required		
OTHER	- Statutory Requirements	Must meet requirements for eligible investments outlined in the Pension Benefits Standards Act (BC).	
		Must meet requirements for eligible investments outlined in the Income Tax Act (Canada).	
CONFLICTS OF INTEREST	- Disclosure	Conflicts of interest (if any) disclosed to the Committee or its delegate	

* Provide actual weight or range where appropriate. If policy not complied with, comment on specifics.

I believe this to be a factual representation of compliance with the Statement of Investment Policies and Procedures throughout the reporting period.

Signature and Title

Company Name

UNIVERSITY OF VICTORIA STAFF PENSION PLAN
BCI REAL ESTATE MANAGEMENT
COMPLIANCE REPORT FOR THE PERIOD FROM _____ TO _____

		GUIDELINES	POLICY COMPLIED WITH YES/NO*
%			
ASSET MIX (at Market Value)			
REAL ESTATE		90 – 100	
SHORT TERM & CASH		0 – 10	
CONSTRAINTS			
REAL ESTATE	Global real estate partial or full ownership Global real estate-related securities		
	- Leverage	Max 55% of the market value of the real estate portfolio	
SHORT TERM INVESTMENTS	- Minimum Quality	"R-1 low" rating	
DERIVATIVES		Permitted Derivatives include forward contracts, futures, options, and swaps. Derivatives can have equities, fixed income, interest rates, and currencies as underlying instruments. The use of derivatives is only permitted for the following purposes: i. Synthetic Indexing - Passively investing in an attempt to replicate the returns of an index. ii. Risk Control - Managing interest rate, equity, credit, currency, legal or tax risk through the use of hedging strategies. iii. Lower Transaction Costs and Liquidity Management- Reducing the transaction costs on trading, custody and brokerage costs through use of index futures. Substituting one combination of securities for another with the same net exposure to market variables for the purposes of exploiting pricing inefficiencies. iv. Asset Mix Shifts - Reduce market movement and transaction costs of shifting asset weights or rebalancing by	

UNIVERSITY OF VICTORIA STAFF PENSION PLAN
BCI REAL ESTATE MANAGEMENT
COMPLIANCE REPORT FOR THE PERIOD FROM _____ TO _____

		<p>allowing instantaneous implementation of the shift through derivatives.</p> <p>v. To hedge the Plan's exposure to a specific foreign currency for defensive purposes.</p> <p>vi. Their use through participation in BCI pooled funds as expressly permitted by the investment policies of those pooled funds.</p>	
OTHER INVESTMENTS	- Prior Approval Required		
OTHER	- Statutory Requirements	Must meet requirements for eligible investments outlined in the Pension Benefits Standards Act (BC).	
		Must meet requirements for eligible investments outlined in the Income Tax Act (Canada).	
CONFLICTS OF INTEREST	- Disclosure	Conflicts of interest (if any) disclosed to the Committee Chair	

* Provide actual weight or range where appropriate. If policy not complied with, comment on specifics.

I believe this to be a factual representation of compliance with the Statement of Investment Policies and Goals throughout the reporting period.

Signature and Title

Company Name

Current Managers as of SIPP Effective Date

Manager Category	Manager(s)	Mandate
Fixed Income Manager	PH&N	Fixed Income
Equity Manager A	BCI	Global Equities
Equity Manager B	Walter Scott	Global Equities
Equity Manager C	Pier 21 (Sub-advised by C WorldWide)	Global Equities
Real Estate Manager	BCI/QuadReal	Real Estate
Infrastructure Managers	Macquarie & JP Morgan	Infrastructure

Managers Released from Providing Quarterly Compliance Reports

Managers:	Manager Mandate	Date of Approval
Macquarie	Infrastructure	December 4 th , 2017
JP Morgan	Infrastructure	December 4 th , 2017

Legislative Constraints

Pension Benefits Standards Act (BC) Constraints

The Regulations to the PBSA (BC) state that investments must be made in accordance with the investment policy of the plan and Schedule III to the Pension Benefits Standards Regulations, 1985 (Canada), SOR/87-19, as amended from time to time.

Pension Benefits Standards Act Regulations, 1985 (Canada) Constraints

The quantitative rules in Schedule III to the Federal PBSA Regulations include:

- | | | |
|----|--|-------------------------------------|
| 1. | Maximum investment in one company's securities | 10% of the market value of the Fund |
| 2. | Maximum proportion of the voting shares of any company | 30% |

Income Tax Act (Canada) and Canada Revenue Agency Constraints

1. No money is to be borrowed by the Fund, except for the purpose of acquiring real property or occasionally for 90 days or less as provided in Income Tax Regulation 8502(i).
2. No prohibited investment (see Income Tax Regulation 8514) may be purchased, such as the securities of a participating employer, if the shares of that employer are not listed on a designated stock exchange.

**UNIVERSITY OF VICTORIA
STAFF PENSION PLAN**

**STATEMENT OF INVESTMENT
POLICIES AND PROCEDURES**

29 January 2001

Last Revised ~~January~~ March 1, 2024
~~Effective Approval~~ Date: ~~February 1~~ May 30, 2024

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I – INTRODUCTION

A – Purpose of the Investment Policy

The purpose of this investment policy (the Policy) is to provide a framework for management of the pension fund within levels of risk acceptable to the Staff Pension Plan Investment Committee (the Committee), which reports through the Finance Committee to the Board of Governors of the University.

A major goal of this policy statement is to establish ongoing communication between the Committee and the investment manager. Effective communication will contribute to the management of the portfolio in a manner that is consistent with market conditions and with the objectives of the Committee. Consultation between the parties will take the form of regular meetings supplemented, from time to time, by informal contact requested by the parties.

Restrictions listed in this policy are complementary to those that must be adhered to as specified within the Pension Benefits Standards Act (BC) and the Income Tax Act (Canada), as amended from time to time.

B – Nature of the Plan

In order to establish an appropriate Policy for the investment and administration of the Plan assets, it is important to understand the nature of the obligations that are being funded. Accordingly, this section of the Policy summarizes various aspects of the Plan that impact investment return requirements and risk tolerance.

The Plan is a contributory defined benefit pension plan. Its primary purpose is to provide retirement and related benefits for employees of the University of Victoria who are members of the Specialist/Instructional, Office and Technical, Maintenance and Food Services, Exempt and Other staffs. The assets of the Plan ("the Fund") includes the Basic Plan and the Supplementary Retirement Benefit Account.

Contribution levels for the University and plan members are set every three years following the plan's actuarial valuation as per the provisions in the plan document. Supplementary contributions of 0.25% of salary for both the University and plan members, are directed to a Supplementary Retirement Benefit Account. The purpose of this account is to provide cost of living adjustments above the 3.0% per annum guaranteed by the Plan. Supplementary retirement benefits paid out of this account are permanent (will not decrease) and must be financed on a sound actuarial basis from the assets in the account.

The normal annual retirement benefit is years of credited service times 2% of the five-year final average earnings below final average YMPE for service prior to 1966, 1.65% for service from 1966 to December 1989, 1.3% for 1990 and 1991, 1.5% for 1992 through 1999 and 1.7% thereafter, and 2.0% of the five-year final average earnings above the final average YMPE. Retirement benefits are indexed to CPI up to a maximum of 3.0% per annum.

The Plan is mature with a significant portion of retirees. Contributions are less than benefits in payment. Investment income is used to pay benefits. Asset mix needs to take investment risk to secure long term returns but also manage the need to pay benefits from investment income.

C – Distinction of Responsibilities

Responsibility for the Fund rests with the Board of Governors. The Board, through its Finance Committee, has assigned review responsibility for the administration and management of the Plan's assets to the Staff Pension Plan Governance Committee and the Staff Pension Plan Investments and Administration Committee. Day-to-day responsibility for the investment management of the Plan's assets has been delegated to professional investment managers. Trusteeship and custody of the Plan's assets, and the responsibility to account for them, has been delegated to an external custodian. The Investment Consultant is responsible for calculating returns, monitoring performance and providing information to the Committee on issues, industry trends, best practices and legislative developments.

II – ASSET MIX AND DIVERSIFICATION POLICY

A – Long Term Mission Statement

The investment goal of the fund is to pay retirement benefits in full and on time while keeping Plan contributions predictable and affordable. This means achieving a minimum annualized rate of return equal to or in excess of the actuarial discount rate and a pattern of return that manages risk with reference to the Plan's regulatory measures of funding and liabilities.

To achieve this long-term investment goal, the Fund has adopted an asset mix that has a return objective, with a majority allocation to return seeking assets and a fixed income allocation that manages risk with respect to liabilities and regulatory measures of funding.

~~Risk is controlled by investing in a well-diversified portfolio of asset classes and managers. Within the fixed income portfolio, risk is managed with reference to the interest rate and liquidity characteristics of the liabilities.~~

B – Risk Management

Plan risks include the risk of underfunding:

- (i) Long term investment returns lower than the long-term discount rate used to fund the Plan on a going concern basis;
- (ii) Additional contributions required due to underfunding relative to a going concern or solvency measure of funding;
- (iii) Member demographics or mortality experience (longevity) cause liabilities to be greater than expected.

There are also a variety of risks inherent in the investment strategy over a market cycle. These risks, that could change the value of the Plan's investments and impact returns, include:

- (iv) Experienced returns are lower and experienced volatility higher than assumed when setting asset mix policy;
- (v) Changes to the economic environment, including but not limited to economic growth, interest rates and inflation;
- (vi) Other economic risks such as credit risk, currency or other market risks;
- (vii) Climate risk and other Environmental, Social and Governance risks;
- (viii) Liquidity risk could cause forced sales of assets below market value, prevents timely payment of benefits or cause higher fees and transaction costs;
- (ix) Concentration risk could create loss due to excess exposure to a market, sector, corporation or other asset;
- (x) The possibility that active management may not add value or may be negative.

Risks are considered when determining an appropriate investment strategy. Risks are mitigated through investing in a well-diversified portfolio of asset classes and managers. Both return and volatility will be considered when setting the asset mix, as well as volatility of the assets relative to the liabilities. Within the fixed income portfolio, risk is also managed with reference to the interest rate and liquidity characteristics of the liabilities.

The Committee regularly monitors investment performance including, but not limited to, managers, liquidity, economic environment and portfolio diversification. This document contains requirements for diversification, limits and restrictions to prevent concentration risks as well as various reporting requirements from managers to assist in oversight.

Asset mix studies and asset/liability modelling are also performed periodically to ensure that asset allocation remains consistent with the Plan's goals and demographic changes are considered.

CB – Combined Fund Primary Objective and Asset Mix Guidelines

The primary Fund objective is to earn a return, net of investment fees, that exceeds the rate of return over rolling four year periods (including reinvested dividends and income) from a benchmark portfolio constructed from rates of return on the Morgan Stanley Capital International World Net Index (the "MSCI World Net") (in Canadian dollars), the Custom Fixed Income Benchmark (a portfolio of fixed income assets designed to partially replicate the risk characteristics of the liabilities) and the Canadian Consumer Price Index plus 4% for the real estate investment and the Canadian Consumer Price Index plus 5% (for the infrastructure investment).

The following table presents the current total fund benchmark and asset component ranges, based on market values.

COMBINED FUND BENCHMARK AND ASSET COMPONENT RANGES			
	Minimum %	Benchmark %	Maximum %
Equities			
Global equities	29	40	51
Fixed Income	28	35	42
Alternatives			
Infrastructure/private equity	0	15	20
Real estate	0	10	15
TOTAL FUND		100	

The Fund will aim to manage the volatility of the assets relative to the liabilities to mitigate the risk of underfunding. The Fund will consider both the return and volatility objectives when setting the asset mix.

There are a variety of risks inherent in the investment strategy over a market cycle. These risks include:

- liquidity;
- the possibility that active management may not add value or may be negative;
- the possibility that the annual volatility of returns may differ from long term returns; and
- interest rate, inflation, credit, longevity, currency and other economic and market risks.

These risks and other risks not explicitly stated here have been recognized in determining the most appropriate investment strategy.

DC– Manager Rebalancing Guidelines

The assets of the Fund are managed under [sevenix](#) mandates. In order to ensure adequate diversification by both asset class and by manager, the Board has established the following parameters to guide the allocation of assets to each of the Fund's investment managers where rebalancing is possible (i.e., all managers except the Infrastructure Managers).

MANAGER REBALANCING GUIDELINES (% of Market Value – excluding Infrastructure assets)			
Manager*	Minimum %	Target %	Maximum %
Fixed Income Manager	33	41	49
Equity Manager A	1020	1428	1836
Equity Manager B	14	19	24
Equity Manager C	10	14	18
Real Estate Manager	6	12	18

* [Refer to Appendix for current managers.](#)

Implementation of the rebalancing is the responsibility of the University, specifically the Pension Services Department.

Procedures

General

The Fund will be managed to maintain sufficient liquidity to fund benefit payment outflows or other obligations for the Plan as needed. Consideration will be given to liquidity needs when structuring the portfolios for the Fund.

The rebalancing guidelines are intended to assist in managing the asset mix. Neither rebalancing for market fluctuations, nor allocation of new cash flow, will be used as a method to reward or express dissatisfaction with manager performance. Manager performance is a long term measure and will be dealt with during manager performance reviews.

[Regular monthly cashflows will be directed to move individual fixed income or equity Manager holdings closer to the Manager Rebalancing Targets noted above.](#)

[In addition, the Manager allocations will be monitored monthly as described in this policy. Should a manager's range be breached, rebalancing will occur to move the allocations back towards the Manager Rebalancing Targets. The rebalancing shall be achieved by transferring the appropriate amount\(s\) between manager portfolios at the end of the following month. This is intended to allow the manager\(s\) sufficient time to raise the necessary amount. The proposed rebalancing may be modified or cancelled at any time at the discretion of the Executive Director, Pensions and Plan Governance or delegate in unique circumstances if market forces have moved the portfolio weights such that the restructuring is no longer deemed to be appropriate. If such a situation arises, it will be reported to the Committee at the next Committee meeting.](#)

[Rebalancing to \(from\) the Fixed Income Manager may also be initiated in response to an increase \(decrease\) needed to the Target Hedge Ratio as set out in the Custom Fixed Income Mandate.](#)

~~Regular monthly cash flows will be directed so as to move individual Manager holdings closer to the Manager Rebalancing Targets noted above. The rebalancing shall be achieved by transferring the appropriate amount(s) between manager portfolios at the end of the following month. This is intended to allow the manager(s) sufficient time to raise the necessary amount. The proposed rebalancing may be modified or cancelled at any time at the discretion of the Executive~~

~~Director, Pensions and Plan Governance or delegate in unique circumstances if market forces have moved the portfolio weights such that the restructuring is no longer deemed to be appropriate. If such a situation arises, it will be reported to the Committee at the next Committee meeting.~~

~~Rebalancing to (from) the Fixed Income Manager may also be initiated in response to an increase (decrease) needed to the Target Hedge Ratio as set out in the Custom Fixed Income Mandate.~~

Fixed Income

The Fixed Income Manager is responsible for rebalancing the Fixed Income allocation based on the Plan liability cashflows according to the procedures and limits set out in the Letter of Direction for the Custom ("LDC") Fixed Income Mandate, and.

~~The Fixed Income Manager has discretion to determine allocations to each fund mandate therein as described below with respect to the characteristics of the Plan's liabilities, including need for liquidity, return and need to manage regulatory funding requirements such as solvency.~~

~~Pension Services will allocate monthly cash flows to or from the Fixed Income Manager. Should a manager's range be breached, that manager will be rebalanced to the target weight plus 2% in the case of a breach of the maximum and less 2% in the case of a breach of the minimum. The rebalancing shall be achieved by transferring cash to (from) the other manager's portfolio at the end of the following month. This will allow the manager required to raise cash approximately five weeks to raise the necessary amount. The proposed rebalancing may be cancelled at any time at the discretion of the Pension Services Department if market forces have moved the portfolio weights such that the restructuring is no longer appropriate.~~

ED – Asset Mix Ranges for the Active Managers

Custom Fixed Income Mandate

The Fixed Income Manager determines allocations to each fixed income fund with respect to the characteristics of the Plan's liabilities, including need for liquidity, return and need to manage regulatory funding requirements such as solvency.

The Fixed Income Manager manages a portfolio of fixed income funds against a Custom Fixed Income Benchmark. Procedures for determining a Custom Fixed Income Benchmark, risk limits and permitted funds are set out in the Letter of Direction for the Custom Fixed Income Mandate.

The Letter of Direction for the Custom Fixed Income Mandate gives the Fixed Income Manager discretion to determine allocations to a list of permitted funds according to the characteristics of the Custom Fixed Income Benchmark and the Plan's cashflows.

Changes in economic conditions that lead to changes in the Plan's regulatory funding metrics may require targets within the Letter of Direction for the Custom Fixed Income Mandate to be reviewed. Any updates to the Custom Fixed Income Mandate will be communicated to the Board at the next Board meeting following the change.

Equity, Real Estate and Infrastructure Managers

The following table presents the asset mix policy for [the Real Estate Manager\(s\) and the aggregate of the Plan's any Global Equity Managers and any Real Estate Manager](#). These limits are included to ensure that the Combined Fund asset mix remains within the ranges established in Section II.CB above.

GLOBAL EQUITY MANAGERS			
	Minimum %	Benchmark* %	Maximum %
Global equities**	90	100	100
Short term investments	0	0	10
TOTAL		100	
Investments in pooled funds are deemed to be fully invested in that pooled fund's asset class even though the pooled fund may have cash reserves. Individual manager policies on maximum short-term investments will vary. Manager compliance reports shall reflect the manager's individual policy limit. The aggregate limit will be monitored by the investment consultant.			
* Effective 1 July 2005			
** Global equities may include exposure to Emerging Market equities at the Manager's discretion, but not as an explicit allocation. Individual manager policies will contain limits to this exposure, as reflected in the Manager compliance reports.			

Commented [RT1]: Pier 21 (fund sub-advised by C WorldWide) allows up to 20% in cash and short term equivalents. BCI allows up to 10%. WS allows up to 5%.

REAL ESTATE MANAGER			
	Minimum %	Benchmark* %	Maximum %
Real estate	90	100	100
Short term investments	0	0	10
TOTAL		100	

Investments in pooled funds are deemed to be fully invested in that pooled fund's asset class even though the pooled fund may have cash reserves.

* Effective 1 October 2007

FE – Foreign Currency Hedging

The Fixed Income Manager, the Global Equity Managers, the Real Estate Manager and the Infrastructure Managers will/may purchase securities denominated in foreign currencies. At its discretion, the Committee may direct a manager to hedge some or all of its foreign currency exposures. The Committee will make such direction for defensive or strategic reasons.

If the Committee directs a manager to hedge some or all of its foreign currency exposures, the benchmark for the mandate will be adjusted accordingly.

It is anticipated that the global equity exposure associated with the Infrastructure Managers will be hedged. If an The Infrastructure Manager doesn't offer currency hedging services, the foreign currency exposure will be hedged by a different entity (an existing manager or custodian).

III – PERMITTED AND PROHIBITED INVESTMENTS

A – General Guidelines

The investments of the Fund must comply with the requirements and restrictions imposed by the applicable legislation, including but not limited to the requirements of the British Columbia Pension Benefits Standards Act and Regulations, which refers to the federal Pension Benefits Standards Act on investment related issues, the Income Tax Act and Regulations, and all subsequent amendments.

With the approval of the Committee Trustees, the investment managers may hold any part of the portfolio in one or more pooled or commingled funds managed by the investment managers, provided that such pooled funds are expected to be operated within constraints reasonably similar to those described in this Mandate. It is recognized by the Committee Trustees that complete adherence to this Mandate may not be entirely possible; however, the investment managers are expected to advise the Committee Trustees in the event that the pooled fund exhibits, or may exhibit, any significant departure from the Policy or this Mandate material changes are made to the investment policy of a pooled fund. In the event of a material change, the investment manager shall disclose the change to the Committee.

In general and subject to the restrictions noted below, the Fund may invest in any of the following asset classes and investment instruments:

B – Equities

- common and convertible preferred stock, listed on a recognized exchange
- debentures convertible into common or convertible preferred stock
- rights, warrants and special warrants for common or convertible preferred stock
- installment receipts, American Depositary Receipts or other recognized depository receipts
- exchange traded index participation units (i.e., i60s and SPDRS)

C – Fixed Income - Bonds and Mortgages

- bonds, debentures, notes, non-convertible preferred stock and other evidence of indebtedness of Canadian, U.S and foreign government and corporate issuers
- mortgages secured against Canadian real estate subject to Section III. I below
- mortgage-backed securities, guaranteed under the National Housing Act
- Asset-backed securities
- Convertible bonds and loans
- term deposits and guaranteed investment certificates
- private placements of bonds and asset-backed securities subject to Section III. H

- The use of the following derivatives are permitted within the PH&N pooled funds: forwards, options, credit-linked notes, futures, swaps, and [repurchase agreements](#).
- Derivatives should only be used to:
 - Manage interest rate risk and foreign currency exposure

D – Fixed Income – Cash and Short-Term Investments

- cash on hand and demand deposits
- treasury bills issued by Canadian federal and provincial governments and their agencies or foreign governments
- obligations of trust companies and Canadian and foreign banks chartered to operate in Canada, including bankers' acceptances
- commercial paper and term deposits
- [repurchase agreements](#)

E – Real Estate

- Real estate holdings, primarily institutional grade office, industrial, residential, retail or mixed-use properties
- full ownership or partial ownership interests in real estate holdings
- real estate securities including trust units, shares in real estate related companies, and debt

F – Infrastructure

Domestic or foreign infrastructure assets as defined by investment manager(s), either full or partial ownership

G – Other Investments

- investments in open-or closed-ended pooled funds provided that the assets of such funds are permissible investments under the Policy
- deposit accounts of the custodian can be used to invest surplus cash holdings
- the fund may use derivatives for risk management purposes, including currency and interest rate risk management
 - permissible derivatives include options, futures, forwards and swaps
- exchange-traded equity index futures and over-the-counter equity swaps designed, in either case, to replicate the performance of a recognized market index, provided;
- such instruments are not used for speculative purposes or on a leveraged basis; and
- all swap counterparties are rated A- or better by S&P or another recognized credit rating agency; and net credit exposure is subject to collateral requirements.

H – Minimum Quality Requirements

Within the investment restrictions for a manager's portfolio, including pooled funds, all portfolios should hold a prudently diversified exposure to the intended market.

- in general, the minimum quality standard for individual bonds and debentures and asset-backed securities is "BBB" or equivalent as rated by a recognized bond rating agency, at the time of purchase (includes all sub-rating levels within the overall "BBB" rating)
- bonds rated "BB" and below ("high yield" bonds) are permissible as part of a diversified pool of high yield securities, subject to the quantity restrictions in III – I that follow
- unrated bonds should be assigned a rating by the investment manager before purchase
- the minimum quality standard for individual short term investments is "R-1 Low" or equivalent as rated by a recognized bond rating agency, at the time of purchase
- all investments shall be reasonably liquid (i.e., - in normal circumstances they should be capable of liquidation within three months)
- the amount of the mortgage loan may not exceed 75% of the appraised value, at the time of purchase
- the leverage on overall real estate holdings is not to exceed 55% of the value of the overall real estate portfolio

I – Maximum Quantity Restrictions

The following restrictions are to be respected:

Equities (market value)

- no one equity holding shall represent more than 10% of the total equities for a manager
- ~~no one equity holding shall represent more than 15% of the related equity holding for a manager~~
- no one equity holding shall represent more than 30% of the voting shares of a corporation
- no one equity holding shall represent more than 10% of the available public float of such equity security

Fixed income - Bonds, Mortgages and Short-Term Investments

- except for federal and provincial bonds (including government guaranteed bonds), no more than 10% of the market value of a Manager's bond portfolio may be invested in the bonds of a single issuer and its related companies
- except for federal and provincial bonds, no one bond holding shall represent more than 10% of the market value of the total outstanding for that bond issue
- Bonds rated "BB+" and below may not be purchased if the purchase would raise the "BB+" and lower holdings to more than 25% of the market value of the bond portfolio
- up to 25% of the market value of the bond portfolio may be invested in high yield bonds as outlined in III -H above
- no more than 30% of the market value of the manager's bond portfolio shall be invested in bonds denominated in currencies other than Canadian dollars

Pooled Fund/Limited Partnership Investments

- an investment by the Fund in a single pooled fund or limited partnership should not exceed 10% of the market value of that fund or partnership unless provision has been made to transfer assets out of the fund or partnership "in kind"

J – Prior Permission Required

The following investments require prior permission from the Committee:

- investments in private placement equities,
- direct investments in resource properties,
- direct investments in venture capital financing,
- investments in units of investment trusts (e.g. REITS or resource trust units), except where legislation has been enacted to limit liability
- direct investments in bonds of foreign issuers that are not held in pooled funds
- derivatives other than those otherwise permitted in Section III G above, and
- investments in any other securities not specifically referenced in this policy statement.

K – Securities Lending

The securities of the Fund may not be loaned, except within pooled funds where the pooled fund investment policy permits securities lending. In such cases, the manager of the pooled fund must disclose the securities lending policies to the Committee.

IV – MONITORING AND CONTROL

A – Delegation of Responsibilities

Overall responsibility for the Plan's assets rests with the Board of Governors of the University of Victoria. The Committee makes recommendations to the Board through its Finance Committee on material or strategic investment policy amendments, while administrative or operational amendments to the investment policy may be made by the Committee. In addition, and the Committee appoints and terminates investment managers and other service providers and is also charged with ensuring the Plan conforms to legislation and monitoring investment performance.

In completing the above duties a number of responsibilities have been delegated:

The managers will:

- confirm in writing that they have read and will comply with this Policy,
- invest the assets of the Fund in accordance with this Policy, and in a manner that a reasonable and prudent person would apply in respect of a portfolio of investments made on behalf of another person to whom there is owed a fiduciary duty to make investments without undue risk of loss and with a reasonable expectation of return on the investments commensurate with the risk,
- integrate ESG issues into their investment decision-making process as governed by the investment manager's ESG policy, if available. ESG considerations will be implemented in a manner that supports the efficient investment of the Plan's assets to achieve its investment return objectives, which are in the best financial interests of the Plan's current and future beneficiaries.
- meet with the Committee as required and provide written reports regarding their past performance, their future strategies, key risks in the mandate(s) and the management thereof, and other issues as requested, and
- file quarterly compliance reports (see Section IV.D).

The custodian/trustee will:

- provide written reports regarding the fund's quarterly and annual investment performance by asset class, manager and plan with comparisons to the benchmarks indices and universe.
- maintain safe custody over the assets of the Fund,
- execute the instructions of the Sponsor, as delegated to any manager appointed to manage the assets of the Fund, and
- record income and provide monthly financial statements to the Sponsor as required.

The actuary will:

- provide actuarial valuations of the Plan as required, and
- provide advice to the Board of Governors on any matters relating to plan funding and contribution rates.

The investment consultant will:

- meet with the Committee as required and provide written reports regarding the fund's quarterly and annual investment performance by asset class, manager and plan with comparisons to the benchmark indices and universe,
- consolidate quarterly manager compliance reports for the Committee, identifying any non-compliances for managers individually and in aggregate.
- provide the Committee with commentary on manager performance, key risks and issues, and
- provide the Committee with updates on industry trends, investment issues, best practices and legislative developments and their potential relevance to the Plan.

The Pension Services Department, or other individuals as may be delegated by the Plan's governance policy, will:

- prepare the agenda and minutes for each meeting of the Committee,
- prepare quarterly Fund compliance reports for the Committee;
- implement policies approved by the Committee and/or Board of Governors,
- propose changes to policies,
- review the monthly reports from the custodian to monitor compliance of the Plan with policy and applicable legislation and of each manager with their mandate,
- review the asset mix on each month's custody report and direct the Plan custodian to transfer cash between managers if a manager's range is breached and a reallocation is determined to be appropriate,

- prepare annual financial statements [together with other University staff as appropriate](#), and
- advise the Committee of any exceptional issues that arise in the day-to-day operations and monitoring of the Fund and the managers.

The auditor will

- audit and prepare an auditor's report on the financial statements of the Plan as prepared by the Pension Services.

B - Compliance

Any two of either the President, Vice-President Finance and Operations, or one order-in-council member of the Board of Governors may approve a temporary contravention of the restrictions in Section II or Section III. This contravention must not exceed that of a prudent person and must be immediately communicated to the Committee and reported with a full explanation to the Finance Committee of the Board of Governors at its next regularly scheduled meeting.

C – Performance Measurement

The performance of the Fund shall be measured quarterly and return calculations shall be as follows:

- time weighted rates of return,
- total returns, including realized and unrealized gains and losses and income from all sources, and
- measurement against performance objectives will normally be assessed over rolling four-year periods.

Combined Fund Benchmark

The combination of market indices forming the benchmark has been set to achieve an expected return of CPI + 4.0% at the date the asset mix was implemented. The benchmark consists of the following market index total returns weighted as indicated:

COMBINED FUND BENCHMARK*	
MSCI World Net Index (Cdn. \$)	40
FTSE Canada Universe Bond Index	15
FTSE Canada 20+ Strips	20
CPI plus 4% per annum	10
CPI plus 5% per annum	15
	100%

Active Manager Benchmarks

The benchmark portfolio consists of the following benchmark total returns weighted as indicated:

FIXED INCOME MANAGER BENCHMARK*	
Custom Fixed Income Benchmark**	100%

* effective 1 July 2022
** Custom Fixed Income Benchmark is agreed upon by the Investment Consultant, Pension Services team and the Fixed Income Manager, and documented in the LDC. The primary goal of this benchmark is to mitigate interest rate risk relative to the Plan's liabilities using a target hedge ratio approach.

GLOBAL EQUITY MANAGER BENCHMARK*	
MSCI World Net Index (Cdn. \$)	100%

* effective 1 October 2007

REAL ESTATE MANAGER BENCHMARK*	
CPI plus 4% per annum	100%

* effective 30 November 2010

INFRASTRUCTURE MANAGER BENCHMARK*	
CPI plus 5% per annum	100%

* effective 1 April 2008

The benchmark performance objectives for the active managers are tailored to the specific mandate established for each Manager. Accordingly, the asset class performance objectives may change over time. Currently, the objectives are as follows:

Global equities	=	MSCI World Net Index (Cdn. \$) + 1.00% net of fees
Fixed Income	=	Custom Fixed Income Portfolio
Real estate	=	CPI + 4%
Infrastructure	=	Change in the Canadian Consumer Price Index <u>plus</u> 5% <u>per annum</u>

The market indices referred to in this section may be changed to match the specific investment mandates for the investment managers selected to manage the portfolio, recognizing that at all times the Fund must be managed in accordance with the asset mix guidelines and permitted and prohibited investments set out in Sections II and III above.

D – Monitoring and Rebalancing the Fund’s Asset Mix

In order to ensure that the Fund operates within the guidelines stated in this Policy, the Pension Services [Department](#) shall monitor the asset mix on a monthly basis. Subject to the rebalancing guidelines and procedures in Section II.[D6](#), the Pension Services will affect the rebalancing by transferring cash or securities between portfolios. Rebalancing may also be effected by redirecting the net cash flows to and from the Fund.

E – Reporting by the Investment Managers

On a calendar quarterly basis, the manager will provide a performance report and a strategy review for the portfolio under management.

Also, with the exception of the Infrastructure Managers, the managers are required to complete and sign a compliance report each quarter. The compliance report should indicate whether or not the Manager's portfolio was in compliance with this Policy during the quarter. Copies of the compliance reports must be sent to the Committee [or its delegate](#). Report formats for the compliance reports are included under the appendix.

In the event that a manager is not in compliance with this Policy, the Manager is required to advise the Committee [or its delegate](#) immediately, detailing the nature of the non-compliance and recommending an appropriate course of action to remedy the situation.

If the manager believes the Asset Mix Guidelines or Letter of Direction for the Custom Fixed Income Mandate are inappropriate for anticipated economic conditions, the manager is responsible for advising the Committee [or its delegate](#) that a change in guidelines is desirable and the reasons therefore.

The manager should advise the [Committee or its delegate](#) ~~University~~ immediately of changes in style or in the policies, personnel or ownership of the firm.

The manager is required to report on proxy voting as outlined in section V – D Voting Rights.

The Fund invests in pooled funds, which have separate investment policies. Should a conflict arise between the provisions of this Policy, and the provisions of the pooled fund's investment policy, the investment mandate of the Pooled Fund will prevail over the Statement of Investment Policies.

F – Investment Policy Review

This Policy may be reviewed and revised at any time, but it must be formally reviewed by the Committee at least once in every calendar year. A more detailed study of the asset allocation will be undertaken following an actuarial valuation.

V – OTHER ISSUES

A – Conflicts of Interest

Responsibilities

This standard applies to the members of the Committee and the University of Victoria Administrative staff, as well as to all agents employed by them, in the execution of their responsibilities under the British Columbia Pension Benefits Standards Act (the “Affected Persons”).

An “agent” is defined to mean a company, organization, association or individual, as well as its employees, who are retained by the Committee to provide specific services with respect to the investment, administration and management of the Fund.

All Affected Persons shall exercise the care, diligence and skill that a person of ordinary prudence would exercise in dealing with the property of another person.

Disclosure

In the execution of their duties, the Affected Persons shall disclose any material conflict of interest relating to them, or any material ownership of securities, which could impair their ability to render unbiased advice, or to make unbiased decisions, affecting the administration of the Fund.

Further, it is expected that no Affected Person shall make any personal financial gain (direct or indirect) because of his or her fiduciary position. However, normal and reasonable fees and expenses incurred in the discharge of their responsibilities are permitted if documented and approved by the Committee.

No Affected Person shall accept a gift or gratuity or other personal favor, other than one of nominal value, from a person with whom the individual deals in the course of performance of his or her duties and responsibilities for the Committee.

It is incumbent on any Affected Person who believes that he/she may have a conflict of interest, or who is aware of any conflict of interest, to disclose full details of the situation to the attention of the Committee Chair immediately. The Committee Chair, in turn, will decide what action is appropriate under the circumstances but, at a minimum, will table the matter at the next regular meeting of the Committee, if material.

No Affected Person who has or is required to make a disclosure as contemplated in this Policy shall participate in any discussion, decision or vote relating to any proposed investment or transaction in respect of which he or she has made or is required to make disclosure.

B – Related Party Transactions

The administrator of the plan may not enter into a transaction with a related party unless:

- (a) The securities of the related party are held in an investment fund or segregated fund in which investors other than the administrator and its affiliates may invest. The investment fund or segregated fund holding the securities of the related party must comply with certain legislative quantitative limits; or
- (b) The transaction can be considered nominal or immaterial to the Plan. To the extent that applicable legislation permits related party transactions which are nominal or immaterial to the Plan, a transaction shall be considered nominal or immaterial if it involves an amount equal to less than 1% of the market value of the Plan. In assessing whether the value of a transaction is nominal or immaterial, two or more transactions with the same related party shall be considered as a single transaction; or
- (c) The transaction is i) for the operation and administration of the Plan, ii) under terms and conditions not less favorable to the Plan than market terms and conditions and iii) does not involve the making of loans to, or investments in, the related party.

Commented [RT2]: Updated to a post 2016 version; similar to other UVic plans

Commented [RT3]: Updated from 0.5% on BCI's suggestion.

For the purposes of these guidelines, related parties are defined as:

- (d) Committee members or such person or firm as may, from time to time, be employed by the Committee, for the purpose of assisting the Committee with the administration of the Plan;
- (e) an individual Committee member;
- (f) a person responsible for holding or investing the assets of the Plan, or any officer, director or employee thereof;
- (g) An association or union representing the employees of the employer or an officer or employee thereof;
- (h) An employee who participates in the Plan, or an employee, officer or director thereof;
- (i) a Member of the Plan;
- (j) a person who directly or indirectly holds, or together with the spouse or a child of the person holds, more than 10% of the voting shares, carrying more than 10% of the voting rights attached to all voting securities of a participating employer, if a participating employer is a corporation;
- (k) the spouse or child of any person referred to in any of paragraphs d) to j);
- (l) a corporation that is directly or indirectly controlled by a person referred to in any of paragraphs d) to j);
- (m) an entity in which a person referred to in paragraph d), e), f), or j), or the spouse or a child of such person, has a substantial investment; or
- (n) an entity that holds a substantial investment in a participating employer.

- ~~the transaction is required for the operation or administration of the plan and the terms and conditions of the transaction are not less favourable to the plan than market terms and conditions;~~
- ~~the securities of the related party are acquired at a public exchange; or~~
- ~~the combined value of all transactions with the same related party is nominal or the transaction(s) is immaterial to the plan.~~

~~For this section of the policy, market value of the combined assets of the plan will be used as criterion to establish whether a transaction is nominal or immaterial to the plan. Transactions less than .5% of the combined market value of the assets of the plan are considered immaterial.~~

~~"Related party" is defined in section 1 of Schedule III to the Pension Benefits Standards Regulations, 1985 (Canada). A related party is a person who is the administrator of the plan including any officer, director or employee of the administrator, or any person who is a member of a pension committee, board of trustees or other body that is the administrator of the plan. It also includes, the investment managers and their employees, a union representing employees of the employer, a member of the plan, a spouse or child of the persons named previously, or a corporation that is directly or indirectly controlled by the persons named previously, among others. Related party does not include government or a government agency.~~

C – Valuation of Securities Not Regularly Traded

The following principles will apply for the valuation of investments that are not traded regularly:

- equities: average of bid-and-ask prices from two major investment dealers, at least once every calendar quarter;
- bonds: same as for equities; and
- mortgages: on a mark to market basis.
- real estate: on an appraisal basis; and
- infrastructure; on a fair value basis (using appraisals).
-

D – Voting Rights

The Committee has delegated voting rights acquired through pension fund investments to the custodian of the securities, to be exercised in accordance with the investment manager's instructions. The investment manager is expected to vote all proxies in the best interests of the beneficiaries of the Plan.

The Committee, however, may take back voting rights for specific situations, provided the securities are not held in pooled funds.

For private placements, voting rights will be delegated to the investment manager, or voted directly by a Committee representative.

The manager should disclose their corporate governance and proxy voting policies and report annually on (1) whether all eligible proxies were voted on the Plan's behalf and (2) if the proxy voting guidelines were followed and report on any deviations.

E – Directed Brokerage Commissions

A variety of brokers should be used in order to gain maximum utilization of the services available. It is the responsibility of the manager to ensure that the commission distribution is representative of the services rendered.

The University does not use directed commissions (i.e. soft dollars) to pay for any goods or services. The Manager may use soft dollars to pay for research and other investment-related services with disclosure to the Committee, provided they comply with the Soft Dollar Standards promulgated by CFA Institute

F – Reasons for Terminating an Investment Manager

Reasons for considering the termination of the services of the Manager include, but are not limited to, the following factors:

- performance results, which over a reasonable period of time, are below the stated performance benchmarks;
- changes in the overall structure of the Fund such that the Manager's services are no longer required;
- change in personnel, firm structure and investment philosophy, style or approach which might adversely affect the potential return and/or risk level of the portfolio; and/or
- failure to adhere to this Policy.

- END -

APPENDIX

**UNIVERSITY OF VICTORIA STAFF PENSION PLAN
PH&N FIXED INCOME MANAGEMENT
COMPLIANCE REPORT FOR THE PERIOD FROM _____ TO _____**

APPENDIX

		GUIDELINES		POLICY COMPLIED WITH YES/NO*
%				
Custom Fixed Income Mandate				
Monitor a Target Hedge Ratio		Target Hedge Ratio is monitored within an allowable range [fill in details as appropriate for the period from the LDC] e.g. +/-7% vs a target of 35%		
CONSTRAINTS				
EQUITIES	- Publicly traded on recognized securities market			
	- Diversification	Max 105% of the market value of an equity portfolio in any single holding		
	- Concentration	Max 10% of the voting or public float stock of any corporation		
		Max 10% of the market value of a pooled fund		
BONDS**	- Quality	Min "BBB" at the time of purchase		
		"BB and below permissible as part of diversified pool at the time of purchase		
		Max 5% unrated securities		
	- Quantity	Except for federal or provincial bonds, max 10% in one issuer.		
		Except for federal or provincial, max 10% of a bond issue		
		Max 25% of bond portfolio market value in bonds rated "BB+" or below		
		Max 25% in high yield bonds		
	- Foreign Pay	Max 30% of market value of bond portfolio		
SHORT TERM INVESTMENTS	- Minimum Quality	"R-1 Low" rating		
DERIVATIVES		The use of the following derivatives are permitted within the PH&N pooled funds: forwards, options, credit-linked notes, futures, swaps and repos. Derivatives should only be used to: <ul style="list-style-type: none">Create and maintain the LDI Portfolio's overlay strategy;Manage interest rate risk and foreign currency exposure		
OTHER INVESTMENTS	- Prior Approval Required			
OTHER	- Statutory Requirements	Must meet requirements for eligible investments outlined in the Pension Benefits Standards Act (BC).		
		Must meet requirements for eligible investments outlined in the Income Tax Act (Canada).		
CONFLICTS OF INTEREST	- Disclosure	Conflicts of interest (if any) disclosed to the Committee Chair		

*Provide actual weight or range where appropriate. If policy not complied with, comment on specifics.

I believe this to be a factual representation of compliance with the Statement of Investment Policies and Procedures throughout the reporting period.

Signature and Title

Company Name

UNIVERSITY OF VICTORIA STAFF PENSION PLAN
BCI GLOBAL EQUITIES MANAGEMENT (EQUITY MANAGER A)
COMPLIANCE REPORT FOR THE PERIOD FROM _____ TO _____

GUIDELINES			POLICY COMPLIED WITH YES/NO*
%			
ASSET MIX (at Market Value)			
GLOBAL EQUITIES		90 - 100	
SHORT TERM & CASH		0 – 10	
CONSTRAINTS			
EQUITIES	<ul style="list-style-type: none"> - Publicly traded on recognized securities market. - <u>Maximum 10% exposure to Emerging Market Equities.</u> 		
	- Diversification	Max 10% of the market value of the equity portfolio in any single holding	
	- Concentration	Max 10% of the voting or public float stock of any corporation	
		Max 10% of the market value of a pooled fund	
SHORT TERM INVESTMENTS	- Minimum Quality	"R-1 Low" rating	
DERIVATIVES		Currency futures and forward currency exchange contracts for defensive purposes, exchange-traded equity index futures and over-the-counter equity swaps designed, in either case, to replicate the performance of a recognized market index, provided; <ul style="list-style-type: none"> - such instruments are not used for speculative purposes or on a leveraged basis; and - all swap counterparties are rated A- or better by S&P or another recognized credit rating agency; and net credit exposure is subject to collateral requirements. 	
OTHER INVESTMENTS	- Prior Approval Required		
OTHER	- Statutory Requirements	Must meet requirements for eligible investments outlined in the Pension Benefits Standards Act (BC).	
		Must meet requirements for eligible investments outlined in the Income Tax Act (Canada).	
CONFLICTS OF INTEREST	- Disclosure	Conflicts of interest (if any) disclosed to the Committee Chair	

* Provide actual weight or range where appropriate. If policy not complied with, comment on specifics.

I believe this to be a factual representation of compliance with the Statement of Investment Policies and [Procedures](#) throughout the reporting period.

**UNIVERSITY OF VICTORIA STAFF PENSION PLAN
BCI GLOBAL EQUITIES MANAGEMENT (EQUITY MANAGER A)
COMPLIANCE REPORT FOR THE PERIOD FROM _____ TO _____**

Signature and [Title](#) [Company Named Title](#) [Company Name](#)

UNIVERSITY OF VICTORIA STAFF PENSION PLAN
WALTER SCOTT GLOBAL EQUITIES MANAGEMENT (EQUITY MANAGER B)
COMPLIANCE REPORT FOR THE PERIOD FROM _____ TO _____

		GUIDELINES	POLICY COMPLIED WITH YES/NO*
		%	
ASSET MIX (at Market Value)			
GLOBAL EQUITIES		95 - 100	
SHORT TERM & CASH		0 – 5%	
CONSTRAINTS			
EQUITIES	<ul style="list-style-type: none"> - Publicly traded on recognized securities market. - <u>Maximum 15% exposure to Emerging Market Equities.</u> 		
	Diversification	Max 5% of the market value of the equity portfolio in any single holding	
	Concentration	Max 5% of the voting or public float stock of any corporation	
		<u>Max 5% of the market value of a pooled fund</u>	
SHORT TERM INVESTMENTS	Minimum Quality	"R-1 Low" rating	
DERIVATIVES		No stock derivative transactions will be used although currency options may be used purely for defensive purposes.	
OTHER INVESTMENTS	Prior Approval Required		
OTHER	Statutory Requirements	Must meet requirements for eligible investments outlined in the Pension Benefits Standards Act (BC).	
		Must meet requirements for eligible investments outlined in the Income Tax Act (Canada).	
CONFLICTS OF INTEREST	Disclosure	Conflicts of interest (if any) disclosed to the Committee Chair	

*Provide actual weight or range where appropriate. If policy not complied with, comment on specifics.

I believe this to be a factual representation of compliance with the Statement of Investment Policies and Procedures throughout the reporting period.

Signature and Title

Company Name

UNIVERSITY OF VICTORIA STAFF PENSION PLAN
WALTER SCOTTPIER 21 (FUND SUB-ADVISED BY C WORLDWIDE) GLOBAL EQUITIES MANAGEMENT (EQUITY
MANAGER CB)
COMPLIANCE REPORT FOR THE PERIOD FROM _____ TO _____

<u>GUIDELINES</u>			<u>POLICY COMPLIED WITH YES/NO*</u>
<u>%</u>			
<u>ASSET MIX (at Market Value)</u>			
<u>GLOBAL EQUITIES</u>		<u>80 - 100</u>	
<u>SHORT TERM & CASH</u>		<u>0 – 20%</u>	
<u>CONSTRAINTS</u>			
<u>EQUITIES</u>	<ul style="list-style-type: none"> - Publicly traded on recognized securities market. - Maximum 20% exposure to Emerging Market Equities. 		
	- Diversification	Max 10% of the market value of the equity portfolio in any single holding	
	- Concentration	Max 10% of the voting or public float stock of any corporation	
		Max 10% of the market value of a pooled fund	
<u>SHORT TERM INVESTMENTS</u>	- Minimum Quality	"R-1 Low" rating	
<u>DERIVATIVES</u>		No stock derivative transactions will be used although currency options may be used purely for defensive purposes.	
<u>OTHER INVESTMENTS</u>	- Prior Approval Required		
<u>OTHER</u>	- Statutory Requirements	Must meet requirements for eligible investments outlined in the Pension Benefits Standards Act (BC).	
		Must meet requirements for eligible investments outlined in the Income Tax Act (Canada).	
<u>CONFLICTS OF INTEREST</u>	- Disclosure	Conflicts of interest (if any) disclosed to the Committee or its delegate	

*Provide actual weight or range where appropriate. If policy not complied with, comment on specifics.

I believe this to be a factual representation of compliance with the Statement of Investment Policies and Procedures throughout the reporting period.

Signature and Title

Company Name

**UNIVERSITY OF VICTORIA STAFF PENSION PLAN
BCI REAL ESTATE MANAGEMENT
COMPLIANCE REPORT FOR THE PERIOD FROM _____ TO _____**

		GUIDELINES	POLICY COMPLIED WITH YES/NO*
%			
ASSET MIX (at Market Value)			
REAL ESTATE		90 – 100	
SHORT TERM & CASH		0 – 10	
CONSTRAINTS			
REAL ESTATE	Global real estate partial or full ownership Global real estate-related securities		
	-Leverage	Max 55% of the market value of the real estate portfolio	
SHORT TERM INVESTMENTS	-Minimum Quality	"R-1 low" rating	
DERIVATIVES		Permitted Derivatives include forward contracts, futures, options, and swaps. Derivatives can have equities, fixed income, interest rates, and currencies as underlying instruments. The use of derivatives is only permitted for the following purposes: i. Synthetic Indexing - Passively investing in an attempt to replicate the returns of an index. ii. Risk Control - Managing interest rate, equity, credit, currency, legal or tax risk through the use of hedging strategies. iii. Lower Transaction Costs and Liquidity Management- Reducing the transaction costs on trading, custody and brokerage costs through use of index futures. Substituting one combination of securities for another with the same net exposure to market variables for the purposes of exploiting pricing inefficiencies. iv. Asset Mix Shifts - Reduce market movement and transaction costs of shifting asset weights or rebalancing by	

UNIVERSITY OF VICTORIA STAFF PENSION PLAN
BCI REAL ESTATE MANAGEMENT
COMPLIANCE REPORT FOR THE PERIOD FROM _____ TO _____

		allowing instantaneous implementation of the shift through derivatives. v. To hedge the Plan's exposure to a specific foreign currency for defensive purposes. vi. Their use through participation in BCI pooled funds as expressly permitted by the investment policies of those pooled funds.	
OTHER INVESTMENTS	- Prior Approval Required		
OTHER	- Statutory Requirements	Must meet requirements for eligible investments outlined in the Pension Benefits Standards Act (BC).	
		Must meet requirements for eligible investments outlined in the Income Tax Act (Canada).	
CONFLICTS OF INTEREST	- Disclosure	Conflicts of interest (if any) disclosed to the Committee Chair	

* Provide actual weight or range where appropriate. If policy not complied with, comment on specifics.

I believe this to be a factual representation of compliance with the Statement of Investment Policies and Goals throughout the reporting period.

Signature and Title

Company Name

Current Managers as of SIPP Effective Date

<u>Manager Category</u>	<u>Manager(s)</u>	<u>Mandate</u>
Fixed Income Manager	PH&N	Fixed Income
Equity Manager A	BCI	Global Equities
Equity Manager B	Walter Scott	Global Equities
Equity Manager C	Pier 21 (Sub-advised by C WorldWide)	Global Equities
Real Estate Manager	BCI/QuadReal	Real Estate
Infrastructure Managers	Macquarie & JP Morgan	Infrastructure

Managers Released from Providing Quarterly Compliance Reports

Managers:	Manager Mandate	Date of Approval
Macquarie	Infrastructure	December 4 th , 2017
JP Morgan	Infrastructure	December 4 th , 2017

Legislative Constraints

Pension Benefits Standards Act (BC) Constraints

The Regulations to the PBSA (BC) state that investments must be made in accordance with the investment policy of the plan and Schedule III to the Pension Benefits Standards Regulations, 1985 (Canada), SOR/87-19, as amended from time to time.

Pension Benefits Standards Act Regulations, 1985 (Canada) Constraints

The quantitative rules in Schedule III to the Federal PBSA Regulations include:

- | | | |
|----|--|-------------------------------------|
| 1. | Maximum investment in one company's securities | 10% of the market value of the Fund |
| 2. | Maximum proportion of the voting shares of any company | 30% |

Income Tax Act (Canada) and Canada Revenue Agency Constraints

1. No money is to be borrowed by the Fund, except for the purpose of acquiring real property or occasionally for 90 days or less as provided in Income Tax Regulation 8502(i).
2. No prohibited investment (see Income Tax Regulation 8514) may be purchased, such as the securities of a participating employer, if the shares of that employer are not listed on a designated stock exchange.



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

January 15, 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: January 30, 2024

Subject: External Relations Update – JANUARY 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

Woolly Dog Groundbreaking Research Story

On Dec.14, UVic published a [story](#) to feature the groundbreaking findings from a high-resolution DNA study on "Mutton," the last known woolly dog of the Coast Salish Peoples. It was featured in several media outlets, such as CBC News, *Vancouver Sun*, Black Press media and educational/informative journals like the *Hakai Magazine*.



ONC Argo Floats Research Story

UVic published a [news release](#) at UVic News to accompany an [ONC's news release](#) related to expanding climate impact monitoring in the NE Pacific. The story was featured in various CBC News segments, Radio-Canada, and Black Press media resulting in **63** mentions.

CELEBRATING SUCCESS AND EXCELLENCE

Canada Excellence Research Chair Announcement

On Nov 16, UVic published a [news release](#) and [story](#) at UVic News related to the announcement of the \$8-million Canada Excellence Research Chair (CERC) for Dr. Heather Igloliorte. Earned media coverage included outlets such as *Academica*, *Times Colonist*, *Galleries West*, *Victoria News*, *Vancouver Island Free Daily*, and *Goldstream Gazette*.

Top Comprehensive Research Institution for 2022

UVic was recognized as one of the Top Research Universities of 2022 – Research Income Growth – Comprehensive Rank 1. UVic ran a mini-campaign in December, kicking off with a print ad in *Canada's Innovation Leaders* in their 'Canada's Top Research Universities' annual publication. Besides the print ad, UVic is also highlighted on the researcher's corner, and Canada's Innovation Leader's website with a leaderboard ad and a pop up ad on the listing.

4 | December 7, 2023

Canada's Innovation Leaders 2023

researchinfosource.com

CANADA'S TOP 50 Research Universities

Research Income Plans
Research income at Canada's Top 50 Research Universities declined by 2.4%, between FY2021 and FY2022 to a combined \$947 billion. This is the second time in more than 20 years that the Top 50 universities reported a decline in overall research income. (The previous time was in FY2014, when research income fell by 1.0%). Research income reported at 34 universities fell and declined at 26 others. In FY2022, average faculty research intensity – research income per faculty member – was \$231,500, a decrease of 1.8% over FY2021. Graduate student research intensity – research income per graduate student – was \$20,600, a decline of -7.6%.

The FY2022 mark was easily better in significant ways in Total Federal Government funding (down 4.3% to \$4.3 billion). Research funding received from NSERC (down 2.0% to \$102.3 million), NSERC (down 11.8% to \$925.8 million) and CIHR (down 0.1% to \$1.7 billion) all showed. However, funds received from CFI increased over the period (up 1.9%). Total Provincial Government research funding also saw a rise this year by \$28.8 to \$1.2 billion, mostly due to increased funding from the British Columbia and Quebec Governments (up 17.9% and 14.2% respectively). In contrast, funding from the Ontario Provincial Government fell by 12.5%.

\$100 Million Club
Research InfoSource identifies the 21 universities that gained membership in the prestigious \$100 Million Club – institutions that received \$100 million or more in research income in FY2022. However, the disappointing Top 50 overall situation was mirrored in the \$100 Million Club. Only 14 of the 21 universities reported a combined growth of 4.3% during the period, more than the national average. Research income fell at 17 of the Club institutions. Additionally, with one university dropping off, the remaining members' share of the Top 50 research income declined to 89% of the total in FY2022 from 93% in FY2021.

University Trends
The combined research income at the 16 Medical Universities fell by 3.8% to \$7.2 billion in FY2022, as did the research income at the 11 Comprehensive Universities (down 4.5% to \$1.2 billion). Research income at 21 Undergraduate institutions and the other half, posted an overall increase of 4.0% to \$423.5 million and accounted for 5% of the total, up from 4% in FY2021.

The top universities in each tier as measured by research income were: University of Toronto/McGill, \$1.34 billion, for place overall; University of

Research Income Plans
Windsor (Comprehensive tier, \$196.3 million, 14th overall) and Université de Québec à Trois-Rivières (Undergraduate tier, \$47.5 million, 28th overall).

Research Income Growth
Overall, in FY2022, 34 universities recorded gains in research income versus 16 when research income dropped. This compares with FY2021 when 45 universities posted research income growth versus only five when research income fell.

The Medical tier leader stood out on research income growth was University of Sherbrooke (10.9%). University of Victoria led the Comprehensive tier (18.5%) and Laurentian University was the Undergraduate tier and overall research income growth leader (37.6%).

Faculty Research Intensity
In FY2022, faculty research intensity – research income per faculty position – was \$231,500, down 1.8% from FY2021. The leading full-service university winners included: University of Toronto (Med-U), which topped the ranking for faculty research intensity (\$412,100 of research income per faculty) and was joined by other tier leaders University of Guelph (Comprehensive, \$196,300) and Université de Québec à Trois-Rivières (Undergraduate, \$193,900).

Graduate Student Research Intensity
Graduate student research intensity – research income per graduate student – was also down 7.6% in FY2022. On average, Top 50 graduate student research intensity was \$20,600, compared to \$20,600 in FY2021. Winners by category were: University of Alberta (Medical tier, \$11,200 research income per graduate student), University of Guelph (Comprehensive tier, \$22,100) and University of Winnipeg (Undergraduate tier, \$21,800).

Provincial Performance
In FY2022, 14 Ontario universities attracted 37% (\$3.9 billion) of the national research income total, down from 39% in FY2021. Quebec's 14 institutions generated 28% (\$2.6 billion) of the Top 50 total, down from 27% the year prior. These Alberta universities had 12% of research income (\$1.1 billion), the same proportion of the total as in FY2021. British Columbia's five institutions also attracted 12% of all research income (\$1.07 billion), up from 11% in FY2021.

Disappointingly, 14 out of the 13 universities in Ontario saw their overall research income decline in FY2022, posting a combined -6.9% decrease over FY2021. Although only three out of the 14 institutions in Quebec reported negative research income growth, their combined growth was up just 1.0% over the year prior. Alberta's institutions posted a combined 4.1% growth over FY2021. In British Columbia the combined research income growth was virtually flat over the year prior (0.7%) as was the combined research income for the six universities based in Atlantic Canada (0.6%).

researchinfosource.com

Canada's Innovation Leaders 2023

December 7, 2023 | 5

Top Universities by Tier FY2022

Rank	University	Research Income	% of Total
1	University of Toronto	\$1,342,100,000	14.2
2	University of British Columbia	\$727,500,000	7.6
3	McGill University	\$727,500,000	7.6
4	University of Alberta	\$611,200,000	6.4
5	University of Saskatchewan	\$511,200,000	5.3
6	University of Manitoba	\$475,000,000	5.0
7	University of Western Ontario	\$475,000,000	5.0
8	University of Waterloo	\$475,000,000	5.0
9	University of Ottawa	\$475,000,000	5.0
10	University of Regina	\$475,000,000	5.0
11	University of New Brunswick	\$475,000,000	5.0
12	University of Prince Edward Island	\$475,000,000	5.0
13	University of Nova Scotia	\$475,000,000	5.0
14	University of Newfoundland	\$475,000,000	5.0
15	University of Yukon	\$475,000,000	5.0
16	University of Northwest Territories	\$475,000,000	5.0
17	University of Nunavut	\$475,000,000	5.0
18	University of Northern British Columbia	\$475,000,000	5.0
19	University of British Columbia Okanagan	\$475,000,000	5.0
20	University of British Columbia Kelowna	\$475,000,000	5.0
21	University of British Columbia Vancouver Island	\$475,000,000	5.0
22	University of British Columbia Okanagan-Kelowna	\$475,000,000	5.0
23	University of British Columbia Kelowna-Vancouver Island	\$475,000,000	5.0
24	University of British Columbia Kelowna-Vancouver Island	\$475,000,000	5.0
25	University of British Columbia Kelowna-Vancouver Island	\$475,000,000	5.0
26	University of British Columbia Kelowna-Vancouver Island	\$475,000,000	5.0
27	University of British Columbia Kelowna-Vancouver Island	\$475,000,000	5.0
28	University of British Columbia Kelowna-Vancouver Island	\$475,000,000	5.0
29	University of British Columbia Kelowna-Vancouver Island	\$475,000,000	5.0
30	University of British Columbia Kelowna-Vancouver Island	\$475,000,000	5.0
31	University of British Columbia Kelowna-Vancouver Island	\$475,000,000	5.0
32	University of British Columbia Kelowna-Vancouver Island	\$475,000,000	5.0
33	University of British Columbia Kelowna-Vancouver Island	\$475,000,000	5.0
34	University of British Columbia Kelowna-Vancouver Island	\$475,000,000	5.0
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38	University of British Columbia Kelowna-Vancouver Island	\$475,000,000	5.0
39	University of British Columbia Kelowna-Vancouver Island	\$475,000,000	5.0
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41	University of British Columbia Kelowna-Vancouver Island	\$475,000,000	5.0
42	University of British Columbia Kelowna-Vancouver Island	\$475,000,000	5.0
43	University of British Columbia Kelowna-Vancouver Island	\$475,000,000	5.0
44	University of British Columbia Kelowna-Vancouver Island	\$475,000,000	5.0
45	University of British Columbia Kelowna-Vancouver Island	\$475,000,000	5.0
46	University of British Columbia Kelowna-Vancouver Island	\$475,000,000	5.0
47	University of British Columbia Kelowna-Vancouver Island	\$475,000,000	5.0
48	University of British Columbia Kelowna-Vancouver Island	\$475,000,000	5.0
49	University of British Columbia Kelowna-Vancouver Island	\$475,000,000	5.0
50	University of British Columbia Kelowna-Vancouver Island	\$475,000,000	5.0

Top 50 - Leading Provinces

Province	% of Total
Ontario	37
Quebec	28
Alberta	12
British Columbia	12

Research Universities of the Year
Research InfoSource has designated 3 institutions as Research Universities of the Year 2022 in their respective categories: University of Toronto (Medical), University of Western Ontario (Comprehensive) and Ontario Tech University (Undergraduate). These institutions demonstrated superior performance on key measures of research income.

This Year and Next
There is no way to overstate the FY2022 research income research funding had a very bad year, only the second time in recent memory where funding declined. Some of this can perhaps be attributed to a series of emergency research funding responses to COVID-19. Regardless, combined with rising inflation across the economy, that can only mean a steep drop in purchasing power for the available resources.

Funds received from the Federal Government fell sharply. Federal grant agency funding was down by 4.8% in total and by 6.7% consisting only the direct grant funding system (i.e., excluding the Canada Research Foundation for Innovation). CFI funding was up by 1.9%. Funding through the Canada Research Chairs program was down by -11.2%. Social Sciences and Humanities Research Council (SSHRC) – which includes a substantial element of Tri-Council research – fell a hefty 23.6%.

Padding of university research by Corporations was down by 3.2%, on the heels of a drop of 4.1% the year prior. This was only back partly for the country's long-term economic prospects.

Provincial research funding results – at overall level of 5.6% – looked a deep slide. Where research

funding available to its universities through the Province of British Columbia jumped by 17.1% and Quebec Government funding was up 14.2%, Ontario Government funding declined a precipitous -15.9%. Alberta Government funding rose by a modest 3.5%.

The only "winner" in FY2022 were the Undergraduate institutions, where research income rose by a combined 4.0% in total, versus declines of -3.0% at the Medical universities and -4.5% at the Comprehensive institutions.

In short, little was right on the research funding scene last year and much of that is down to the Federal Government. So, most cries for more funds from many university presidents are strongly grounded. At this stage new funding is needed simply to address the funding deficit. However, these calls come against the backdrop of present to reduce federal spending, not increase it.

Nonetheless, as any governments are facing many competing funding demands from different parts of society, it will be interesting to see whether next year's budgets will prioritize university research funding or whether universities are in for a new era of belt-tightening.

UVIC
CLEAN ENERGY FOR COMMUNITIES
Accelerating Community Energy Transformation (ACET) is moving Canada closer to a net-zero future by supporting local, place-based clean energy transitions, one community at a time. uvic.ca/ACET

This research was undertaken thanks in part to funding from the Canada First Research Excellence Fund

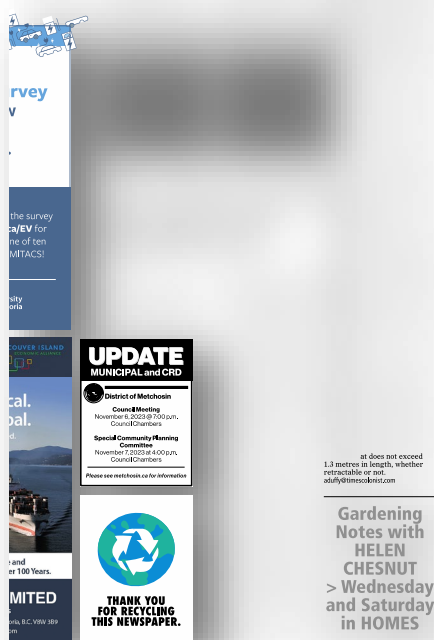
Fall Convocation 2023

We conducted a campaign during the first two weeks of November to recognize the dedication and accomplishments of our recent graduates. Our objectives included raising awareness on campus and in the community about the convocation ceremonies at UVic, fostering active participation and engagement, and extending invitations to new graduates to maintain connections within the UVic Alumni network. Earned media mentions included web posts, an

retirement residing the hospital, he back home in mass. "There and I'll say call." Bailey go looked after the (mobile-home) new ones.

The foundation says that will give the health-care system three virtually new machines, each at one-third the cost of a new one, while allowing testing to go on in the less-disruptive way possible.

at victoriastd.ca, by calling the foundation at 250-613-1750, by visiting the foundation offices at Royal Jubilee, or by mailing a cheque to the foundation at Wilson Block, 1852 Bay St., Victoria, B.C. V8R 1L8. jpd@timescolonist.com



article in the Times Colonist print and online edition, and a CBC All Points West interview with a graduating student.

Celebrating UVic at 60

Appearing near the end of the calendar year, in a spot normally occupied by a “top 10” collection of stories, UCAM assembled and promoted [six milestones that have helped define UVic](#)



UVic's 60th logo designed by artist Dr. Butch Dick

over its six decades. [Artwork commemorating the anniversary](#) was created by Ləkʷəŋən master carver and artist Dr. Butch Dick, and we're excited to share an adapted logo design crafted by UCAM in collaboration with the artist.

The six content areas highlighted as milestones included nation-leading progress towards gender equity in academia, Indigenous partnerships, building careers through co-op, clean energy research, world-leading ocean observatories and health information sciences. Campaign tactics included a UVic News story, organic social posts over the holiday break and front-page presence on the [uvic.ca](#) landing page.

FOSTERING A CULTURE OF PHILANTHROPY

Highlights

This year's **Giving Tuesday** (Nov 28) broke records in terms of the number of people who participated to support student success and well-being at UVic. Here are a few highlights:

- 815 donors gave a total of \$159,455 to more than 25 important causes
- 12,950+ acts of participation recorded
- 1,083 students participated
- 1,088 Giving Grams sent
- University Development hosted **Thank You Thursday** calling in the student call centre (Nov 30). The Provost and Deans joined Jane Potentier and senior student callers to phone Giving Tuesday donors to say thank you. The calling session was a success, and the team looks forward to bringing senior leadership back again next year.
- Please watch the Giving Tuesday [thank you video](#).

On November 14th and 15th, The UVic Alumni Association and Alumni Relations planned and hosted the post ceremony celebration reception at UVic's fall convocation. 942 alumni convoked and became members of the UVic Alumni Association.

On November 21st, the third installment of the 2023-2024 Alumni Guest Speaker Series was held: *A Conversation with Melina Laboucan-Massimo*. Internationally recognized advocate for climate justice, Indigenous sovereignty and women's rights, Melina Laboucan-Massimo (MA '16), spoke about her work advocating for community-based and Indigenous-led climate solutions.

In November, two in-person events were successfully launched as part of the growing Victoria and Campus Alumni Network. Alumni from other parts of the world also gathered. On November 13th, 12 alumni gathered for a pub night in New York City, on November 25th, Vancouver alumni and their families cheered on the Vikes basketball teams as they took on the UBC Thunderbirds in Vancouver and on December 21st, the London Alumni Network gathered for a pub night hosted by the Honorable Marion Buller, to celebrate the season.

Upcoming activities:

Alumni Relations' Winterfest - seasonal events aimed at an alumni audience, events include a family-friendly matinee at Cinecenta and a craft-beer tasting at Whistle Buoy Brewing, an enlightening virtual discussion on brain health and the "Pass along the Positivity" campaign – encouraging alumni to share positive messages with students throughout the month.

An alumni engagement survey will collect the essential data needed to lead the strategic decision-making required to improve alumni engagement and enhance institutional success.

Engaging with and promoting the stories of the 2024 Distinguished Alumni Awards recipients in late March and celebrating them in person at the awards event in Victoria on April 11.

BUILDING MEANINGFUL PARTNERSHIPS

Energy Plant Investment

On Nov. 17, Hon. Julie Dabrusin, parliamentary secretary for the federal ministers of Environment and Climate Change Canada and Energy and Natural Resources Canada, came to UVic to highlight a \$2.4-million investment in UVic's energy plant as part of the Government of Canada's Low-Carbon Economy Fund. Read the [federal news release](#). Read the [UVic news story](#).

New Student Residence Announcement

On Nov. 29, Premier David Eby officially celebrated the opening of Snéqə ʔé?lən at an event at the legislature that featured President Kevin Hall and a student residence community leader. Read the BC Government's [news release](#). Read UVic's [news story](#).

ENHANCING COMMUNITY THROUGH CULTURAL AND OTHER ACTIVITIES

Lii Michif Niiyanaan: We Are Métis launch

UVic published a [news release](#) and [story](#) at UVic News related to the *Lii Michif Niyanaan: We Are Métis documentary*.

Farquhar Auditorium

Upcoming presentations include:

- International Guitar Night - January 27 at 7pm
- Confluence, presented by Raven Spirit Dance – February 17 at 7pm
- Diyet & The Love Soldiers – March 9 at 8pm

January-February events and activities at the Farquhar:

- Victoria Symphony, January 21 at 2:30pm
- Banff Mountain Film Festival, January 28 at 7pm
- UVic Orchestra, February 2 at 8pm
- Chorus YYJ, February 3 at 7:30pm
- Victoria Symphony, February 4 at 2:30pm
- St. Michael's Large Ensembles Concert, February 7 at 6:30pm
- UVic Wind Symphony, February 9 at 8pm
- Dancers4Kids, February 10 at 7pm
- Victoria Symphony, February 11 at 2:30pm
- Victoria Symphony Education Concerts, February 22-23

Legacy Downtown - 630 Yates St.

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 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 and 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

- **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

- **Artist and Curator Talk**

Saturday, March 9, 2024 1 pm – 3 pm

Intervening in the Collections Vault - Join curator Dr. Carolyn Butler Palmer and artist Lynda Gammon for a conversation about how their work in the *Latent* exhibition contributes to the ongoing body of research about women artists in museum collections. The event will include a short meditation session led by Lynda Gammon, based on her photographic series, *Intervening in the Collections Vaults*.

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.