DRAFT AGENDA

1. Approval of Agenda
   MOTION: THAT the agenda of the open session of the regular meeting of January 30, 2018 be approved.

2. Approval of Summary Record of the Meeting of November 28, 2017
   MOTION: THAT the summary record of the open session of the regular meeting of November 28, 2017 be approved.

3. Business Arising from the Summary Record

4. Chair's Remarks

5. Correspondence

6. President's Report
   a. Update on Strategic Planning Process
   b. UVic Opportunities for Technology and Innovation

7. External Relations Update

CONSENT

8. Operations and Facilities Committee (Ms. Cathy McIntyre)
   a. Status Report on Capital Projects
b. Establishment of Raincoast Research Chair in Applied Conservation Science

MOTION: THAT the Board of Governors approve the establishment of the Raincoast Research Chair in Applied Conservation Science ending on June 30, 2021.

c. New and Revised Awards

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

- Balbir Singh Sidhu Memorial Bursary in the Faculty of Science (revised)*
- Carmen Kirkness Award (new)*
- Grace Swannell Memorial Scholarship in Piano (revised)*
- W.R. (Bill) Gordon Scholarship (revised)*
- G. Neil Perry Award in Public Administration (revised)*
- Simon Ibell Vikes Inspiration Award (new)*
- Faculty of Humanities Undergraduate Research Travel Award (revised)
- Speakman-Granewall Bursary in Mechanical Engineering (revised)*
- Bayview Place Vikes Tour Award (new)
- Jean Foley International Business Scholarship (new)
- Mohamed and Prabha Ibrahim Undergraduate Scholarship in Chemistry (new)*
- Mohamed and Prabha Ibrahim Graduate Scholarship in Chemistry (new)*
- YLaw’s Best Lawyering Award (new)
- Ailsa and Roger Bishop Bursary Fund* (revised)
- Olive, Mary & Claude McGregor Scholarship in Music* (revised)
- Faculty of Social Sciences Undergraduate Entrance Scholarship* (new)
- Peter B. Gustavson Golf Award (new)
- Dr. E. and Mrs. M. Von Rudloff Award* (revised)
- Lorene Kennedy Environmental Studies PhD Award* (new)
- She Shoots She Scores Award* (new)
- Sisters of St. Ann Living Expenses Award* (new)

* Administered by the University of Victoria Foundation
d. Proposal to Establish an Indigenous Studies Major: Bachelor of Arts  
MOTION: THAT Board of Governors approve, subject to funding, the establishment of a major in Indigenous Studies, as described in the document “Indigenous Studies Major: Bachelor of Arts”, effective immediately, and that this approval be withdrawn if the program should not be offered within five years of the granting of the approval.

e. Proposal to Establish a Minor in Art Education  
MOTION: THAT Board of Governors approve, subject to funding, the establishment of a minor in Art Education, as described in the document “Proposal for a Minor in Art Education”, effective immediately, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

f. Proposal to Establish a Combined Major in Biology and Mathematics and Statistics  
MOTION: THAT the Board of Governors approve, subject to funding, the establishment of a combined major in Biology and Mathematics and Statistics, as described in the document “Proposal for a Combined Major in Biology and Mathematics and Statistics”, effective immediately, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

9. Finance Committee (Ms. Ida Chong)

a. University of Victoria Staff Pension Plan Statement of Investment Policies and Goals  
MOTION: THAT the Board of Governors approve the recommended amendments to the University of Victoria Staff Pension Plan Statement of Investment Policies and Goals (the SIP&G) effective immediately.

b. University of Victoria Staff Pension Plan Investment Performance Report for the Period Ended September 30, 2017
c. Signing Authority Policy (FM5100) Revision

MOTION:
THAT the Board of Governors approve the revised Signing Authority Policy (FM5100).

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

REGULAR

11. Operations and Facilities Committee (Ms. Cathy McIntyre)

a. Revisions to Communicable Diseases Policy (SS9300)  

MOTION:
THAT the Board of Governors approve the revised Communicable Diseases Policy (SS9300), effective February 01, 2018.

12. Finance Committee (Ms. Ida Chong)

a. Residence Expansion Options

13. Other Business
   a)  Review of action items identified
   b)  Any other business

14. Adjournment
UNIVERSITY OF VICTORIA
BOARD OF GOVERNORS
Tuesday, November 28, 2017, 11:00 AM
Senate and Board Chambers

DRAFT SUMMARY RECORD – OPEN SESSION

Present: Ms. Daphne Corbett (Chair), Mr. Rizwan Bashir, Prof. Jamie Cassels, Ms. Ida Chong, Dr. Peter Driessen, Mr. David Eso, Ms. Kate Fairley, Mr. Michael Mitchell, Ms. Beverly Van Ruyven, Dr. David Zussman, Dr. Julia Eastman (Secretary)

Regrets: Dr. Elizabeth Borycki, Ms. Cathy McIntyre, Ms. Shelagh Rogers

Invitation: Dr. David Castle, Vice-President Research, Ms. Carmen Charette, Vice-President External Relations, Dr. Valerie Kuehne, Vice-President Academic and Provost, Ms. Kristi Simpson, Acting Vice-President Finance and Operations, and Ms. Kimberley Kennard, Board Coordinator

1. Approval of Agenda

   MOTION: (M. Mitchell/D. Zussman)
   That the agenda of the open session of the regular meeting of November 28, 2017 be approved.

   CARRIED

2. Summary Record of Regular Meeting of September 26, 2017

   MOTION: (I. Chong/D. Zussman)
   That the summary record of the open session of the regular meeting of September 26, 2017 be approved.

   CARRIED

3. Business Arising

   There was no business arising.

4. Remarks from the Chair

   There were no remarks from the Chair.
5.  **Correspondence**

There was no correspondence.

6.  **President’s Report**

Prof. Cassels thanked everyone who participated in the Fall Convocation on November 14 and 15, 2017. Chancellor Shelagh Rogers presided over four ceremonies, conferring degrees upon four honorary degree recipients and for 1396 degree, diploma and certificate recipients. Prof. Cassels congratulated Chancellor Rogers on receiving the Honorary Doctor of Literature from Carleton University on November 18, 2017.

Prof. Cassels provided an update on the UVic strategic plan. The engagement update was released to the UVic community on November 16, which outlined themes emerging from the consultation process to date (incorporating feedback received through Thoughtexchange, face-to-face consultations and written submissions). Face-to-face consultations continue during November and into early December. The Vice-Presidents will be consulting with staff and faculty in their portfolios on some suggested goals and strategies. Prof. Cassels thanked everyone who participated in the engagement through the Joint Senate and Board Retreat on November 27. On December 12, Prof. Cassels will host a campus update to report on progress to the UVic community and give a final opportunity for feedback before the writing of the strategic plan begins in earnest. The Board of Governors will review the draft plan before it goes public in the new year.

**Announcements**

Ocean Networks Canada received $7.2 million in new funding from the federal government last month to continue its work monitoring Canada’s ocean and coasts. Work is continuing on securing the rest of the Canada Foundation for Innovation (CFI) match.

On November 16, the Government of Canada, through Western Economic Diversification, announced their $1.4 million investment to establish UVic’s Pacific Regional Institute for Energy Discovery (PRIMED). The funding of the new institute will help to catalyze the commercialization of marine renewable energy technologies that has been cultivated by Dr. Buckham’s team through the University of Victoria’s West Coast Wave initiative.

Also on November 16, UVic acknowledged a $1.0 million dollar contribution from the Dennis and Phyllis Washington Foundation and Seaspan to support the following:

- Innovative teaching and research for cleaner and more environmentally friendly transportation solutions
- Continuing focus on developing hybrid electric technologies that enable cleaner, lower cost fuel alternatives helping marine, mining and transportation sectors meet their greenhouse gas reduction targets and climate change mitigation goals
- The advancement of solutions for green mining and marine transportation and facilitate a closer collaboration between UVic researchers, Seaspan and its industrial partners
- Accelerate knowledge and technology transfer and facilitate strong partnerships between university research and industrial, real world applications.

An announcement was made on campus on November 17 that Goldcorp will renew its funding ($600,000) of the Centre for Social and Sustainable Innovation, led by Dr. Monika Winn. The donation will help the centre continue its work through to 2021.
UVic is a partner in the BC digital technology supercluster with Telus, Microsoft, University of BC, Simon Fraser University and the Emily Carr Institute, which has been shortlisted as one of nine bids being considered. UVic’s two Canada Excellence Research Chairs (CERC) proposals were not successful. The Canada 150 Chairs are still to be announced.

Prof. Cassels noted that the provincial government had been made aware of UVic’s priorities regarding tech expansion, the Justice Indigenous degree program, financing for student housing, graduate student funding, and funding for student supports. The provincial budget will be released in February 2018.

Prof. Cassels provided highlights of a recent mission to Asia. An agreement was confirmed with Hanoi Law University in Vietnam. A partnership with the Vietnam Academy of Science Technology was explored. Meetings took place with five universities to discuss educational mobility and research partnerships. Prof. Cassels met with the Canadian Ambassador to Vietnam (a UVic alumni). An agreement was finalized with the Royal Melbourne Institute of Technology (RMIT) for two-way mobility including co-op and indigenous co-op. Prof. Cassels visited with UVic students at the East China Normal University and set up new agreements in economics. A day was spent at Soochow University which is a partner in many different areas including chemistry, physics and economics. The group also joined the Victoria trade mission.

The Victoria Forum took place November 17-19 as the final event for Canada 150. UVic’s Gustavson School of Business and Global Affairs Canada joined forces to organize the inaugural Victoria Forum under the theme of Canada@150: Promoting Diversity and Inclusion. The forum brought together global and national policy makers, business leaders, academics and civil society representatives to take stock of Canada’s successes and challenges in these areas, and to chart a way forward. It is hoped that the Victoria Forum will be repeated in future.

UVic has been selected by Universities Canada to host the 2018 National Building Reconciliation Forum, with a focus on Indigenous language revitalization and economic growth of Indigenous communities. The annual forum brings together leaders from universities, colleges and Indigenous communities to create meaningful and lasting institutional change in the higher education sector to advance reconciliation. The forum at UVic will take place in the fall of 2018, with more details to come. The President responded to a question regarding the organization of the event. Dr. Nancy Wright, Associate Vice-President on Academic Planning and Dr. Robina Thomas, Interim Executive Director, Indigenous Academic and Community Engagement, are leading the organization of the forum.

Prof. Cassels stated that a priority of UVic is reputational advancement. Vice-President External Relations Carmen Charette provided a presentation on a Global Reputation and Rankings Project. The project was launched in September and is being managed by Tony Eder, Executive Director, Academic and Resource Planning. A steering group of representatives from the academic, research and external relations portfolios and the president’s office are providing support. Ms. Charette and Mr. Eder responded to questions. The Chair commented on the importance of the project to the University community.
CONSENT

7. Operations and Facilities Committee (Mr. David Zussman)

b. Due Diligence Report – Facilities Management       BOG-Nov28/17-12
c. New and Revised Awards       BOG-Nov28/17-05

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

• Ray and Naomi Simpson Scholarship (revised)*
• Dave Ian Dunnet Music Education Scholarship (new)*
• Vikes Cross Country and Track Alumni Award (new)*
• Maurice William Summerhayes Memorial Scholarship (revised)*
• Rob and Tammy Lipson Research Scholarship (revised)*
• Tectoria Video Game Industry Award for Developers (revised)
• Robert and Audrey Harry Indigenous Scholarship in Nursing (new)
• VIPIRG Scholarships (new)
• Graham Clark Rugby Award (revised)*
• Canadian Federation of University Women of Victoria Recent Grads Bursary (revised)*
• CFUW Victoria Margaret Lowe Memorial Scholarship (revised)*
• Aboriginal Scholarship in Economics (revised)
• STÓ:LO Ethnohistory Legacy Scholarship (revised)
• Dr. Leo Bakony Memorial Scholarship (revised)
• Doug Beardsley Scholarship (new)*
• Gwen Lock Scholarship for Women (revised)
• Kathleen Mary Oliver Nursing Scholarship (new)
• W.E. Cowie Innovation Award (revised)*
• CFUW Victoria Doreen Sutherland Indigenous Scholarship in Faculty of HSD (new)*
• CFUW Victoria Doreen Sutherland Scholarship in the School of Exercise Science, Physical & Health Education (new)*
• Jimmy Spencer Memorial Award (new)
• Crocus Scholarship in Psychology (new)*
• Lindsay Jennerich Award (new)*
• Faculty of Education Emergency Bursary (revised)
• Chris Considine Prize in Evidence (revised)*
• Roderick MacIsaac Graduate Scholarship (new)*
• Eloise Spitzer Scholarship for Indigenous Women (revised)*
• Urbanecology.ca Scholarship (revised)
• Affinity Law Group Financial Hardship Bursary (new)
• Dr. David Cook Memorial Scholarship (revised)
• Dr. Jean Downie Dey Memorial Award (revised)*
• Elizabeth (Betty) Valentine Prangnell Scholarship (revised)*
• Eric & Gail Whitley Scholarship (new)*
• Victoria Bar Association – Founders Award in Law in Honour of Allan Cox, Hamish Gow, and Robert Hutchison (revised)*
• Georgia Klap Award (revised)*
• Lindisfarne Scholarship in Medieval Studies (revised)*
• Heather J. Lindstedt and Brian A. Pollick Fellowship (new)
• Norma Mickelson Legacy Scholarship (revised)*
• Bill and Lilian Herod Bursary (new)*
• Edgar Ferrar Corbet Scholarship (revised)*
• G. Robert Smith Memorial Scholarship (new)*
• Nimrod Mobility Award (new)*
• Victoria Medal (revised)*
• Emil and Lynette Hain Scholarship in Ukrainian Studies (revised)*
• Chief Michael A. Underwood Memorial Scholarship
• Canadian Bar Association BC Branch Entrance Scholarship (revised)*
• Ronald C. Corbeil Award for Merit in Program Evaluation (revised)*
• Ronald F. Maclsaac Prize (revised)
• Robert Hagedorn Graduate Scholarship (revised)*
• Murray Dawson Fellowship in Humanities (new)*
• Social Justice Award (new)
• Sheila & John Hackett Research Travel Award (revised)*
• Tamara Vrooman Women’s Leadership Award (new)
• Peninsula Co-op Dr. Ian MacPherson Memorial Scholarship (revised)*
• Marlene Donald Vikes Women’s Rugby Award (new)*
• Empresa Properties Vikes Cross Country and Track Award (new)*
• Elsa Groundwater Scholarship (revised)
• Elsa Stephens Scholarship in Nursing (revised)*
• Esther S. Gardom Scholarship (revised)*
• Eva Hannah Parlee Scholarship (revised)*
• Gertrude Helen Robertson Scholarship (revised)*
• Glenn and Pauline Greene Scholarship in Nursing (revised)*
• Julia Alice Saddington Memorial Scholarship (revised)*
• Peter and Leela M. Bertram Scholarship (revised)*
• Mrs. Anne Greskiw Scholarship in Nursing (revised)*
• Marion Ricker Memorial Scholarship in Nursing (revised)*
• Margaret A. Evans Scholarship in Nursing (revised)*
• London Drugs Undergraduate Scholarship in Nursing (revised)*
• Sharron Higgins Scholarship in the School of Nursing (revised)*
• Royal Jubilee Hospital School of Nursing Alumni Association Student Award (revised)*
• Robert S. Evans Memorial Scholarship in Nursing (revised)*
• Purves Sisters Memorial Scholarship (revised)*
• Pacific Blue Cross Scholarship (revised)
• Phillips, Hager and North Prize in Research Excellence in Environmental and Resource Economics (revised)*
• Eugene Dowling Scholarship (new)*
• Women in Economics Graduate Scholarship (new)
• Gilbert and Marie Alice Peart Scholarship in Music (revised)*
• Kathleen Mary Oliver Nursing Scholarship (revised)
• Robert and Audrey Harry Indigenous Scholarship in Nursing (revised)
• University of Victoria Youth in Care Award (revised)

* Administered by the University of Victoria Foundation
8. Finance Committee (Ms. Ida Chong)

a. Student Housing Update

MOTION:
THAT the Board of Governors collect and remit the fees as approved by the UVSS members following the November Referendum, as outlined in the letter of November 16, 2017 from the Interim Director of Outreach & University Relations of the UVSS, to Jim Dunsdon, Associate Vice- President Student Affairs, to be effective January 1st, 2018.

b. Staff Pension Plan December 31, 2016 Valuation

BOG-Nov28/17-04

c. Collection and Remission of Student Fees for the University of Victoria Students’ Society (UVSS)

BOG-Nov28/17-10

9. Executive and Governance (Ms. Daphne Corbett)

a. Appointment to the Joint Senate and Board Retreat

MOTION:
That the Board of Governors appoint Cathy McIntyre, Elizabeth Borycki and David Eso to the Joint Senate Board Retreat Committee for 2017/2018.

10. Update on GDP Dividend for Employees as per Agreements under 2014 Economic Stability Mandate

BOG-Nov28/17-09

Pro Forma Motion: That the above items be approved by the Board of Governors by consent. (B. Van Ruyven/D. Zussman)

CARRIED

REGULAR

11. Operations and Facilities Committee (Dr. David Zussman)

a. 2017/18 Enrolment Analysis

Dr. Zussman reported in Ms. McIntyre’s absence. The university is exceeding its government funded and internal enrolment targets. Enrolments are stable and the university will be developing a strategic enrolment management framework that will be informed by the new strategic plan.

b. Report on Student Financial Aid 2016/17

Annually, the university distributes over $35 million in scholarships and bursaries and is in the top 21% of Canadian universities for student financial support. Additional base budget funding has been committed over the past five years to support an enhanced scholarship program and currently approximately $13 million is being allocated to more than 5,100 students. Last year the university provided $4 million in bursary awards to undergraduate and graduate students. This included a range of bursaries to support former youth in care students, international students and students who are living in residence.
c. Child Care Update

Dr. Zussman said that the committee had received an update on the $2.1 million renovation to Child Care Facilities that is underway. This is a multi-phase project that is on track to be completed by early August 2018 with up to 40 new 3-5 year old spaces available for September 2018. On September 27, 2017 Child Care Services submitted a second stage application for a $500,000 grant through the province to offset costs associated with the creation of up to 40 new licensed care spaces for 3-4 year olds. UVic is waiting on notification to determine eligibility. Work is ongoing to create partnerships with local publically funded after school care programs to support children currently receiving care in Family Housing.

d. Retention of External Legal Counsel Policy

MOTION: (D. Zussman/I. Chong)  
THAT the Board of Governors approve the revisions to AD 2100 Retention of External Legal Counsel Policy, effective December 1, 2017.  
CARRIED

12. External Relations Update

Vice-President External Relations Carmen Charette reviewed and briefly elaborated on the document provided in advance.

13. Other Business

The Chair noted that members of the Board of the Canadian Universities Board Association (CUBA) had met recently in Victoria and had toured the Legacy Gallery and the exhibition “There is Truth Here” based on children’s knowledge, identity, and experiences of Indian Residential and Day Schools. The Chair highly recommended viewing the exhibition.

Dr. Eastman informed the Board that the January 29 Volunteer Reception would be held at the Legacy Gallery, where a new exhibition will be installed titled “Trans Hirstory in 99 Objects”. The Chair of Transgender Studies, Dr. Aaron Devor will be welcoming the event attendees.

14. Adjournment

There being no other business, the meeting adjourned at 11:51 am.

__________________________________________  ____________________________
Daphne Corbett                  Julia Eastman
Chair, Board of Governors    University Secretary
External Relations connects UVic and the world around it by building relationships, resources and community to enhance the UVic Edge and our university’s reputation. The following report provides an update on our activities.

**COMMUNICATING THE UVic MISSION AND STORY**
The implementation of the communications and marketing plan continues in ten priority areas, with progress in several areas highlighted below.

- **Create a communications and marketing master planning process**
  The planning process for a new three-year institutional communications and marketing plan is underway. The new plan will be in place for 2018-19.

- **Launch and support positioning internally**
  Stakeholder feedback is currently being sought on a new Edge brand video.
  The Edge Department and Unit Implementation Team (DU-IT) is currently working with the faculties of Law, Fine Arts and Science to produce a set of high-quality Edge-consistent materials to engage prospective students and other key audiences: webpages, videos, a brochure and post card. The team is also working with the Canadian Institute for Substance Use Research (formerly CARBC) and about to start work with the Centre for Youth and Society.

- **Create media-rich story-telling and content strategy for video and social media**
  DU-IT has now completed 27 videos featuring students talking about their experience in their programs, what impact they hope to make and what makes studying their discipline at UVic
special. These videos are published on the unit websites, are available on the UVic YouTube channel and are promoted on university and unit social media accounts.

The UVic News website launched in November as a one-stop shop for high-impact stories, news releases and other items that demonstrate why UVic is one of Canada’s leading research-intensive universities. Featured stories appear on the News homepage, and visitors can browse by topic or faculty, including Edge components and institutional strengths. Keyword tags allow readers to easily access related stories and four automatically generated suggested stories appear at the bottom of every story.

The My UVic Life student experience blog passed the 2 million page views milestone in late November and is averaging more than 100,000 page views a month.

Recent videos focusing on UVic strengths include:

- 2017 highlights reel: [https://youtu.be/tsKDgXuQkbU](https://youtu.be/tsKDgXuQkbU)
- Val Napoleon, Indigenous Law: [https://youtu.be/9mHHBIK1alo](https://youtu.be/9mHHBIK1alo)
- Charlotte Loppie, Indigenous research and community-led engagement: [https://youtu.be/oX6_yhCy80w](https://youtu.be/oX6_yhCy80w)
- Julia Baum, oceans health: [https://youtu.be/nE_4Sd0rqvk](https://youtu.be/nE_4Sd0rqvk)

Future students have seen posts that tell the UVic Edge story 782,092 times on Facebook and Instagram from May 2017 to December 2017. Leaders have seen posts that tell the UVic Edge story 521,524 times on Twitter and 247,563 times on LinkedIn in the same period.

Update key UVic website elements
Twenty-nine unit websites have now been updated through the DU-IT project. These updated sites feature new content in the ‘Edge voice/tone’ on their home page, future student pages, and a new page highlighting career possibilities for graduates and the interesting work being done by alumni. New dynamic photography and student experience videos bring additional visual interest and storytelling opportunities. A leadership team is being formed for the uvic.ca project, a major redesign of UVic’s central web presence and website. The project is currently in the discovery, information-gathering phase.

Create more dynamic recruitment materials
Planning is underway for support materials and theme/script for speaker for the third year of WE Day Seattle – May 3, 2018.

Develop and implement an above-the-line paid advertising campaign
The 2017-18 Edge advertising campaign wraps up this month. Post-campaign research on the impact of the campaign on prospective students in BC will be in market this month.

Strategy discussions for the 2018-19 UVic Edge campaign are underway.

Promote UVic’s thought leadership
UVic featured prominently in media coverage during November, December and early January. Attached is a summary of this coverage, organized by areas of strategic importance. A process to secure a more sophisticated media monitoring platform is nearing completion. This new tool will assist in supporting our media strategy by providing more detailed analysis and reporting capabilities including quantitative measures.
BUILDING MEANINGFUL PARTNERSHIPS

Provincial Government Activities

- **Outreach and Budget 2018**: President Cassels had meetings in December with MLA Mitzi Dean (Treasury Board Committee member), Minister Bruce Ralston (Jobs, Trade and Technology), and Minister Rob Fleming (Education), to help inform them of UVic’s strategic priorities. The Community and Government Relations team (CGR) will continue to engage with the provincial government in the lead up to Budget 2018, which will be tabled February 20.

- **Funding for BC Tech**: The BC government announced on January 16 that UVic will receive $400,000 in start-up funding in to expand its undergraduate computer science and engineering degree programs. This will represent an additional 500 student spaces by 2022-23 in computer science and engineering – including electrical, computer, software, civil, mechanical and biomedical – and it is expected to result in 125 additional tech graduates per year by 2023. This is part of an overall investment in 2,900 new spaces in BC tech.

Federal Government Activities

- **Indigenous Law Program and Budget 2018**: Securing funding for the proposed Indigenous law program remains a high priority. Former Truth and Reconciliation Commissioner Senator Murray Sinclair provided a very strong letter of support encouraging both the Government of Canada and the Government of BC to support the proposal. In December, the federal Finance Committee released their pre-budget consultation report which specifically recommended that the Government of Canada “fulfill the Truth and Reconciliation Commission’s Calls to Action by providing the University of Victoria with financial support for an Indigenous Legal Lodge.” These significant endorsements will be leveraged as President Cassels engages with federal officials in Ottawa in early February. The federal budget is anticipated to be tabled between mid-February and late March.

- **Climate and Oceans Funding**: Work is underway to raise awareness of UVic’s expertise in ocean and climate sciences and attract federal funding for this research, leading up to the opening of the Ocean and Climate Campus in 2018. Specifically, CGR is working with the VP Research and ONC to find match funding for ONC’s Canada Foundation for Innovation grant through opportunities such as the Oceans Protection Plan, Transport Canada, Natural Resources Canada, Environment and Climate Change Canada and Fisheries and Oceans Canada.

- **Building Reconciliation**: CGR recently attended the 2017 Building Reconciliation Forum in Winnipeg and will be working with colleagues at UVic and Universities Canada to coordinate the external-facing aspects of the 2018 Building Reconciliation Forum to be hosted by UVic this autumn.

Community Activities

- **Strategic Plan Consultations**: CGR is supporting the President’s strategic planning process through the external consultations with local mayors and key community stakeholders.

- **Community Engagement on Student Housing**: Based on feedback from the Community Associations Liaison Committee, CGR is working closely with Campus Planning to develop a thorough community engagement plan for the proposed new student housing. This will include presentations at meetings within each of the neighbouring communities as well as a strategic approach to mayors and councils in Saanich and Oak Bay.

- **South Island Prosperity Project**: CGR continues to work with SIPP to broaden the economic opportunities across the region with current activity occurring around Smart Cities initiatives.
• **Vancouver Community:**
  - CGR is working with RPKM (Research Partnerships and Knowledge Mobilization) to ensure a strong presence at the BC Tech Summit (May).
  - CGR met with the Vancouver Board of Trade to further develop partnership opportunities.

**ENHANCING COMMUNITY THROUGH CULTURAL AND OTHER ACTIVITIES**

The Farquhar Auditorium continues its “Farquhar Presents” series with Canadian folk legend Stephen Fearing who performs January 28 with special guest Oh Susanna. On February 23 the BC World Music Collective performs featuring music performers from around the globe who are now BC-based, including Adonis Puentes, Tonye Aganaba and First Nations rapper, Ostwelve. In March, the Remi Bolduc Jazz Ensemble performs their “Swingin’ with Oscar” tribute to Oscar Peterson, and in collaboration with Pacific Opera Victoria, Gino Quilico will celebrate 200 years of great Canadian opera singers with “Great Voices of Canada”.

Upcoming community uses of the Farquhar Auditorium include: the Chinese Student Society’s Chinese New Year Celebration; Ocean Rain Spring Festival; Victoria Symphony’s Classics 3 and 4; the School of Music’s BandFest; and the Greater Victoria Youth Orchestra concert.

The Legacy Art Galleries opened two new exhibitions in January representing collaborations with diverse campus partners.

- At the downtown Legacy Art Gallery: *Trans Hirstory in 99 Objects: The University of Victoria Transgender Archives meets the Museum of Transgender Hirstory & Art (MOTHA).*
  
  This exhibition brings together art and archival material from UVic's world-renowned Transgender Archives.

- At the campus Legacy Maltwood Gallery: *Landmarks: The Art of The Malahat Review.*
  
  In celebration of the Malahat Review’s 50th anniversary, this exhibition pays tribute to the role of art in the journal and focuses in particular on works from the journal’s home institution, UVic’s Legacy Art Galleries collections.

**FOSTERING A CULTURE OF PHILANTHROPY**

The implementation of the 5-year Fund Development Plan continues with a number of activities under its 12 tracks. We have raised $12,756,863 as at 10 January 2018 towards the 2017-18 fundraising goal of $15 million.

UVic’s annual Alumni Week takes place February 1-7 to celebrate the impact that UVic alumni have on their communities as thinkers, changers and difference makers. A full schedule features 15 events taking place on campus and around Victoria, and while the title might suggest that this is exclusively for alumni, many of the events are open to anyone who would like to join in the celebration. The following events may be of particular interest to Board members and the Alumni Office will be pleased to assist with your registration (alumdir@uvic.ca).

  - Feb 1 | Vikes for Life basketball games – women’s and men’s basketball teams take on UBC
  - Feb 5 | Distinguished Alumni Awards – distinguished grads receive awards from their faculties
  - Feb 6 | In Conversation – Shelagh Rogers with Daniel Sieberg, BFA’98, author of *The Digital Diet*
  - Feb 6 | An Evening with Julie Angus, MSc’01, explorer, adventurer and author
  - Feb 7 | Twin Kennedy Concert
  - Feb 7 | A celebration of Ted Hughes, Hon. LLD’95
Indigenous Research

- **John Borrows, Law**, was frequently featured in articles as a contender to fill an upcoming vacancy on the Supreme Court of Canada due to his background in Indigenous law and scholarship. Articles appeared in the *Globe and Mail, Toronto Star* and *Maclean’s*.
- **Val Napoleon, Law**, was profiled by the *Globe and Mail*, highlighting her community-based social activism and founding of UVic’s Indigenous Law Research Unit.
- **Darcy Lindberg, Faculty of Law cultural support liaison and doctoral student**, authored an opinion piece for Maclean's magazine on this year’s potential for Canadian Indigenous youth to shepherd transformations, building on the work done in 2017. The piece also mentions John Borrows (Indigenous Law), when discussing how the nation’s political and legal bodies can work with Indigenous youth.
- **Onowa McIvor, Education**, spoke to *Canadian Geographic* and CBC Radio’s “On the Island” as an expert on Indigenous language revitalization and the growing interest from younger generations in language and cultural preservation.
- **Judith Sayers, Business/Environmental Studies**, was featured twice in the *National Observer*—once in a special report entitled “First Nations Forward,” and as a co-author for an opinion piece on clean technology and First Nations economy. She also co-wrote an op-ed for the *Vancouver Sun* on the same topic.
- **Natalie Ban, Environmental Studies**, was interviewed by CBC Radio about her research on the value of Indigenous knowledge for BC’s coast and the future of fisheries.

Ocean Health (and Climate)

- **Julia Baum, Biology**, co-authored a study on the climate change’s damaging effects on coral reefs, with coverage by *National Geographic, Newsweek, CBC News* and the *Globe and Mail*. She also co-authored an opinion piece with David Naylor and Jeremy Kerr for the *Hill Times* on Canada’s need to re-invest in academic research.
- **Baum’s research** on climate change was noted by Angela Murphy, *the Globe and Mail’s* Foreign Editor, in the publication’s online newsletter highlighting Canadian women.
- **Kate Moran, Ocean Networks Canada**, was profiled in *Douglas* magazine, and appeared on CBC TV’s “Power & Politics” about the need for humanity to change to prevent catastrophic environmental loss. She and **Teron Moore, ONC**, discussed ONC’s work on an early earthquake monitoring system in *Hakai Magazine*.
- **Eric Higgs, Environmental Studies** and **Mary Sanseverino, Emerita, Computer Science**, spoke to CBC News about their leadership with the Mountain Legacy Project, which documents the impact of climate change on mountain landscapes.
- **Maia Hoeberechts, Ocean Networks Canada**, spoke with several CBC Radio programs, including “All Points West” and “On the Coast” about how a grant from Polar Knowledge Canada will encourage community engagement and climate research.
- **Francis Zwiers, PCIC / Mathematics & Statistics**, was interviewed on CBC Radio’s “All Points West,” CHEK News and CFAQ1070, about his study on record-breaking temperatures and the likelihood that this is an ongoing trend.
- **Trevor Lantz, Environmental Studies**, quoted in a special report on climate change by the *Toronto Star*. 
Clean Growth

- **Andrew Rowe, Peter Wild and Bryson Robertson, 2060 project** (a collaboration of the Institute for Integrated Energy Systems and Pacific Institute for Climate Solutions), had a *Globe and Mail* opinion piece about the clean energy and Canada’s Paris Agreement obligations.
- Federal funding for clean energy research by **Brad Buckham, Mechanical Engineering** and a Seaspan donation for **Zuomin Dong’s research in hybrid engine technology** were featured in stories by CHEK News, CTV, *Times Colonist* and CBC News.

Healthy Communities

- A world-first project co-led by the **Canadian Institute for Substance Use Research** on alcohol consumer labels was in the Sunday edition of the *New York Times*, CBC News, *Globe and Mail*, *Toronto Star*, on the front page of the *National Post* and had prominent placement across the country in Postmedia publications, including the *Ottawa Citizen* and *Vancouver Sun*. **Tim Stockwell** was interviewed by CBC Radio’s “As it Happens,” *Times Colonist*, CTV and CFAX1070 about the research. **Stockwell** was also interviewed several times by CBC Radio One as an expert for a special series on alcohol.
- **Karen Urbanoski, Canadian Institute for Substance Use Research**, wrote an opinion piece in the *Canadian Medical Association Journal* about the need for equity in treatment of substance use among Indigenous people in Canada. A related interview by Canadian Press was in an article published by the *National Post*, *Vancouver Sun* and *Province* about a study on the alarming rate of drug use by Indigenous youth.
- **Bernie Pauly, Canadian Institute for Substance Use Research**, was a featured guest on CBC Radio’s national program “Cross Country Check-Up” to discuss strategies on solving homelessness.
- **Aaron Devor** had an opinion piece in the *Vancouver Sun*, examining the negative impacts of forced gender identification through government-mandated public display on nearly all forms of identification.
- **Jordan Stanger-Ross, History**, was interviewed by Canadian Press about his research with the Landscapes of Injustice project on the treatment of Japanese-Canadians. The article was published by the *Globe and Mail*, *National Post*, *Toronto Star*, *Vancouver Sun*, *Metro News* and the *Times Colonist*. Also, the *National Post* published a two-page spread on the research and the *Toronto Star* published an opinion article by Stanger-Ross, who also co-wrote an opinion piece for the *Globe and Mail* with **Matt James, Political Science**. Stanger-Ross also did radio interviews with the CBC and CFAX 1070.
- **Saul Klein, Dean of Gustavson School of Business**, wrote an op-ed for the *Times Colonist*, reflecting on the value of diversity and inclusion, the underlying topic of the major issues discussed at the inaugural Victoria Forum.
- **Lindsay Tedds, Public Administration and Economics**, was on CBC Radio’s province-wide “BC Almanac” as well as CFAX 1070 following the announcement of her role as chair of the BC government’s advisory group on the elimination of BC medical services premiums.

Other notable coverage

- **Oliver Schmidtke, Centre for Global Studies**, authored an opinion piece published in the *Globe and Mail* on the growing amount of racist imagery in public spaces.
- **Charlotte Schallié, Germanic & Slavic Studies**, research on Holocaust war hero, Carl Lutz, was reported by the BBC, CBC Radio, *Times Colonist*, CFAX 1070 and CHEK News.
- **Chris Darimont, Geography**, spoke to the Canadian Press about hunting for sport. The article was widely published, including the *Globe and Mail*, CBC News and the *National Post*. He also co-authored an op-ed with **Paul Paquet, Geography**, for the *Times Colonist* on BC’s grizzly bear hunting policies.
SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

January 15, 2018

To: OPERATIONS AND FACILITIES COMMITTEE

From: ACTING VICE-PRESIDENT FINANCE AND OPERATIONS

cc: President and Vice-Chancellor

Meeting Date: January 30, 2018

Subject: STATUS REPORT ON CAPITAL PROJECTS

Basis for Jurisdiction: Committee’s Terms of Reference

Strategic Relevance:

Objective 36: To manage and protect our human, financial, physical and information resources in a responsible and sustainable fashion.

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, 2018

1. District Energy Plant
2. Queenswood
### PROJECT: DISTRICT ENERGY PLANT

<table>
<thead>
<tr>
<th>Project No:</th>
<th>16-02534</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Consultants:</td>
<td>DIALOG/FVB Energy Inc.</td>
</tr>
<tr>
<td>Construction Manager:</td>
<td>Farmer Construction Ltd.</td>
</tr>
</tbody>
</table>

#### BUDGET STATUS:

<table>
<thead>
<tr>
<th></th>
<th>APPROVED BUDGET 01-Sept-16</th>
<th>FMGT Forecast Costs 01-Dec-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consulting</td>
<td>$2,888,770</td>
<td>$2,888,770</td>
</tr>
<tr>
<td>Construction</td>
<td>$13,900,000</td>
<td>$13,900,000</td>
</tr>
<tr>
<td>Completion</td>
<td>$1,900,000</td>
<td>$1,900,000</td>
</tr>
<tr>
<td>Contingency</td>
<td>$780,000</td>
<td>$780,000</td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td><strong>$19,468,770</strong></td>
<td><strong>$19,468,770</strong></td>
</tr>
<tr>
<td><strong>GST (1.65%)</strong></td>
<td><strong>$321,230</strong></td>
<td><strong>$321,230</strong></td>
</tr>
<tr>
<td><strong>TOTAL PROJECT COSTS</strong></td>
<td><strong>$19,790,000</strong></td>
<td><strong>$19,790,000</strong></td>
</tr>
</tbody>
</table>

- Total commitments to date are approximately $18,652,000, representing 94% of the approved Budget of $19,790,000.

#### SCHEDULE STATUS:

<table>
<thead>
<tr>
<th>Phase 1 – New Building w/3 Boilers, Underground Services (April 2016 to August 2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Schematic Design - Complete</strong></td>
</tr>
<tr>
<td><strong>Construction Documents</strong></td>
</tr>
<tr>
<td><strong>Tender</strong></td>
</tr>
<tr>
<td><strong>Construction Stage</strong></td>
</tr>
<tr>
<td><strong>Commissioning</strong></td>
</tr>
<tr>
<td><strong>Fit-up and Move In</strong></td>
</tr>
</tbody>
</table>

#### Phase 2 – Energy Transfer Station Renovations (Apr 2017 to Aug 2018)

<table>
<thead>
<tr>
<th>Phase 2 – Energy Transfer Station Renovations (Apr 2017 to Aug 2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Construction Documents</strong></td>
</tr>
<tr>
<td><strong>Tender</strong></td>
</tr>
<tr>
<td><strong>Construction Stage</strong></td>
</tr>
<tr>
<td><strong>Commissioning</strong></td>
</tr>
</tbody>
</table>

#### Major Risks:
- Ministry funding provided on a fiscal year basis results in spending pressures.
**PROJECT:** QUEENSWOOD - OCEANS & CLIMATE CAMPUS  

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Consulting</td>
<td>$955,000</td>
<td>$1,083,587</td>
<td>$1,089,470</td>
</tr>
<tr>
<td>Construction</td>
<td>$4,450,000</td>
<td>$7,407,294</td>
<td>$7,396,814</td>
</tr>
<tr>
<td>Completion</td>
<td>$126,900</td>
<td>$354,913</td>
<td>$359,510</td>
</tr>
<tr>
<td>Contingency</td>
<td>$1,354,475</td>
<td>$500,000</td>
<td>$500,000</td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td><strong>$6,886,375</strong></td>
<td><strong>$9,345,794</strong></td>
<td><strong>$9,345,794</strong></td>
</tr>
<tr>
<td>GST (1.65%)</td>
<td>$113,625</td>
<td>$154,206</td>
<td>$154,206</td>
</tr>
<tr>
<td><strong>TOTAL PROJECT COSTS</strong></td>
<td><strong>$7,000,000</strong></td>
<td><strong>$9,500,000</strong></td>
<td><strong>$9,500,000</strong></td>
</tr>
</tbody>
</table>

- Total expenditures to date are approximately $3,133,066 representing 33.0% of the approved revised budget of $9,500,000

**SCHEDULE STATUS:**

<table>
<thead>
<tr>
<th>PHASE 1 – Base Building Demolition &amp; Hazmat</th>
<th>Target Date</th>
<th>Actual / Forecasted Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary Investigation &amp; Design</td>
<td>Nov 2016</td>
<td>Dec 2016</td>
</tr>
<tr>
<td>Contract Documentation</td>
<td>Dec 2016</td>
<td>Mar 2017</td>
</tr>
<tr>
<td>Issue for BP, Tender &amp; Award</td>
<td>Jan 2017</td>
<td>Mar 2017</td>
</tr>
<tr>
<td>Hazmat Remediation &amp; Demolition</td>
<td>Apr 2017</td>
<td>Jun 2017</td>
</tr>
<tr>
<td>Substantial Completion</td>
<td>May 2017</td>
<td>Jun 2017</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PHASE 2 – Base Building Upgrades</th>
<th>Target Date</th>
<th>Actual / Forecasted Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept Development &amp; Design</td>
<td>Dec 2016</td>
<td>Jun 2017</td>
</tr>
<tr>
<td>Contract Documentation</td>
<td>Mar 2017</td>
<td>Aug 2017</td>
</tr>
<tr>
<td>Issue for BP, Tender &amp; Award</td>
<td>Apr 2017</td>
<td>Aug 2017</td>
</tr>
<tr>
<td>Mechanical, Electrical, Structural Upgrades</td>
<td>Nov 2017</td>
<td>Feb 2018</td>
</tr>
<tr>
<td>Substantial Completion</td>
<td>Dec 2017</td>
<td>Feb 2018</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PHASE 3 – Interior and Tenant Improvements</th>
<th>Target Date</th>
<th>Actual / Forecasted Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programming and Space Planning</td>
<td>Jan 2017</td>
<td>Mar 2017</td>
</tr>
<tr>
<td>Interior Design Development</td>
<td>May 2017</td>
<td>Jul 2017</td>
</tr>
<tr>
<td>Issue for BP, Tender &amp; Award</td>
<td>Aug 2017</td>
<td>Aug 2017</td>
</tr>
<tr>
<td>Interior Improvements</td>
<td>Dec 2017</td>
<td>Apr 2018</td>
</tr>
<tr>
<td>Substantial Completion</td>
<td>Dec 2017</td>
<td>Apr 2018</td>
</tr>
</tbody>
</table>
SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

January 15, 2018

To: Operations and Facilities Committee

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

cc: President and Vice-Chancellor

Meeting Date: January 29, 2018

Subject: Establishment of Raincoast Research Chair in Applied Conservation Science

Basis for Jurisdiction: Policy for the Establishment of Endowed and Term Chairs and Professorships (AC1100)
Strategic Plan

Strategic Relevance: The establishment of the Raincoast Research Chair in Applied Conservation Science supports objective 21 of the Strategic Plan and our desire to nurture our culture of excellence in research, scholarship and creative endeavours. The position will advance the University’s academic goals and objectives. The position will also assist the university in its efforts to attract and/or retain outstanding scholars. In addition, the policy on establishment of term chairs requires that such positions be approved by the Board on recommendation of Senate.

Previous Consultation: Senate meeting on December 1, 2017
Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the establishment of the Raincoast Research Chair in Applied Conservation Science ending on June 31, 2021.

Background:

The Faculty of Social Sciences would like to establish the Raincoast Research Chair in Applied Conservation Science. This Chair position will advance the university’s academic goals and objectives and contribute significantly to the body of scholarship in applied conservation science. Senate met on December 1 and approved the establishment of the Chair position.

The holder of the Research Chair is expected to advance knowledge in the field of Applied Conservation Science and contribute to academic programs through research, teaching and service. The establishment of the Chair position will benefit our graduate and postdoctoral students by engaging them in resource management activities and community-engaged research. The University has a close working relationship with the Raincoast Conservation Foundation and has received funding from the Foundation to support the establishment of the position.

The mandate of the Research Chair in Applied Conservation Science will be to:

a) work with world class applied conservation science graduate students and postdoctoral fellows who develop a combination of excellent science skills and interdisciplinary skills to leverage other key contributions;

b) advance the sustainability of key animal species within coastal British Columbia. In particular, this involves applied research, media communications, policy involvement, and related activities to contribute significantly towards the conservation of bears and other wildlife. Additionally, this applies to contributing significantly towards enhancing and maintaining salmon at an abundance and diversity that can sustain animal species, in particular bears, that depend on this food source. Finally, this work involves research and policy involvement to contribute significantly towards safeguarding important forested habitat for bears;

c) work closely with key stakeholders to initially develop and then implement Evidence-Based Management Policies for key resources within coastal British Columbia. This will involve working closely with Indigenous communities of the central and north coast of British Columbia as they will be the groups that eventually manage the resources of the area again, and have expressed interest in continuing their partnerships with the Research Chair and lab to acquire the information and skills to pursue their resource management objectives; and

d) contribute to Indigenous communities in the Great Bear Rainforest in their self-determined route to ecological and community wellbeing. This work involves,
among other activities, supporting resource management activities when invited to do so via community-engaged research, practicing dedicated educational outreach with youth, and providing assistance and inspiration to community youth who are considering university education.

**Funding to support the Chair:**

An anonymous donor has pledged $1,750,000 to establish the Research Chair position for the first five years of the agreement (with payment of $350,000 per year). The Raincoast Conservation Foundation has also pledged an additional $125,000 over a period of five years (with payment of $25,000 per year). Funding from both donors has been received for the 2017-18 year.

The Raincoast Research Chair in Applied Conservation Science is being funded for a five-year term, from 2017 to 2021, and may be renewed for four additional five-year terms (a total of 25 years). During the first three months of the final year of the Initial term, and the three subsequent five year terms if the Agreement is renewed for such terms, the donor and UVic will review whether the goals of establishing the Research Chair are being achieved, and whether the Research Chair continues in the view of the donor and UVic to be viable. If upon completion of the first review, and each subsequent review if any the donor and UVic agree that the goals of establishing the Research Chair are being met and the Research Chair continues to be viable, the donor may, in their sole and absolute discretion, renew the Agreement for a further term of five years.

**Planned Further Action:**

The appointment of a Raincoast Research Chair in Applied Conservation Science.
SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

January 15, 2018

To: Operations and Facilities Committee

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

cc: President and Vice-Chancellor

Meeting Date: January 29, 2018

Subject: New and Revised Awards

Basis for Jurisdiction: University Act, 27(2)(k)
Senate meeting of December 1, 2017 and January 5, 2018

Strategic Relevance: These new and revised awards support our objective of increasing financial support to current and future students. The awards support our student recruitment and retention strategies, provide competitive undergraduate and graduate scholarships and bursaries that enable us to be nationally and internationally competitive in the recruitment and retention of outstanding students (see objectives 2, 4, 16 b) and 18 b) of the Strategic Plan).

Previous Consultation: Senate meeting on December 1, 2017 and January 5, 2018
Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the new and revised undergraduate and graduate awards set out in the attached documents and listed below:

- Balbir Singh Sidhu Memorial Bursary in the Faculty of Science (revised)*
- Carmen Kirkness Award (new)*
- Grace Swannell Memorial Scholarship in Piano (revised)*
- W.R. (Bill) Gordon Scholarship (revised)*
- G. Neil Perry Award in Public Administration (revised)*
- Simon Ibell Vikes Inspiration Award (new)*
- Faculty of Humanities Undergraduate Research Travel Award (revised)
- Speakman-Granewall Bursary in Mechanical Engineering (revised)*
- Bayview Place Vikes Tour Award (new)
- Jean Foley International Business Scholarship (new)
- Mohamed and Prabha Ibrahim Undergraduate Scholarship in Chemistry (new)*
- Mohamed and Prabha Ibrahim Graduate Scholarship in Chemistry (new)*
- YLaw’s Best Lawyering Award (new)
- Ailsa and Roger Bishop Bursary Fund* (revised)
- Olive, Mary & Claude McGregor Scholarship in Music* (revised)
- Faculty of Social Sciences Undergraduate Entrance Scholarship* (new)
- Peter B. Gustavson Golf Award (new)
- Dr. E. and Mrs. M. Von Rudloff Award* (revised)
- Lorene Kennedy Environmental Studies PhD Award* (new)
- She Shoots She Scores Award* (new)
- Sisters of St. Ann Living Expenses Award* (new)

* Administered by the University of Victoria Foundation

Background:

The attached awards were reviewed by Senate Committee on Awards and recommended for approval to Senate. At its meetings on December 1, 2017 and January 5, 2018, Senate approved the attached awards and recommends their approval by the Board of Governors. These awards support our student recruitment and retention strategies, provide competitive scholarships and enable the university to continue to recruit and retain outstanding students.

Planned Further Action:

Student Awards and Financial Aid will administer the awards after approval.

Attachment(s):

- Memorandum to Senate dated November 15, 2017
- Memorandum to Senate dated December 13, 2017
DATE: November 15, 2017

TO: Secretary of Senate
    University Secretary’s Office

FROM: Lori Nolt, Director, Student Awards and Financial Aid
Secretary, Senate Committee on Awards

RE: Awards Recommended to Senate for Approval

Lori Nolt

2017/2018 Senate Committee on Awards
J. Walsh (Chair), A. Cirillo, H. Hallgrimsdottir, A. Lepp,
M. Runtz, C. Saint-Vil, C. Schallie, L. Welling, J. Wyatt,

The Senate Committee on Awards recommends that the Senate approves and recommends to the Board of Governors the following awards:

*Administered by the University of Victoria Foundation
Additions are underlined
Deletions are struck through

BALBIR SINGH SIDHU MEMORIAL BURSARY IN THE
FACULTY OF SCIENCE* (REVISED-UG)

One or more bursaries are awarded to 3rd third or 4th fourth year undergraduate students in the Faculty of Science with preference for students studying neuroscience and/or volunteering in the community for a mental health related agency.
CARMEN KIRKNESS AWARD* (NEW-UG)
One or more awards are given to undergraduate students who compete on the Vikes Women’s Field Hockey team. Eligible students must meet all U SPORTS eligibility requirements. Award recipients will be selected on the qualities and character that are so memorable about Carmen including her courage, humility, hard work, heart and loyalty, and performance criteria set by the Director of Athletics and Recreation in consultation with the Varsity Head Coach and the Associate Director, Sport.

GRACE SWANNELL MEMORIAL SCHOLARSHIP IN PIANO* (REVISED-UG)
One or more scholarships are awarded to academically outstanding entering or continuing undergraduate students studying piano in the School of Music.

W. R. (BILL) GORDON SCHOLARSHIP* (REVISED-UG)
One or more scholarships are awarded to academically outstanding undergraduate 3rd third or 4th fourth year students in a Major or Honours program in the Department of Mathematics & Statistics, the Faculty of Science or the Faculty of Engineering, with preference being given to students in the Department of Mathematics and Statistics, either solely or in conjunction with other academic departments. Students must have made a significant contribution to one or more aspects of university life through involvement in areas such as student athletic programs, student affairs or service on university bodies or committees. Applications must be submitted to the Student Awards and Financial Aid Office via their online application by May 31st and must be accompanied by a letter or resume describing their contributions.

G. NEIL PERRY AWARD IN PUBLIC ADMINISTRATION* (REVISED-GS)
One or more awards of $125 will be granted to a students whose Administration 598 report is judged to be the best. Selection of the recipient(s) will be made by the Graduate Awards Committee upon the recommendation of the School of Public Administration.

SIMON IBELL VIKES INSPIRATION AWARD* (NEW-UG)
One or more awards are given to undergraduate students who compete on a Vikes Varsity team. Eligible students must meet all U SPORTS eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria set by the Director of Athletics and Recreation in consultation with Varsity coaches and the Associate Director, Sport.
FACULTY OF HUMANITIES UNDERGRADUATE RESEARCH TRAVEL AWARD (REVISED-UG)

This fund supports undergraduate students travelling to participate in research activities. Each year, one or more students will be awarded up to $500 to assist with air fare and living expenses while engaged in research at international libraries, universities or other related sites. One or more awards may be made annually, provided there are applications of sufficient merit. Applications must be submitted to the Associate Dean of Humanities by Feb 28th and March 15th. The nomination of the recipients and the determination on the amount of the award will be made by the Associate Dean of Humanities.

SPEAKMAN-GRANEWALL BURSARY IN MECHANICAL ENGINEERING* (REVISED-UG)

One or more bursaries, of a minimum of $500 each, are awarded to undergraduate students in the Department of Mechanical Engineering. Preference will be given to single parents who have successfully completed their second year.

BAYVIEW PLACE VIKES TOUR AWARD (NEW-UG)

One or more awards of $500 each are given to entering or continuing undergraduate students who have demonstrated a commitment to volunteerism and community leadership and have been a member of the Bayview Place Vikes Junior Golf Tour.

JEAN FOLEY INTERNATIONAL BUSINESS SCHOLARSHIP (NEW-UG)

One scholarship will be awarded to an academically outstanding Bachelor of Commerce student in the Peter B. Gustavson School of Business who is entering fourth year and will be participating in an international exchange semester with a partner school.

MOHAMED AND PRABHA IBRAHIM UNDERGRADUATE SCHOLARSHIP IN CHEMISTRY* (NEW-UG)

One or more scholarships of $1,000 each are awarded to academically outstanding undergraduate students in the Department of Chemistry. Selection of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department of Chemistry.
MOHAMED AND PRABHA IBRAHIM GRADUATE SCHOLARSHIP IN CHEMISTRY* (NEW-GS)

One or more scholarships of $1,000 each are awarded to academically outstanding graduate students in the Department of Chemistry. Selection of the recipients will be made by the Graduate Awards Committee upon the recommendation of the Department of Chemistry.

YLaw’s Best Lawyering Award (NEW-UG)

One award of $700 per term will be given to an undergraduate student in the Faculty of Law who has demonstrated outstanding skills attending to clients’ needs, representing clients at the Supreme Court and Provincial Court levels and who knows the value of proper legal representation. Recipients must have been enrolled in LAW 350, Law Centre: Clinical Law Term, during the previous academic year. This award may be given to graduating students.
DATE: December 13, 2017

TO: Secretary of Senate
   University Secretary’s Office

FROM: Lori Nolt, Director, Student Awards and Financial Aid
       Secretary, Senate Committee on Awards

RE: Awards Recommended to Senate for Approval

Lori Nolt

2017/2018 Senate Committee on Awards
J. Walsh (Chair), A. Cirillo, H. Hallgrimsdottir, A. Lepp,
M. Runtz, C. Saint-Vil, C. Schallie, L. Welling, J. Wyatt,

The Senate Committee on Awards recommends that the Senate approves and recommends to the Board of Governors the following awards:

*Administered by the University of Victoria Foundation
Additions are underlined
Deletions are struck through

AILSA AND ROGER BISHOP BURSARY FUND* (REVISED-UG)

One or more bursaries are awarded. An award is made annually to a deserving students proceeding to year three or four of in the Department of English, with preference given to students in an Honours or Major program in the Department of English.
OLIVE, MARY & CLAUDE MCGREGOR SCHOLARSHIP IN MUSIC* (REVISED-UG/GS)
One or more scholarships are awarded to academically outstanding entering or continuing undergraduate or graduate students entering or continuing in a program in the School of Music. Preference will be given to citizens of the United States of America. In the case of an undergraduate scholarship, selection of the undergraduate recipients will be made by the Senate Committee on Awards upon the recommendation of the School of Music. In the case of a graduate students scholarship, selection of the recipients will be made by the Graduate Admissions and Awards Committee upon the recommendation of the School of Music.

FACULTY OF SOCIAL SCIENCES UNDERGRADUATE ENTRANCE SCHOLARSHIP* (NEW-UG)
One or more scholarships of $1,000 each are awarded to academically outstanding students entering the University of Victoria from a Canadian secondary school who are pursuing an undergraduate degree in the Faculty of Social Sciences.

PETER B. GUSTAVSON GOLF AWARD (NEW-UG)
One or more awards are given to entering or continuing full-time undergraduate students who are varsity athletes on either the UVic Vikes Men’s or Women’s Golf teams. The award will be the equivalent of the difference between the student’s actual tuition and fees and the value of awards they have already received. Eligible students will have received a minimum scholarship of $2,500 from the University of Victoria and must meet all U SPORTS / National Association of Intercollegiate Athletics (NAIA) eligibility requirements. Award recipients will be selected by the Director of Athletics and Recreation in consultation with the Varsity Head Coach and the Associate Director, Sport.

DR. E. AND MRS. M. VON RUDLOFF AWARD * (REVISED-GS)
An One or more awards of $750 or more are is to be awarded to a continuing graduate students with high academic standing in chemistry withand interests in conducting research in environmental chemistry relating to pollution control. Areas could include identification, removal and substitution of environmentally harmful chemicals, be they naturally occurring or of industrial and agricultural origin (e.g., polyphenols, dions, diterpenes, insecticides, herbicides, fungicides, industrial pollutants, heavy metal sequestering, etc.). Selection of the recipients will be made by the Graduate Awards Committee upon the recommendation of a committee comprising of two elected faculty members of the Department of Chemistry. This award may be renewed for a second year on recommendation of the committee.
LORENE KENNEDY ENVIRONMENTAL STUDIES PHD AWARD* (NEW-GS)

One or more awards of a minimum of $10,000 each will be given to academically outstanding incoming PhD students to the School of Environmental Studies. The awards will be renewable annually for up to an additional two years providing the student maintains a first class GPA and is, in the opinion of the academic unit, making good progress in their degree. Preference will be given to students who demonstrate financial need. Selection of the recipients will be made by the Graduate Awards Committee upon the recommendation of the School of Environmental Studies. Applications must be submitted to the School of Environmental Studies by April 1.

SHE SHOOTS SHE SCORES AWARD * (NEW-UG)

One or more awards are given to undergraduate students who compete on the Vikes Women’s Varsity Basketball team. Eligible students must meet all U SPORTS eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria set by the Director of Athletics and Recreation in consultation with the Varsity Head Coach and the Associate Director, Sport.

SISTERS OF ST ANN LIVING EXPENSES AWARD * (NEW-UG)

One or more awards are given to students in their first undergraduate degree program. To be eligible for these awards, students must demonstrate financial need and be a resident of BC and have received care from the Ministry of Children and Family Development or a Delegated Aboriginal Agency (DAA) through the Child, Family and Community Service Act for a minimum of 12 months (consecutive or accumulated) in any, or a combination of the following categories: Continuing Custody Order, Temporary Custody Order, Special Need Agreement, Voluntary Care Agreement, Youth Agreement, Extended Family Plan, Permanent Transfer of Custody Order, Temporary Custody Order. The award covers the terms required for completion of a first undergraduate degree. Eligible applicants may also receive funding to assist with the costs of books, supplies and living expenses. Students who transfer to UVic from a university or college to complete their first undergraduate degree and meet all eligibility criteria will be considered for the award. Applicants must submit the application form, including the release of information consent form required to confirm eligibility, to Student Awards and Financial Aid by the application deadline of May 1st.
SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

January 15, 2018

To: Operations and Facilities Committee

From: Valerie Kuehne, Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: January 29, 2018

Subject: Proposal to Establish an Indigenous Studies Major: Bachelor of Arts

Basis for Jurisdiction: Senate Committee on Planning Meeting December 7, 2017
Senate Meeting January 5, 2018

Previous Consultation: At its meeting on January 5, 2018, Senate approved and recommended that the Board of Governors approve the establishment of a major in Indigenous Studies. This proposal was approved by the Senate Committee on Planning on December 7, 2017.

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve, subject to funding, the establishment of a major in Indigenous Studies, as described in the document “Indigenous Studies Major: Bachelor of Arts”, effective immediately, and that this approval be withdrawn if the program should not be offered within five years of the granting of the approval.
Background:

**Strategic Relevance**

**Overview/nature of the major**
The program emphasizes experiential learning, providing students with land-based learning opportunities and allowing students to work in and with Indigenous communities and organizations. Majors will acquire interdisciplinary skills and knowledge to enter graduate programs in areas of Indigenous specialization or Indigenous Studies.

**Alignment with the university’s mission and strategic plan**
The Indigenous Studies major fulfils goals of the Indigenous Plan, 2017-2022. In particular, it fulfills the Plan’s goals stated in Strand 1 Students 4 a) “Enhance community- and/or land-based educational experiences with the goal of providing Indigenous students the opportunity for experiential learning during their enrolment at UVic” and in Strand 3 Education 1 e) “Develop an Indigenous Studies major to complement the existing Indigenous Studies Minor”.

**Senate/academic considerations**
The major will be offered through Humanities in cooperation with four other Faculties. Disciplinary (core) courses include lower-level courses (101, 201), upper-level courses covering theory, methods and ethics, and research skills (301, 310A, 310B, 350), and capstone community-based courses (400, 450). Interdisciplinary courses are divided into 4 breadth areas: Arts, Literatures and Languages; Histories, Politics, Laws and Lands; Education, Health and Healing; and Community and Land Based Learning. Students must complete coursework in each of the 4 areas, which draw on 23 departments and 5 faculties.

**Demand and availability**
The Indigenous population is the fastest-growing population in Canada. The Indigenous Studies major will help meet the educational needs of Indigenous students. Estimated enrolments in the major are 10-30 students in the first 4 years, reaching approximately 80 students.

**Resource implications**
The Indigenous Studies major draws on currently funded Indigenous Studies minor resources, including space allocations and library holdings, as well as LE,NONET and Elders’ Voices programs. However, four additional offices are needed in the First Peoples House or Clearihue.

**Faculty Appointments**
Three full-time faculty appointments will provide the necessary foundation to build a strong program. Faculty appointments draw largely from currently funded Indigenous Studies minor resources and funded positions.
Currently Funded Faculty Resources

Director of Indigenous Studies (1.0 FTE)
Description of Position: This position is responsible for the administrative oversight of the program, including course planning and scheduling, hiring sessional instructors and teaching assistants, communicating with external academic units, coordinating transfer credits, overseeing the advisory council, and planning program events. Teaching Responsibilities: This position will be responsible for teaching 4.5u, including two sections of IS 201 (3.0u) and IS 401 (1.5u).

LE,NONET Academic Coordinator (1.0 FTE)
Description of Position: The Academic Coordinator for LE,NONET will work closely with the LE,NONET Experiential and Community Learning Coordinator and the LE,NONET Mentorship and Financial Aid Coordinator to support the success of Indigenous students at UVic. Teaching Responsibilities: This position will be responsible for teaching 4.5u, including co-teaching two sections of IS 310 (equivalent to 1.5u), coordinate three sections of IS 320 (equivalent to 1.5u), and one section of IS 311(1.5u).

New Faculty Resources Required

Undergraduate Advisor (1.0 FTE)
Description of Position: This faculty position will serve as the Undergraduate Adviser for Indigenous Studies and will be responsible for working closely with students in the Indigenous Studies major and minor. Teaching Responsibilities: This position will be responsible for teaching 4.5u, including one section of IS 301 (1.5u), one section of IS 350 (1.5u), and one section of IS 410 (1.5u).

Staff Requirements

Currently Funded Staff Resources

LE,NONET Experiential and Community Learning Coordinator (1.0 PEA)
This position will continue to support experiential and community-based learning opportunities for Indigenous students. It is anticipated that this position will continue to be a shared position between Student Affairs and Co-operative Education and Career Services with a strong partnership with the Indigenous Studies program. This individual will continue to co-teach two sections of IS 310 (1.5u) and coordinate three sections of IS 321. This will remain a continuing appointment.

Administrative Program Assistant (.5 PEA)
It is anticipated that in the first three years (2017–2020), Indigenous Studies will require a .5 FTE program assistant dedicated to support the administrative needs of the program. It is expected that program administration will increase from 2020-2022, and administrative support will need to be increased accordingly. The anticipated start date is July 1, 2017.

New Staff Resources Required

Knowledge Holder in Residence (.5 PEA)
The emphasis on land-based education will require the appointment of a Knowledge Holder in Residence to facilitate experiential learning opportunities across the Indigenous Studies major. This position will be held by a resource person with specialized knowledge from a local
community, and will be responsible for supporting land-based education. This position will co-teach IS 410 and will lead and participate in additional IS classes as the need arises. Further, this individual will work with faculty to develop and implement curricula as well as to advise Indigenous Studies faculty and students concerning localized knowledge and protocols. It is expected that by 2022 this position will increase to .75 PEA or 1.0 PEA. The anticipated start date is July 1, 2019.

**Other relevant factors**
The program will mark UVic as an innovator in programming supporting the needs of Indigenous and non-Indigenous students and will reinforce UVic’s strategic emphasis on experiential and land-based learning. It will bring our programming in line with national aspirations in the context of the TRC and our own goals to decolonize and Indigenize our curriculum.

**Attachment(s):** Proposal to Senate, dated December 7, 2017, for the establishment of a major in Indigenous Studies.
At its meeting of December 7, 2017, the Senate Committee on Planning discussed and approved the proposal to establish an Indigenous Studies Major: Bachelor of Arts.

The following motion is recommended:

That Senate approve and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a major in Indigenous Studies, as described in the document “Indigenous Studies Major: Bachelor of Arts”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

Date: December 7, 2017
To: The Secretary of the Senate
From: Dr. Nancy Wright, Chair, Senate Committee on Planning
Re: Proposal to Establish an Indigenous Studies Major: Bachelor of Arts

Committee Membership:
Dr. Nancy Wright, Chair
Dr. Abdul Roudsari
Ms. Nicole Greengoe
Dr. Stan Dosso
Mr. David Schostek
Dr. Reuven Gordon
Ms. Carrie Andersen
Dr. David Castle
Dr. Jason Colby
Dr. Merwan Engineer
Ms. Sandra Duggan, Secretary

Dr. Valerie S. Kuehne
Dr. Sang Nam
Dr. Graham McDonough
Dr. Victoria Wyatt
Dr. Anne Stahl
Dr. Andrea Giles
Dr. Stephen Evans
Ms. Gillian Calder
Dr. Ralf St. Clair
Ms. Paige Bennett
Dr. Patrick Nahirney
Indigenous Studies Major:
Bachelor of Arts

Dean's Name: Chris Goto-Jones
Contact Name and Number: Christine O'Bonsawin (250) 853-3807
Date approved by Department:
Date approved by Faculty: 23 Nov. 2017
Signature Dean:  
Head:  
Dean or Faculty Chair:  

A. **Identification of new Major**

| Name, Location, Academic units (Faculties, departments, or schools) offering the new Major | Bachelor of Arts, Major in Indigenous Studies (IS)  
Faculty of Humanities in cooperation with the Faculties of Social Sciences, Education, Fine Arts and Human and Social Development |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipated start date</td>
<td>September 2018</td>
</tr>
</tbody>
</table>
| Name, title, phone number and email address of contact person | Dr. Christine O’Bonsawin  
Director, Indigenous Studies  
Associate Professor, Department of History  
(250) 853-3807  
cobonsaw@uvic.ca |

**Indigenous Studies Major Proposal Committee:**  
Dr. Christine O’Bonsawin (Director, Indigenous Studies, History, HUMS)  
Dr. Robina Thomas (Director, IACE/Social Work, HSD)  
Dr. Heidi Kiiwetinepinesiik Stark (Director, Indigenous Nationhood, SOSC)  
Dr. Catherine McGregor (Educational Psychology & Leadership Studies, ED)

B. **History and context of the existing undergraduate program and relation to new Major**

**History:** In September 2001, the University of Victoria launched its Minor in Indigenous Studies (IS). In many respects, the current Minor reflects the original vision and spirit put forward in the ‘Full Program Proposal for the Minor in Indigenous Studies’ (1999). Notably, the IS Director continues to oversee the operations of the program, and Minor requirements remain 4.5u of core courses and 7.5u of approved upper-level courses. The IS Minor continues to be jointly housed by the Faculties of Humanities and Social Sciences and works cooperatively across multiple faculties and academic units.

Over the last decade, the Minor has experienced significant and noteworthy transformation. In 2007, a tenure-stream position was established in the Department of History to attract a permanent IS Director. In the 2007-08 academic year, LE, NONET courses were allocated IS calendar numbers, which established a close link between the LE, NONET Project and IS. This relationship has continued to develop as IS remains the academic home for LE, NONET. In 2010, the IS office physically moved into the First Peoples House. In 2012, administrative support for IS was transferred to the newly established Office of Interdisciplinary Academic Programs (Appendix 1). Finally, the IS Minor has steadily grown to become one the most successful minors at UVic. Throughout its fifteen-year history, the Minor has experienced a significant increase in course enrolments, student declarations, and graduates with the IS Minor. (Appendix 2).

**Context:** Development of the proposal for a Major in IS has taken on particular importance and relevance in the wake of the ‘Final Report’ of the Truth and Reconciliation Commission of Canada (2015). The Commission calls “upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to...[p]rovide the necessary funding to post-secondary institutions to educate teachers on how to integrate
Indigenous knowledge and teaching methods into classrooms” (331). Furthermore, it is important to respond to the needs of the province. The BC Government’s ‘Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan’ set a goal “to increase the number of credentials awarded to Aboriginal learners by 75% by 2020-21” (15). As the province’s economy develops and shifts, it will be increasingly important for university graduates to have opportunities to develop the skills necessary to work respectfully and productively with Indigenous communities and organizations.

The University has confirmed its commitment to the TRC’s ‘Calls to Action.’ Notably, UVic’s ‘A Vision for the Future – Building on Excellence: A Strategic Plan for the University of Victoria’ (2012) commits the University to provincial expectations “to continue to increase the number of Indigenous students graduating from all faculties at UVic, building on our commitment to and our unique relationships with the First Peoples of Canada” (Objective 3). The development of an IS Major will play an important role in UVic’s commitment to Indigenous students and communities while also marking the university as a key innovator in the development and delivery of programming that supports the needs and aspirations of Indigenous and non-Indigenous students. It will provide a learning space, accessible to students across the University’s faculties, where Indigenous knowledges and pedagogies will be central, and where intercultural understanding can be fostered on campus, in community, and on the land. It will provide a space where Indigenous and non-Indigenous students can build community and foster their success. It will prepare students across the University to undertake challenging work in Indigenous communities in respectful ways.

C. Aims, goals and/or objectives

Distinctive characteristics: Over the past two decades, UVic has been recognized as a leader in the development and delivery of Indigenous academic programs. As such, the University has developed strong undergraduate programs/specializations in Indigenous Education, Social Work, and Child and Youth Care as well as graduate programs/specialization in Indigenous Governance, Indigenous Nationhood, Indigenous Language Revitalization, Indigenous Communities Counselling Psychology, and Social Work. Courses that focus on Indigenous history, arts, language, culture, politics, gender, and many more topics can be found across the University.

An important distinction of UVic’s proposed IS Major is its strong emphasis on experiential and land-based learning. While the proposed Major will build on existing strengths at UVic, including the current IS Minor, committed faculty across campus, and relevant courses offered by external units, the proposed program will require new resources to support with faculty appointments, staff resourcing, and in building experiential learning opportunities. Notably, the appointment of Elders and a Knowledge Holder(s) in Residence will support experiential learning opportunities across the IS curriculum, particularly in regards to local teachings and land-based education. In recent years, it has become increasingly common for academic institutions such as Camosun College, Vancouver Island University, Trent University, University of Alberta, and Western University to position local Elders and Knowledge Holders in instructional roles. Further, the proposed Major seeks to strengthen and formalize the relationships between the IS program and central Indigenous programs at UVic, including the Elders’ Voices program and LE, NONET. A new undergraduate IS Major will build on these existing strengths across campus and signal that Indigenous programming remains a priority for UVic.

Anticipated contribution to UVic and Faculty’s strategic plans: The proposed IS Major will fulfill commitments set forth in ‘A Vision for the Future – Building on Excellence: A Strategic Plan for the University of Victoria’ (2012) as well as the University’s ‘Indigenous Plan’ (2017-2022). In regards to academic programing, Objective 12 of the ‘Strategic Plan’ aims “To ensure that our undergraduate and graduate programs of teaching and learning are of the highest quality, responsive to intellectual developments and student needs, inclusive, and organized around best practices in teaching and learning” (25). The ‘Indigenous Plan’ highlights the need to “Support the development of new programs where there is an identified student/community interest, where UVic has existing or emerging faculty expertise, and where we can provide quality programming and develop essential resources needed for program sustainability” (22). Accordingly, the ‘Indigenous Plan’ prioritizes the need to “Develop an Indigenous Studies Major to complement the existing Indigenous Studies Minor” (22) as a clear goal and action item for the University. The establishment of an IS Major will contribute to University priorities, particularly concerning people (including students, faculty, staff, and community), academic programs, research, and experiential learning opportunities across campus. (For ‘Detailed Information on Anticipated Contributions’ see Appendix 3). The Faculty of Humanities is committed to the process of
Indigenization. The current proposed governance structure provides the IS major program with a secure academic home, with a direct reporting line to the Dean of Humanities, and the proposed governance model will ensure the maintenance of programmatic flexibility. The IS program will continue to work across disciplinary boundaries, and to strengthen relationships with academic units, not only in Humanities, but also the Faculties of Social Sciences, Education, Fine Arts, Human and Social Development, as well as to build a positive relationship with additional faculties, such as the Faculty of Law. For a greater detail on the ‘Indigenous Studies Major: Governance Structure’ see Appendix 4.

**Target audience, student and labour market demand:** This IS Major will speak to a growing pool of potential students that includes Indigenous and non-Indigenous students concerned with matters of social justice—two growing population groups in Canada. The Indigenous population is the fastest growing group in Canada. According to the 2011 Census, 1.4 million people (4.3 per cent of the national population) reported Indigenous identity; almost half of these individuals were under the age of 24. Furthermore, “Indigenous children 14 and under made up 28 per cent of the total Indigenous population and 7 per cent of children in Canada. On the other hand, non-Indigenous children aged 14 and under represented 16.5 per cent of the total non-Indigenous population” (Statistics Canada, 2011). There is an urgent need to support the educational aspirations and needs of a young and growing Indigenous population.

The BC Ministry of Education has begun to implement its 2016 curriculum redesign, which includes a strong emphasis and incorporation of Indigenous perspectives and knowledge into K to 12 student learning in Science, English Language Arts, Mathematics, and Social Studies. This significant curriculum redesign, in conjunction with the establishment of an IS Major, will create a new enrolment path to UVic for Indigenous and non-Indigenous learners entering the University from secondary school. In turn, the IS Major will prepare students entering the educational job market to meet this curricular need.

The IS Major will provide students with numerous vocational and educational opportunities. The program’s emphasis on experiential learning will provide students with land-based learning opportunities that will allow students to gain valuable experience working in and with Indigenous communities and organizations. Students completing the Major will acquire the necessary skills, knowledge, and credentials to work at the local, provincial/territorial, and federal government levels. The Major will prepare students entering graduate programs in areas of Indigenous specialization, or one of the many graduate programs in Indigenous Studies emerging across the country (for example, University of British Columbia, University of Alberta, University of Lethbridge, University of Saskatchewan, University of Manitoba, University of Winnipeg, and Trent University). Further, the proposed Major will also provide the necessary foundation for future growth in Indigenous Studies at UVic, including undergraduate and graduate programming.

**Include plans for student recruitment, retention, and success:** Recruitment plans will target secondary school students, transfer students from colleges across the province, and youth and adult learners from local and regional communities. IS will work closely with representatives from the Office of the Registrar and Enrolment Services as well as the Indigenous Community Liaison and Outreach Coordinator in the Office of Indigenous Affairs to promote the IS Major in secondary schools, provincial colleges, and Indigenous communities. We will have information tables at and will send representatives to UVic events, such as Experience UVic, the Indigenous Mini-University Summer Camp, Indigenous Adult Orientation, and the Successful Student Transition Forum. We will also participate in off-campus recruitment events in local high schools and communities.

The IS program is committed to supporting the educational ambitions of transfer students. The current director has served as a committee member on the British Columbia Council on Admissions and Transfer (BCCAT) First Nations Articulation Committee for the past seven years and has worked cooperatively with provincial, national, and international post-secondary institutions to support transfer opportunities for students interested in IS at UVic. Further, there are currently discussions taking place with representatives from the Indigenous Studies program at Camosun College to determine the possibility of a block transfer, through BCCAT, transferring students from Camosun’s two-year Diploma in Indigenous Studies into IS at UVic, at a third-year standing. The possibility of similar block transferability into the IS Major is currently being explored with the Indigenous Education program at UVic, which offers a two-year Diploma in
Indigenous Language Revitalization through the Faculty of Education. The IS Major proposal is designed with such transfer considerations in mind.

The retention and success of students were central considerations throughout the planning stages of this proposal. As such, the proposed Major considers course offerings and curriculum design as well as space and place for ensuring student retention and success in IS. First, the proposed course offerings and curriculum design were developed and designed with a view to building strong relationships among participants and mentor figures. Accordingly, the proposed curriculum design considers class size, particularly at the lower level, for the purpose of ensuring that students have the opportunity to develop meaning relationships with one another, as well as with Elders, members of the community, and course leaders (i.e. instructors and teaching assistants). Second, the IS program is committed to providing support and safe spaces for all IS students. The proposed curriculum design highlights the ongoing need to support Indigenous student success, as evidenced by an important need for the continuation of LE NONET. In the proposed curriculum design, IS 310A remains a space for Indigenous students whereas IS 310B is open to all IS Major students, both Indigenous and non-Indigenous. The proposal envisions the First Peoples House as the primary physical office space for the IS program and for some course delivery. Participation in this physical space means that our students will have the opportunity to interact with Elders, Indigenous faculty and staff, and will have the opportunity to participate in many events with members of the local communities.

D. Admission requirements

Include plans for admissions and transfer within BC system where appropriate: Admission requirements for the IS Major are consistent with the minimum requirements for admission to UVic and those established by the Faculty of Humanities. Transfer students will have the opportunity to transfer eligible credits to the IS Major through planned articulation arrangements with BCCAT. The director will continue to work through the BC Transfer System and with IS programs at other post-secondary institutions to ensure that students transferring to UVic will have access to the Major, and that our IS courses will have the same currency at other post-secondary institutions.

E. Areas of specialization and evidence of adequate faculty complement

The proposed IS Major adopts a multifaceted programmatic structure that integrates both disciplinary and interdisciplinary areas of specialization:

Areas of Specialization: Disciplinary

Over the past decade, the field of Indigenous studies has emerged as an independent discipline with its own pedagogical, methodological, and theoretical approaches centred on Indigenous ways of knowing, being, teaching, and learning. Disciplinary areas of specialization in the IS program will give students a strong, comprehensive grounding in this disciplinary knowledge. Proposed disciplinary priorities and areas of specialization include:

• Foundational Course: IS 101 Indigenous Foundations will be offered as a university service course. This course will be required for students in the Major (and Minor) as well as being open to students in every program on campus. The foundational course will provide essential knowledge about Indigenous culture, including key concepts, themes and topics relevant to Indigenous histories and contemporary practices within Canada. The course will emphasize the formation, maintenance and diversity of Indigenous identities. It will be a key component of the university’s response to the TRC’s Calls to Action in providing basic education for all Canadians. Furthermore, this university service course will provide invaluable sessional and teaching assistant opportunities for graduate students, particularly those enrolled in graduate programs where teaching opportunities in undergraduate programs are minimal (for example, the Graduate Certificate in Indigenous Nationhood as well as Indigenous Governance).

• Core Indigenous Studies Courses: Through core course offerings, students will be exposed to pedagogical, methodological, and theoretical approaches centred on Indigenous knowledges and perspectives. As such, students in Indigenous Studies classrooms will not only be taught by faculty, sessional instructors, and
teaching assistants, but also a Knowledge Holder in Residence and local community Elders and traditional teachers.

- **Experiential and Land-Based Learning Opportunities:** The program—and by extension UVic—stands to be a leader in terms of experiential learning because all IS Major students will be required to take experiential learning courses, including IS 310A or IS 310B (comparative research shows that 11 programs across the country require an experiential learning component; however, in BC only two programs require an experiential component, and three have optional experiential components. Of these, no program requires a community-based experiential learning component). Students will have the opportunity to integrate their acquired knowledge and apply it in land-based and experienced learning opportunities in 450, as well as a minimum 1.5u approved upper-level course in the ‘Community and Land-Based Learning’ breadth area. In the past, IS students have taken courses through the Haida Gwaii Education Society and Dechinta Centre for Research and Learning, which offer land-based learning opportunities. The IS program will seek to strengthen these relationships through transfer arrangements, which would provide greater experiential and land-based learning opportunities for IS students.

**Areas of Specialization: Interdisciplinary**
The IS Major provides students with a broad, interdisciplinary view of important issues in the historical, political, social, and cultural dimensions of the lived experiences of Indigenous people in Canada. The proposed Major is built on the following four breadth areas:

- **Breadth Area One: Arts, Literatures and Languages**
  - Art History and Visual Studies, English, Gender Studies, Linguistics

- **Breadth Area Two: Histories, Politics, Laws and Lands**
  - Anthropology, Economics, Environmental Studies, Geography, History, Indigenous Governance, Political Science

- **Breadth Area Three: Education, Health and Healing**
  - Child and Youth Care, Educational Psychology and Leadership Studies, Indigenous Education, Public Health and Social Policy, Social Work

- **Breadth Area Four: Community and Land-Based Learning**
  - Field schools, culture camps, experiential learning projects, etc.

Students in the IS Major will be required to take 3.0u of approved lower-level credits as well as 7.5u of approved upper-level courses, which will fulfill distribution requirements that will be distributed among the four breadth areas. Approval of courses for the IS Major will be determined by the ‘Draft Criteria for Approved Electives’ (Appendix 5) and will involve ongoing dialogue and partnerships between IS and academic units in the Faculties of Humanities, Social Sciences, Education, Fine Arts, and Human and Social Development.

**Faculty Complement:** The faculty complement for the IS Major will reflect a multifaceted structure, highlighting a strong need for faculty from a disciplinary realm of indigenous studies as well as identification of existing expertise at UVic to support interdisciplinary objectives and requirements of the Major.

- **Faculty Complement: Disciplinary:** In order to build a sustainable, viable, and successful Indigenous Studies Major founded upon disciplinary priorities, it is anticipated that the program will require immediate faculty growth. This will include two faculty positions, including a Director of Indigenous Studies as well as an additional full-time faculty position. For detailed information on faculty appointments see Section H (below).

- **Faculty Complement: Interdisciplinary:** The IS Major will draw on existing faculty expertise in the Faculties of Humanities, Social Sciences, Education, Fine Arts, and Human and Social Development where there already exists pedagogical, applied, and research expertise. Approved courses from these academic units will be used to fulfill the distribution requirements for the Major. Where possible, faculty may have opportunities to teach variable-topic IS courses in their areas of expertise. For a ‘List of Supporting Faculty,’ see Appendix 6.
F. Curriculum design

- **Major In Indigenous Studies (21u): Schedule of Course Delivery**

  **Lower Level Requirements**

  **Year 1 (3.0u)**
  - IS 101: Indigenous Foundations (1.5u)
  - 1.5u approved 100- and 200-level courses

  **Year 2 (3.0u)**
  - IS 201: Introduction to Indigenous Studies (1.5u)
  - 1.5u approved 100- and 200-level courses

  **Upper Level Requirements**

  **Years 3-4 (15.0u)**
  - IS 301: Critical Indigenous Theory (1.5u)
  - IS 310A: LE,NONET Preparation Seminar (1.5u)  
    or
  - IS 310B: Indigenous Studies Preparation Seminar (1.5u)
  - IS 350: Methods, Ethics, Protocols (1.5u)
  - IS 400: Research Seminar in Indigenous Studies (1.5u)
  - IS 450: Indigenous Studies in the Field (1.5u)
  - 7.5u fulfilling distribution requirements at the 300- and 400-levels

  For a complete ‘Draft List of Approved Courses’ at the lower and upper levels see **Appendix 7**

- **Full List of Indigenous Studies Program Courses**

  **Core Courses** *(new courses marked *)

  - IS 101: Indigenous Foundations
  - IS 201: Introduction to Indigenous Studies
  - IS 301: Critical Indigenous Theory*
  - IS 310A: LE,NONET Preparation Seminar
    or
  - IS 310B: Major Preparation Seminar*
  - IS 350: Methods, Ethics, Protocols*
  - IS 400: Research Seminar in Indigenous Studies
  - IS 450: Indigenous Studies in the Field*

  **Elective Courses**

  - IS 320: LE,NONET Research Apprenticeship
  - IS 321: LE,NONET Community Internship

  **Variable Topics Courses** *(offered when instructors are available)*

  - IS 291: Topics in Indigenous Studies*
  - IS 391A: Topics in Arts, Literature and Languages*
  - IS 391B: Topics in Histories, Politics, Laws and Lands*
  - IS 391C: Topics in Education, Health and Healing*
  - IS 391D: Topics in Community and Land-Based Learning*
  - IS 490: Directed Studies
  - IS 491A: Seminar in Arts, Literature and Languages*
  - IS 491B: Seminar in Histories, Politics, Laws and Lands*
  - IS 491C: Seminar in Education, Health and Healing*
  - IS 491D: Seminar in Community and Land-Based Learning*

  For ‘Draft Calendar Descriptions for Indigenous Studies Courses,’ see **Appendix 8**.
Delivery methods: Delivery methods will vary from course to course depending on course objectives. The majority of courses will be offered on campus through lecture and seminar formats; however, every IS Major student is also required to complete a minimum of 4.5u of coursework that provides experiential and land-based learning opportunities.

Linkages between the learning outcomes and the curriculum design: The adoption of a multifaceted programmatic structure, including disciplinary and interdisciplinary areas of specialization, ensures that students receive a comprehensive and exhaustive educational experience at all levels. Students who graduate with an IS Major will:

- Demonstrate an understanding of historical and contemporary contexts of Indigenous experiences in Canada;
- Demonstrate an understanding of Indigenous perspectives, worldviews, and knowledges;
- Demonstrate respect for Indigenous protocols and research methodologies as well as applying acquired research skills within Indigenous and academic contexts;
- Demonstrate knowledge and understanding of working with Indigenous communities;
- Locate themselves with respect to discourses and practices of decolonization, reconciliation, and resurgence.

For a ‘Detailed Description of the Linkages Between the Learning Outcomes and the Curriculum Design,’ see Appendix 9.

Integration of opportunities for experiential learning: Students in the IS Major will be required to complete a minimum of 4.5u core courses in experiential learning, including IS 310A (1.5u) or IS 310B (1.5u), IS 450 (1.5u), and at least 1.5u in the thematic category ‘Experiential and Land-Based Learning’. Furthermore, there exist many additional opportunities for students to engage in experiential learning opportunities through elective IS courses (for example, IS 320 and 321 for Indigenous students) as well as the option to take additional courses in ‘Experiential and Land-Based Learning’ from the approved course list to fulfill upper-level course requirements.

Residency requirements and anticipated times to completion: Students registered in five courses will normally complete the requirements for a BA degree offered by the Faculty of Humanities within eight 13-week terms. Students must complete at least 30u of coursework at UVic; at least 12u of the 15u of upper-level IS coursework must also be completed at UVic.

Policies on student evaluation, candidacy exams, and oral examinations: The IS Major will follow all the policies on student evaluation detailed in the UVic Calendar.

Plans for integration of teaching and research: Integration of the activities of the Centre for Indigenous Research Community-Led Engagement (CIRCLE) and the Indigenous Research Workshop are integral to the IS Major. CIRCLE and the Indigenous Research Workshop provide opportunities for faculty and students to exchange ideas concerning teaching and research practices relevant to Indigenous peoples and topics and provide a venue for communicating ways to participate in such research and teaching practices in culturally appropriate and respectful ways.

Plans to Develop International Opportunities: UVic welcomed an Indigenous exchange student in 2016 through a new partnership with the Wollotuka Institute at the University of Newcastle in Australia. In an effort to build momentum from this successful endeavor and the hope that UVic students will have the opportunity to participate in international exchanges, the LE,NONET Indigenous Coordinator is currently seeking out new partnership arrangements with post-secondary institutions in Australia, New Zealand, and Hawai‘i. If appropriate arrangements are established, IS Major students who are accepted into LE,NONET will have the opportunity to participate in these international exchanges.
G. Enrolment plan for the length of the Major (Include a table of anticipated annual intake and graduates including those in any existing program)

**Program Enrolments**
It is estimated that the Major will enrol 10 to 30 students in the first four years, reaching a steady state of 80 students registered in the Major. Further, it is anticipated that the Minor will in future attract a slightly higher number of students, as IS will have greater visibility on campus with the Major in place. It is estimated that the Indigenous Studies Minor will enrol an additional 8 to 18 students in the first four years, reaching a steady state of 50 students (Appendix 10).

**Course Enrolments**
Course enrolments are projected to increase in the first few years of the Major. There is a growing interest among UVic students to learn more about Indigenous peoples and topics. Furthermore, there is increased interest from faculties that are interested in exposing their students to more Indigenous content. Many of these units do not have the faculty expertise or capacity to offer such courses. The proposed IS Major program includes a university service course that will be open to all students at UVic. It is expected that in 2018-19, three sections (4.5u) of IS 101: Indigenous Foundations will be offered, and four sections (6.0u) in 2019-20 (Appendix 11).

H. Funding plan for the length of the Major

**Resources required for space:** Ideally, the First Peoples House would continue to serve as the physical space that houses the IS program. At present, some space in the FPH is dedicated to academic programming, and IS holds one office in this building. Elders’ Voices and LE,NONET staff members (as identified in this proposal) also already have office space in the FPH. It is anticipated that the program will require four additional offices (five in total) by 2019 to provide space for additional faculty members, staff, and Elders. If space is not available in FPH, then the faculty will consider how to create changes to the first floor west side of Clearihue to interface more effectively with FPH, which is contiguous.

**Resources required from Library** (Include evidence of consultation with UVic Librarian): UVic libraries are already in possession of relevant materials that will support the teaching and research needs of the IS Major, with particular strength in the areas of Indigenous governance, Indigenous education, and Indigenous language revitalization. The library has indicated that it is willing to work cooperatively with the Indigenous Studies program to review its general Indigenous Studies collection of general and broadly applicable titles in the Humanities and Social Sciences, and it has expressed a willingness to remain mindful of collecting in the Indigenous research methods titles with available funds. The IS program will continue to work cooperatively with the library as resource needs for the program arise (Appendix 13).
I. Related Majors within UVic or other British Columbia post-secondary institutions

At present, most universities in British Columbia have IS programs with varying degree types, course options, as well as faculty and staff complement. The proposed IS Major seeks to be competitive with post-secondary institutions in British Columbia, and beyond, with a particular emphasis on experiential learning opportunities. For detailed ‘Comparative Data’ information regarding major degree requirements, calendar courses, and faculty complements, see Appendix 14.

J. 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 an appendix)

See Appendix 15
The Indigenous Studies Minor program is jointly housed by the Faculties of Humanities and Social Sciences, and works across multiple faculties, departments, and schools. Administrative support for the Indigenous Studies program was transferred to the newly established Office of Interdisciplinary Academic Programs in 2012.
Appendix 2

Indigenous Studies Program Data: Course Enrolments  
2001 to 2017

IS 200-Level Courses*

<table>
<thead>
<tr>
<th>Year</th>
<th>IS 200</th>
<th>IS 200A</th>
<th>IS 200B</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>23</td>
<td>30</td>
<td>28</td>
</tr>
<tr>
<td>2002</td>
<td>39</td>
<td>30</td>
<td>33</td>
</tr>
<tr>
<td>2003</td>
<td>26</td>
<td>41</td>
<td>40</td>
</tr>
<tr>
<td>2004</td>
<td>38</td>
<td>34</td>
<td>48</td>
</tr>
<tr>
<td>2005</td>
<td></td>
<td>58</td>
<td>52</td>
</tr>
<tr>
<td>2006</td>
<td></td>
<td>56</td>
<td>75</td>
</tr>
<tr>
<td>2007</td>
<td></td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Please note re the chart above: IS 200 was a 3.0u course from 2001 to 2012. This course was divided into 200A and 200B in 2013. In the major, we are proposing to change the course codes: 200A will be 101 and 200B will be 201.

IS 400-Level Courses

<table>
<thead>
<tr>
<th>Year</th>
<th>IS 400</th>
<th>IS 490</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>2003</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>2004</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>2005</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>2006</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>2007</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>2008</td>
<td>21</td>
<td>6</td>
</tr>
<tr>
<td>2009</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>2010</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>2011</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>2012</td>
<td>19</td>
<td>2</td>
</tr>
<tr>
<td>2013</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>2014</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>2015</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>2016</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>2017</td>
<td>13</td>
<td>2</td>
</tr>
</tbody>
</table>
## Indigenous Studies Program Data:
Declared Students and Graduates with the IS Minor
2001 to 2017

<table>
<thead>
<tr>
<th>Year</th>
<th>Declared</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2002</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>2003</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>2004</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>2005</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>2006</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>2007</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td>2008</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>2009</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>2010</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>2011</td>
<td>23</td>
<td>9</td>
</tr>
<tr>
<td>2012</td>
<td>19</td>
<td>12</td>
</tr>
<tr>
<td>2013</td>
<td>25</td>
<td>6</td>
</tr>
<tr>
<td>2014</td>
<td>42</td>
<td>7</td>
</tr>
<tr>
<td>2015</td>
<td>45</td>
<td>9</td>
</tr>
<tr>
<td>2016</td>
<td>50</td>
<td>12</td>
</tr>
</tbody>
</table>

The graph above illustrates the trend of declared students and graduates with the Indigenous Studies Minor from 2001 to 2017. The number of declared students shows a gradual increase over the years, peaking in 2017 with 50 students. The number of degree recipients also shows a general rise, with 12 graduates in 2017.
Appendix 3

Detailed Information on Anticipated Contributions

The proposed program will contribute to University priorities concerning people (including students, faculty, staff, and community), academic programs, research, and experiential learning.

People

Central to the visions of the Strategic Plan (SP) and Indigenous Plan (IP) is a desire to create a welcoming university environment that is committed to diversity and fairness, and respects Indigenous ways and values:

- IP 'Extraordinary Academic Environment': "Place matters. Students, staff, faculty and community members experience the university as a welcoming, supportive, safe environment in which Indigenous values, language and culture are evident." (8).
- SP Objective 1: To be a diverse, welcoming learning community, with a demonstrated commitment to equity and fairness.

Students

The IS Major program will be open to both Indigenous and non-Indigenous students. The IS program will provide a warm, welcoming and safe environment for all students interested in engaging in respectful learning experiences:

- SP Objective 2: To actively recruit and retain outstanding students from diverse regions and backgrounds and remove barriers to admission and retention other than academic and creative potential.
- SP Objective 3: To continue to increase the number of Indigenous students graduating from all faculties at UVic, building on our commitment to and our unique relationship with the First Peoples of Canada.
- IP Strand 1 Goal 1: Increase recruitment, retention and success of Indigenous students across academic programs of study and programming that supports transition and pathways to university (14).
- IP Strand 1 Goal 2: Create a warm, welcoming and respectful learning environment and sense of place.
- IP Strand 1 Goal 4: Provide opportunities to recognize Indigenous students’ identity.

Faculty

The IS Major program will create a space where Indigenous faculty will be appropriately supported and encouraged:

- SP Objective 6: To recruit and retain a diverse group of faculty of the highest national and international quality.
- IP Strand 2 Goal 3: Increase the recruitment, retention and success of Indigenous faculty across the university.
Staff
The IS Major program will open up employment opportunities for Indigenous staff where their cultural identity will be respected and valued:
   - IP Strand 2 Goal 1: Increase the recruitment, retention and success of Indigenous staff.

Community
The IS Major program will uphold UVic's stated commitment to Indigenous communities:
   - SP Objective 3c: Strengthen our relationships with First Nations communities and increase the recruitment and retention of Indigenous students.
   - SP Objective 28: To develop a framework and organizational mechanisms to support and advance civic engagement at UVic.
   - SP Objective 29: To engage the community through programs and activities that meet the mandate of the university and the needs of the community.
   - SP Objective 30: To strengthen community access to university programs, activities, facilities and knowledge.
   - SP Objective 32: To develop effective relationships with the diverse constituencies that make up our local, regional, national and international communities.
   - IP 'Extraordinary Academic Environment': "Elders and other members of Indigenous communities work together with students, staff and faculty to promote mutual respect, understanding and commitment" (7).

Research
The University of Victoria is committed to a high research standard and to engage in respectful approaches to Indigenous research, commitments that include creating opportunities for students to engage in culturally and methodologically appropriate approaches to research:
   - IP Strand 4 Goal 4: Identify, promote and support opportunities for undergraduate students, graduate students and postdoctoral fellows to be involved in Indigenous research initiatives.

Academic Programs
The establishment of the IS Major program is responsive to shifting institutional priorities in British Columbia and across the country, and provides important opportunities for UVic students:
   - SP Objective 12: To ensure that our undergraduate and graduate programs of teaching and learning are of the highest quality, responsive to intellectual developments and student needs, inclusive, and organized around best practices in teaching and learning.
   - IP Strand 3 Goal 1: Ensure the quality, sustainability and relevance of the university's Indigenous academic programming.
      - IP Strand 3 Goal 1b: Continue to work with Indigenous students and communities to identify areas of educational programming that would be of interest and value.
      - IP Strand 3 Goal 1d: Support the development of new programs
where there is an identified student/community interest, where UVic has existing or emerging faculty expertise, and where we can provide Quality programming and develop essential resources needed for program sustainability.

- IP Strand 3 Goal 1e: Develop an Indigenous Studies Major to complement the existing Indigenous Studies Minor.
- IP Strand 3 Goal 2: Develop opportunities for UVic students to gain a better understanding of Indigenous peoples, history and culture, and the impact of colonization.
  - IP Strand 3 Goal 2a: Develop opportunities for students to gain intercultural acumen competency related to Indigenous culture and history.

*Experiential Learning*

The IS Major program will offer an innovative experiential learning design that will support students within the program as well as those across campus:

- SP Objective 18: To increase co-op, internship and other experiential learning opportunities for UVic students.
- SP Objective 19: To increase opportunities for civic engagement in teaching and learning activities for all students.
- IP Strand 3 Goal 2e: Continue to develop, identify and promote opportunities for cultural learning through land- and water-based and community learning in a range of programs and courses at the undergraduate and graduate levels.
Appendix 4

Indigenous Studies Major: Governance Structure

The Indigenous Studies Major program will be housed in the Faculties of Humanities and will draw upon courses from multiple faculties, departments, and schools.

The director will be advised by an Advisory Committee consisting of
- Director (ex officio)
- 1 Elder, Elders' Voices Program
- Cultural Protocol Liaison, Office of Indigenous and Academic Community Engagement
- 1 full-time faculty teaching in the IS courses
- 1 one LE, NONET staff member
- 1 undergraduate students, representing Indigenous Studies and the Native Student Union

This core committee will be supported by Program Members, consisting of all faculty teaching courses in the major.
Appendix 5

Draft Criteria for Approved Electives

1. Describe how your course incorporates Indigenous and decolonizing methodologies.

2. Describe how your course engages and connects with Indigenous communities.

3. Has your course developed relationships with Indigenous communities/nations? If so, which communities/nations?

4. Describe how your course incorporates Indigenous and decolonizing pedagogies.

5. How is the Indigenous historical context of your subject matter addressed in the course curriculum?

6. What methods of student care are used to assist students with their emotional well-being?

7. Describe any land-based activities with local Elders and/or knowledge keepers.

8. How can Indigenous Studies or the Director of Indigenous Academic and Community Engagement support your department/program in redesigning or developing courses that meet these criteria?
List of Supporting Faculty

The following list includes faculty members who have expressed an interest in being involved in the proposed major program, or those who play an instrumental role in the delivery of programs and courses that support interdisciplinary areas of specialization, as outlined in this proposal.

Christine O'Bonsawin, Indigenous Studies and History (HUMA)
Christine Sy, Gender Studies (HUMA)
Indigenous Scholar, English (July 1, 2018) (HUMA)
Indigenous Scholar, History (July 1, 2018) (HUMA)
Indigenous Scholar, Linguistics (July 1, 2018) (HUMA)
Rob Gillezeau, Economics (SOSC)
Heidi Kiiwetinepinesiik Stark, Political Science (SOSC)
Andrea Walsh, Anthropology (SOSC)
Billie Allan, Social Work (HSD)
Taiaiake Alfred, Indigenous Governance (HSD)
Jeannine Carriere, Social Work (HSD)
Nick Claxton, Indigenous Education (ED)
Jeff Corntassel, Indigenous Governance (HSD)
Sandrina de Finney, Child and Youth Care (HSD)
Jacquie Green, Social Work (HSD)
Charlotte Loppie, Public Health & Social Policy (HSD)
Shanne McCaffrey, Child and Youth Care (HSD)
Onowa Mclvor, Indigenous Education (ED)
Devi Mucina, Indigenous Governance (HSD)
Carmen Rodriguez de France, Indigenous Education (ED)
Trish Rosborough, Indigenous Education (ED)
Robina Thomas, Social Work (HSD)
Paul Whitinui, Exercise Science, Physical & Health Education (ED)
## Draft List of Approved Courses

### Lower Level Courses (100- and 200-Level)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 100</td>
<td>Introduction to Anthropology</td>
</tr>
<tr>
<td>ECON 111</td>
<td>The Economy and the Environment</td>
</tr>
<tr>
<td>ENGL 207</td>
<td>Introduction to Cultural Studies</td>
</tr>
<tr>
<td>ES 200</td>
<td>Introduction to Environmental Studies</td>
</tr>
<tr>
<td>GEOG 101A</td>
<td>Environment, Society and Sustainability</td>
</tr>
<tr>
<td>GDS 201</td>
<td>Introduction to Global Development Studies</td>
</tr>
<tr>
<td>GNDR 100</td>
<td>Gender, Power and Difference</td>
</tr>
<tr>
<td>GNDR 203</td>
<td>Indigenous Women in Canada</td>
</tr>
<tr>
<td>GNDR 208</td>
<td>Indigenous Feminisms</td>
</tr>
<tr>
<td>HDCC 200</td>
<td>Introduction to Human Dimensions of Climate Change</td>
</tr>
<tr>
<td>HSTR 120</td>
<td>History of Human Rights</td>
</tr>
<tr>
<td>IS 291</td>
<td>Topics in Indigenous Studies</td>
</tr>
<tr>
<td>LING 272</td>
<td>Introduction to Indigenous Languages of British Columbia</td>
</tr>
<tr>
<td>PHIL 209</td>
<td>Philosophy and First Nations Thought</td>
</tr>
<tr>
<td>PHIL 232</td>
<td>Moral Problems in Contemporary Society</td>
</tr>
<tr>
<td>POLI 103</td>
<td>The World of Politics</td>
</tr>
<tr>
<td>POLI 263</td>
<td>The Politics of Indigenous Peoples</td>
</tr>
<tr>
<td>PSYC 192</td>
<td>Introduction to Positive Psychology</td>
</tr>
<tr>
<td>SJS 100</td>
<td>Introduction to Theories of Social Justice</td>
</tr>
<tr>
<td>SJS 200</td>
<td>Introduction to the Practice of Social Justice</td>
</tr>
<tr>
<td>SOCI 100A</td>
<td>Introduction to Sociology: Understanding Social Life</td>
</tr>
<tr>
<td>SOCI 215</td>
<td>Class and Social Inequality</td>
</tr>
</tbody>
</table>

### Upper Level Courses (300- and 400-Level)

#### Breadth Area One: Arts, Literatures and Languages

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHVS 480</td>
<td>Seminar in Contemporary North American Indigenous Arts</td>
</tr>
<tr>
<td>AHVS 482</td>
<td>Seminar in Indigenous Arts</td>
</tr>
<tr>
<td>AHVS 484</td>
<td>Seminar in Contemporary Art: The Pacific Northwest Coast</td>
</tr>
<tr>
<td>GNDR 308</td>
<td>Indigeneity, Gender, Land</td>
</tr>
<tr>
<td>GNDR 340</td>
<td>Indigenous Cinema Decolonizing the Screen</td>
</tr>
<tr>
<td>GNDR 341</td>
<td>Indigenous Women’s Autobiographies</td>
</tr>
<tr>
<td>GNDR 343</td>
<td>Indigenous Women Writing Resistance</td>
</tr>
<tr>
<td>ENGL 476</td>
<td>Indigenous and Diasporic Literatures in Canada</td>
</tr>
<tr>
<td>ENGL 477</td>
<td>Indigenous Literature in English</td>
</tr>
<tr>
<td>IS 391A</td>
<td>Topics in Arts, Literature and Languages</td>
</tr>
<tr>
<td>IS 491A</td>
<td>Seminar in Arts, Literature and Languages</td>
</tr>
<tr>
<td>LING 372</td>
<td>Indigenous Languages of British Columbia</td>
</tr>
<tr>
<td>LING 401</td>
<td>Salish</td>
</tr>
<tr>
<td>LING 403</td>
<td>Dene (Athabaskan)</td>
</tr>
<tr>
<td>LING 405</td>
<td>Wakashan</td>
</tr>
<tr>
<td>SPAN 304</td>
<td>Indigenous Latin America, Social Justice, Environment</td>
</tr>
</tbody>
</table>

#### Breadth Area Two: Histories, Politics, Laws and Lands

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 336</td>
<td>Contemporary Aboriginal Peoples of Canada</td>
</tr>
<tr>
<td>ANTH 338</td>
<td>Anthropology of the Indigenous Peoples of British Columbia</td>
</tr>
<tr>
<td>ANTH 433</td>
<td>Coast Salish Culture and Contemporary Life</td>
</tr>
<tr>
<td>Breadth Area Three: Education, Health and Healing</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>CYC 330: Applied Practice in Indigenous Contexts</td>
<td></td>
</tr>
<tr>
<td>CYC 430: Research Practice in Indigenous Contexts</td>
<td></td>
</tr>
<tr>
<td>ED-D 419: Introduction to Indigenous Approaches to Healing and Helping</td>
<td></td>
</tr>
<tr>
<td>IED 371: The History of Indigenous Education in Canada</td>
<td></td>
</tr>
<tr>
<td>IED 372: Indigenous Epistemologies</td>
<td></td>
</tr>
<tr>
<td>IED 374: Indigenous Pedagogies</td>
<td></td>
</tr>
<tr>
<td>INGH 452: Traditional Healing in Indigenous Communities</td>
<td></td>
</tr>
<tr>
<td>INGH 453: Wise Practices in Indigenous Community Health</td>
<td></td>
</tr>
<tr>
<td>INGH 454: Leadership in First Nation Communities</td>
<td></td>
</tr>
<tr>
<td>INGH 455: Community Development and Capacity Building in First Nation Communities</td>
<td></td>
</tr>
<tr>
<td>IS 391C: Topics in Education, Health and Healing</td>
<td></td>
</tr>
<tr>
<td>IS 491C: Seminar in Education, Health and Healing</td>
<td></td>
</tr>
<tr>
<td>SOCW 354: Indigenous Perspectives on Practice Issues</td>
<td></td>
</tr>
<tr>
<td>SOCW 391: Indigenous Approaches to Healing and Helping</td>
<td></td>
</tr>
<tr>
<td>SOCW 451: Indigenous Policy Analysis in Social Work</td>
<td></td>
</tr>
<tr>
<td>SOCW 491: Integration of Indigenous Approaches to Healing and Helping</td>
<td></td>
</tr>
<tr>
<td>SOCW 492: Protecting Indigenous Children</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Breadth Area Four: Community and Land-Based Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 380: Directed Experiential Learning in Anthropology</td>
</tr>
<tr>
<td>ES 470: Advanced Field Study</td>
</tr>
<tr>
<td>GEOG 453: Field Studies in Coastal and Marine Studies</td>
</tr>
<tr>
<td>IED 473: CENENITEL TW TOLNEW: Helping Each Other to Learn</td>
</tr>
<tr>
<td>IS 320: LE,NONET Research Apprenticeship (*LE,NONET students only)</td>
</tr>
<tr>
<td>IS 321: LE,NONET Community Internship (LE,NONET students only)</td>
</tr>
<tr>
<td>IS 391D: Topics in Community and Land-Based Learning</td>
</tr>
<tr>
<td>IS 491D: Seminar in Community and Land-Based Learning</td>
</tr>
<tr>
<td>LING 379: Language and Land</td>
</tr>
<tr>
<td>*Haida Gwaii Education Society courses (BCCAT articulation)</td>
</tr>
<tr>
<td>*Dechinta Centre for Research and Learning (BCCAT articulation)</td>
</tr>
</tbody>
</table>
## Draft Calendar Descriptions for Indigenous Studies Courses

### Core Courses (new courses marked *)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 101</td>
<td>1.5</td>
<td>3-0</td>
</tr>
<tr>
<td>Indigenous Foundations</td>
<td>Formerly: IS 200A</td>
<td></td>
</tr>
<tr>
<td>This course will introduce students to foundational contexts and concepts in the field of Indigenous Studies. Emphasis will be placed on the formation, maintenance and diversity of Indigenous identities and on the ways Indigenous peoples have experienced and resisted colonialism. Students will be introduced to guest speakers, films, and community-involved activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Note:</strong> Credit will be granted for only one of IS 101, IS 200A.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IS 201</td>
<td>1.5</td>
<td>3-0</td>
</tr>
<tr>
<td>Introduction to Indigenous Studies</td>
<td>Formerly: IS 200B</td>
<td></td>
</tr>
<tr>
<td>This course will introduce students to historical, social, political, legal, and gendered frameworks that shape the relationship between Indigenous peoples, the state of Canada, and Canadian society. Topics to be covered include political activism, constitutional reform and recognition, policy, treaties, and land claims.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Note:</strong> Credit will be granted for only one of IS 201, IS 200B.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Recommendation(s):</strong> IS 101 is recommended prior to IS 201.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*IS 301</td>
<td>1.5</td>
<td>3-0</td>
</tr>
<tr>
<td>Critical Indigenous Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course is designed to introduce students to central theoretical concepts in the field of Indigenous Studies from a variety of Indigenous perspectives. In this course, important disciplinary questions are explored, including colonialism, whiteness, sexuality and gender, sovereignty, self-determination, recognition, reconciliation, decolonization, and resurgence. This course focuses on Indigenous-centered philosophies and theories that are culturally innovative, relevant, and transformative.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Prerequisite(s):**  
- IS 101 or IS 201; and  
- minimum second-year standing, or  
- permission of the program. |
| IS 310A  | 1.5   | 3-0   |
| LE,NONET Preparation Seminar | Formerly: IS 310, IS 220 |
| Introduces Indigenous (First Nations, Métis, Inuit, non-status) students to knowledge and skills necessary for working with Indigenous communities and organizations, or with campus-based academic researchers, through a Research Apprenticeship (320) or Community Internship (321). Provides an introduction to western and Indigenous research methodologies. |
| **Note:** Credit will be granted for only one of 310, IS 310A, IS 310B. |
| **Prerequisite(s):** |
• minimum second-year standing; and
• permission of the program.

*IS 310B  Units: 1.5  Hours: 3-0
Major Preparation Seminar
Introduces Indigenous Studies students to knowledge and skills necessary for working with Indigenous communities and organizations. Provides an introduction to western and Indigenous research methodologies.
Note: Credit will be granted for only one of 310, IS 310A, 310B.
Prerequisite(s):
• IS 101;
• Minimum second-year standing; or
• permission of the program.

*IS 350  Units: 1.5  Hours: 3-0
Methods, Ethics, Protocols
Provides students with a comprehensive examination of critical research methods and ethics. This course considers culturally appropriate research approaches, principles, ethics, methods and methodologies in conducting research that concerns Indigenous peoples. Topics to be examined include research ethics and protocols, community-based research practices, oral traditions, anti-oppressive research practices, Indigenous ways and relational accountability.
Prerequisite(s):
• IS 201; and
• minimum second-year standing; or
• permission of the program.

IS 400  Units: 1.5  Hours: 3-0
Research Seminar in Indigenous Studies
An interdisciplinary investigation of a selected research topic subject. Seminar to be taken as capstone course for Indigenous Studies Minor and core course for Indigenous Studies Major.
Prerequisite(s):
• IS 201;
• minimum third-year standing;
• declared Major or Minor in Indigenous Studies; or
• permission of the program.

*IS 450  Units: 1.5  Hours: 3-0
Indigenous Studies in the Field
The application of central theoretical concepts in the field of Indigenous Studies to field-based practice. Students will have the opportunity to learn about traditional Indigenous teachings and practices through community and land based opportunities.
Prerequisite(s):
• IS 310A or IS 310B; and
• minimum third-year standing; and
• declared Major in Indigenous Studies.
Recommendation(s): IS 301, 350.
**Elective Courses (offered every year)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units:</th>
<th>Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 320</td>
<td>1.5</td>
<td>3-0</td>
</tr>
</tbody>
</table>

**LE,NONET Research Apprenticeship**
Practical experience within a university research setting. In consultation with the Research Apprenticeship Adviser, students identify an area of research interest and undertake 120 hours of research under the supervision of a faculty member from any department and submit a final project report.

**Prerequisite(s):**
- IS 220 with a minimum grade of B+ (77%) or IS 310 with a minimum grade of B+ (77%); and
- permission of the program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units:</th>
<th>Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 321</td>
<td>1.5</td>
<td>3-0</td>
</tr>
</tbody>
</table>

**LE,NONET Community Internship**
An introduction to practical experience within an Indigenous community or organization setting. In consultation with the Community Internship Coordinator, students identify an area of interest and undertake 120 hours of work under the supervision of a community adviser from an Indigenous community or organization.

**Prerequisite(s):**
- IS 220 with a minimum grade of B+ (77%) or IS 310 with a minimum grade of B+ (77%); and
- permission of the program.

**Variable Topics Courses (offered when instructors are available)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units:</th>
<th>Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>*IS 291</td>
<td>1.5</td>
<td>3-0</td>
</tr>
</tbody>
</table>

**Topics in Indigenous Studies**
Variable content course on topics in Indigenous Studies.

**Note:** May be taken more than once in different topics with permission of the program.

**Prerequisite(s):**
- IS 101; and
- minimum 2nd year standing; or
- permission of the program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units:</th>
<th>Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>*IS 391A</td>
<td>1.5</td>
<td>3-0</td>
</tr>
</tbody>
</table>

**Topics in Arts, Literature and Languages**
Variable content course on advanced topics in Indigenous Studies.

**Note:** May be taken more than once in different topics with permission of the Director.

**Prerequisite(s):**
- minimum 3rd year standing; or
- permission of the program.

**Recommendation(s):** a minimum of 1.5 units of IS courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units:</th>
<th>Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>*IS 391B</td>
<td>1.5</td>
<td>3-0</td>
</tr>
</tbody>
</table>

**Topics in Histories, Politics, Laws and Lands**
Variable content course on advanced topics in Indigenous Studies.

**Note:** May be taken more than once in different topics with permission of the Director.

**Prerequisite(s):**
• minimum 3rd year standing; or  
• permission of the program.  
**Recommendation(s):** a minimum of 1.5 units of IS courses.

*IS 391C*  
**Units:** 1.5  
**Hours:** 3-0  
**Topics in Education, Health and Healing**  
Variable content course on advanced topics in Indigenous Studies.  
**Note:** May be taken more than once in different topics with permission of the Director.  
**Prerequisite(s):**  
• minimum 3rd year standing; or  
• permission of the program.  
**Recommendation(s):** a minimum of 1.5 units of IS courses.

*IS 391D*  
**Units:** 1.5  
**Hours:** 3-0  
**Topics in Community and Land-Based Learning**  
Variable content course on advanced topics in Indigenous Studies.  
**Note:** May be taken more than once in different topics with permission of the Director.  
**Prerequisite(s):**  
• minimum 3rd year standing; or  
• permission of the program.  
**Recommendation(s):** a minimum of 1.5 units of IS courses.

IS 490  
**Units:** 1.5  
**Hours:** 3-0  
**Directed Studies**  
Formerly: IS 490 (Directed Reading)  
Students wishing to pursue a course of directed reading should, together with a faculty member willing to supervise such a course, formulate a proposal describing both the content of the course and a suitable means of evaluating the student's work. The proposal must then receive the approval of the Director of the Program.  
**Note:** May be taken more than once in different topics with permission of the program.  
**Prerequisite(s):**  
• IS 350; and  
• Declared Major in Indigenous Studies; or  
• permission of the program.

*IS 491A*  
**Units:** 1.5  
**Hours:** 3-0  
**Seminar in Arts, Literature and Languages**  
Advanced examination of selected topics in Indigenous Studies.  
**Note:** May be taken more than once in different topics with permission of the program.  
**Prerequisite(s):**  
• IS 101 or IS 201; and;  
• Minimum 3rd year standing; or  
• permission of the program.

*IS 491B*  
**Units:** 1.5  
**Hours:** 3-0  
**Seminar in Histories, Politics, Laws and Lands**  
Advanced examination of selected topics in Indigenous Studies.  
**Note:** May be taken more than once in different topics with permission of the program.  
**Prerequisite(s):**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>*IS 491C</td>
<td>1.5</td>
<td>3-0</td>
<td>Seminar in Education, Health and Healing</td>
</tr>
<tr>
<td>*IS 491D</td>
<td>1.5</td>
<td>3-0</td>
<td>Seminar in Community and Land-Based Learning</td>
</tr>
</tbody>
</table>

**Seminar in Education, Health and Healing**
Advanced examination of selected topics in Indigenous Studies.

**Note:** May be taken more than once in different topics with permission of the program.

**Prerequisite(s):**
- IS 101 or IS 201; and;
- Minimum 3rd year standing; or
- permission of the program.

**Seminar in Community and Land-Based Learning**
Advanced examination of selected topics in Indigenous Studies.

**Note:** May be taken more than once in different topics with permission of the program.

**Prerequisite(s):**
- IS 101 or IS 201; and;
- Minimum 3rd year standing; or
- permission of the program.
Detailed Description of the Linkages Between the Learning Outcomes and the Curricular Design

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Curriculum Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>✤ Demonstrate an understanding of historical and contemporary contexts of Indigenous experiences in Canada</td>
<td>These competencies will be developed in the 3.0u lower-level IS core courses (101 and 201) as well as 4.5u of interdisciplinary requirements at the lower-level and 7.5u at the upper-level.</td>
</tr>
<tr>
<td>✤ Demonstrate an understanding of Indigenous perspectives, worldviews, and knowledges</td>
<td>These competencies will be developed in both core courses (101, 201, 301, and 400) as well as approved external course requirements, which are managed by the 'Draft List for Approved Electives'.</td>
</tr>
<tr>
<td>✤ Apply acquired research skills within Indigenous and academic contexts as well as demonstrate respect for Indigenous protocols and research methodologies</td>
<td>These competencies will be developed in core course that focus specifically on Indigenous research methods and methodologies (310A/310B and 350).</td>
</tr>
<tr>
<td>✤ Demonstrate knowledge and understanding of working with Indigenous communities</td>
<td>These competencies will be developed in core courses that provide experiential learning opportunities (310A/310B, 450) as well as a minimum of 1.5u of upper-level in approved interdisciplinary upper-level courses that provide opportunities for community and land-based learning.</td>
</tr>
<tr>
<td>✤ Locate themselves in discourses and practices of decolonization, reconciliation, and resurgence</td>
<td>These competencies will be developed in core courses that focus on research methods and methodologies (310A/310B, 350, 450) and will be upheld in core courses that concentrate on Indigenous and theoretical perspectives (301, 400).</td>
</tr>
</tbody>
</table>
Projected Major Declarations and Graduates (2018-2023)

Based on current IS enrollments, the rise in demand for the IS classes since their inception, the success of IS programs at other universities, and the interest indicated by students currently in the IS minor, we project the following enrollments:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major in Indigenous Studies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduating Students</td>
<td>6-8</td>
<td>10-12</td>
<td>12-14</td>
<td>15-17</td>
<td>18-20</td>
</tr>
<tr>
<td><strong>Minor in Indigenous Studies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Students Declaring</td>
<td>8-10</td>
<td>10-12</td>
<td>12-14</td>
<td>14-16</td>
<td>16-18</td>
</tr>
<tr>
<td>Graduating Students</td>
<td>6-8</td>
<td>8-10</td>
<td>10-12</td>
<td>12-14</td>
<td>14-16</td>
</tr>
</tbody>
</table>
## Proposed Course Offerings, Teaching Schedule, and Student Enrolments (2018 – 2023)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>IS 101: Indigenous Foundations</td>
<td>4.5u (Sessional 4.5u)</td>
<td>6.0u (Sessional 6.0u)</td>
<td>7.5u (Sessional 7.5u)</td>
<td>9.0u (Sessional 9.0u)</td>
<td>10.5u (Sessional 10.5u)</td>
</tr>
<tr>
<td>Projected Enrolment</td>
<td>90</td>
<td>120</td>
<td>120</td>
<td>150</td>
<td>180</td>
</tr>
<tr>
<td>IS 201: Introduction to Indigenous Studies</td>
<td>3.0u (IS Faculty 3.0u)</td>
<td>3.0u (IS Faculty 3.0u)</td>
<td>4.5u (IS Faculty 3.0; Sessional 1.5u)</td>
<td>4.5u (IS Faculty 3.0u; Sessional 1.5u)</td>
<td>4.5u (IS Faculty 3.0u; Sessional 1.5u)</td>
</tr>
<tr>
<td>Projected Enrolment</td>
<td>60</td>
<td>60</td>
<td>80</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>IS 301: Critical Indigenous Theory</td>
<td>1.5u (Sessional 1.5)</td>
<td>1.5u (IS Faculty 1.5u)</td>
<td>1.5u (IS Faculty 1.5u)</td>
<td>1.5u (IS Faculty 1.5u)</td>
<td>1.5u (IS Faculty 1.5u)</td>
</tr>
<tr>
<td>Projected Enrolment</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>IS 310A: LE,NONET Preparation Seminar</td>
<td>1.5u (LE,NONET AC/ECLC 1.5u)</td>
<td>1.5u (LE,NONET AC/ECLC 1.5u)</td>
<td>1.5u (LE,NONET AC/ECLC 1.5u)</td>
<td>1.5u (LE,NONET AC/ECLC 1.5u)</td>
<td>1.5u (LE,NONET AC/ECLC 1.5u)</td>
</tr>
<tr>
<td>Projected Enrolment</td>
<td>15</td>
<td>18</td>
<td>20</td>
<td>23</td>
<td>25</td>
</tr>
<tr>
<td>IS 310B: Major Preparation Seminar</td>
<td>1.5u (Sessional 1.5u)</td>
<td>1.5u (IS Faculty/ Knowledge Holder in Residence 1.5u)</td>
<td>1.5u (IS Faculty/ Knowledge Holder in Residence 1.5u)</td>
<td>1.5u (IS Faculty/ Knowledge Holder in Residence 1.5u)</td>
<td>1.5u (IS Faculty/ Knowledge Holder in Residence 1.5u)</td>
</tr>
<tr>
<td>Projected Enrolment</td>
<td>10</td>
<td>12</td>
<td>20</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>IS 320: LE,NONET Research Apprenticeship</td>
<td>1.5u (LE,NONET AC 1.5u)</td>
<td>1.5u (LE,NONET AC 1.5u)</td>
<td>1.5u (LE,NONET AC 1.5u)</td>
<td>1.5u (LE,NONET AC 1.5u)</td>
<td>1.5u (LE,NONET AC 1.5u)</td>
</tr>
<tr>
<td>Projected Enrolment</td>
<td>8</td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>IS 321: LE,NONET Community Apprenticeship</td>
<td>1.5u (LE,NONET ECLC)</td>
<td>1.5u (LE,NONET ECLC)</td>
<td>1.5u (LE,NONET ECLC)</td>
<td>1.5u (LE,NONET ECLC)</td>
<td>1.5u (LE,NONET ECLC)</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Projected Enrolment</td>
<td>1.5u)</td>
<td>1.5u)</td>
<td>1.5u)</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------------</td>
<td>---------------------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>IS 350</td>
<td>Methods, Ethics, Protocols</td>
<td></td>
<td>10</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>IS 391</td>
<td>Advanced Topics</td>
<td></td>
<td>10</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>IS 400</td>
<td>Research Seminar in Indigenous Studies</td>
<td></td>
<td>10</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>IS 450</td>
<td>Indigenous Studies in the Field</td>
<td></td>
<td>10</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>IS 490</td>
<td>Directed Studies</td>
<td></td>
<td>5</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>IS 491</td>
<td>Advanced Seminar</td>
<td></td>
<td>10</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL Units</td>
<td></td>
<td></td>
<td>18u</td>
<td>21u</td>
<td>27u</td>
</tr>
<tr>
<td>TOTAL Enrolment</td>
<td></td>
<td></td>
<td>246</td>
<td>298</td>
<td>372</td>
</tr>
</tbody>
</table>
Appendix 13

Consultation with UVic Library

11/22/2017

RE: Indigenous Studies major proposal - Christine O'Bonsawin

RE: Indigenous Studies major proposal

Justin Harrison

Thu 07/09/2017 3:53 PM

Hi Christine,
Here are Pia's thoughts, which might be worth you including in your text under the heading of library requirements:

In Tracie's absence, my sense is that the following areas of Indigenous scholarship are strong within the library's collection:
- Indigenous governance
- Indigenous education
- Indigenous language revitalization

I would suggest we consider reviewing our Indigenous studies collection of general and broadly applicable titles within the social sciences. For example, Indigenous research methods titles are very popular and yet do not really fall into a single subject selector's area.

Perhaps it would be worth mentioning the need going forward for the library and Indigenous Studies to be mindful of collecting in the research methods titles, as well as social science and general topics in the field. These and other growth areas would need to be addressed over the coming years with available funds, rather than an expectation that they be acquired all at once in short order. With those additions I think your proposal sounds good to the library.

All the best with your new program,
Justin

From: Justin Harrison
Sent: September 7, 2017 3:16 PM
To: Christine O'Bonsawin <cobonsaw@uvic.ca>
Cc: Pia Russell <prussell@uvic.ca>
Subject: RE: Indigenous Studies major proposal

Hi Christine,
Thanks for reaching out to confirm whether we need more consultation. Typically the subject librarian, Tracie Smith in this case (who is currently on leave), would provide feedback on any library requirements.

I've cc'd my colleague Pia Russell, for her additional perspective on the library's needs and/or strengths in supporting this new exciting Major. She has served as librarian for Indigenous Studies in the past, and is very familiar with related fields and collections of Indigenous Studies topics in Education, History, and Linguistics.
Good afternoon Justin,

I am writing in regards to the proposal for a major in Indigenous Studies, which we hope to move through the various channels in the upcoming weeks and months.

As you are probably aware, in the templates for new programs there is a 'library requirements' section. I have spoken informally with Tracie Smith about the possibility of an Indigenous Studies major, particularly in regards to library holdings; however, I thought that I should formally communicate directly with the library before we begin to officially move the proposal forward. The most recent draft of the major proposal states:

***

8.4 Library Requirements

UVic libraries are already in possession of relevant materials that will support the teaching and research needs of the IS Major. It is expected that IS will continue to work cooperatively with the library as resource needs for the program arise

***

I am not sure whether there is more we need to work out on our end in terms of communications with the library, however, I thought that at the very least we should connect with the library to determine whether there are any further implications for the library (or Indigenous Studies), which we have not considered to this point.

Any advice or guidance would be greatly appreciated!

Take care,

Christine

Christine O'Bonsawin, PhD
Director, Indigenous Studies Program
Associate Professor, Department of History
University of Victoria
Victoria, BC
(250) 853-3807
## Comparative Data: British Columbia Indigenous Studies Programs

### Major Degree Requirements (converted to UVic units)

<table>
<thead>
<tr>
<th>Year</th>
<th>VIU (FNAT)</th>
<th>UBC (FNIS)</th>
<th>SFU (FNST)</th>
<th>UBCO (INDG)</th>
<th>UNBC (FNST)</th>
<th>UVIC (proposed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year: 1</td>
<td>6.0u required</td>
<td>4.5u required + 1.5u approved</td>
<td>3.0u required + 4.5u approved</td>
<td>1.5u required + 6.0u INDG electives</td>
<td>3.0u required + 1.5u FNST elective</td>
<td>1.5u required + 1.5u approved</td>
</tr>
<tr>
<td>Year: 2</td>
<td>6.0u required</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year: 3</td>
<td>6.0u required</td>
<td>6.0u required + 6.0u FNIS electives</td>
<td>6.0u required + 9.0u FNST electives/approved</td>
<td>6.0u required + 9.0u INDG electives</td>
<td>1.5u required</td>
<td></td>
</tr>
<tr>
<td>Year: 4</td>
<td>3.0u–6.0u required</td>
<td>12.0u approved upper-level</td>
<td>12.0u approved upper-level</td>
<td>--</td>
<td>No courses from other academic units</td>
<td>7.5u FNST electives / approved (any level)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7.5u approved</td>
</tr>
<tr>
<td>Other courses</td>
<td>12.0u approved upper-level</td>
<td>12.0u approved upper-level</td>
<td>--</td>
<td>No courses from other academic units</td>
<td>7.5u FNST electives / approved (any level)</td>
<td>7.5u approved</td>
</tr>
<tr>
<td>Total Program</td>
<td>21.0u–24.0u</td>
<td>16.5u</td>
<td>9.0u-18.0u</td>
<td>22.5u</td>
<td>7.5u–15.0u</td>
<td>10.5u</td>
</tr>
<tr>
<td>Total Approved</td>
<td>12.0u</td>
<td>13.5u</td>
<td>4.5u–13.5u</td>
<td>0</td>
<td>0–7.5u</td>
<td>10.5u</td>
</tr>
<tr>
<td>Total Courses</td>
<td>33.0u–36.0u</td>
<td>30.0u</td>
<td>22.5u</td>
<td>22.5u</td>
<td>15.0u</td>
<td>21.0u</td>
</tr>
<tr>
<td>Experiential Component</td>
<td>Optional internship</td>
<td>Required research practicum</td>
<td>Optional co-op</td>
<td>Optional community research project</td>
<td>Required internship</td>
<td>Required community project</td>
</tr>
</tbody>
</table>
## Comparative Data: British Columbia Indigenous Studies Programs

### Indigenous Studies Courses in Calendar (converted to UVic units)

<table>
<thead>
<tr>
<th>Year-long</th>
<th>VIU (FNAT)</th>
<th>UBC (FNIS)</th>
<th>SFU (FNST)</th>
<th>UBCO (INDG)</th>
<th>UNBC (FNST)</th>
<th>UVIC (minor currently)</th>
<th>UVIC (proposed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years 1 &amp; 2</td>
<td>12.0u</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Years 3 &amp; 4</td>
<td>15.0u</td>
<td>3.0u</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Semester</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Years 1 &amp; 2</td>
<td>9.0u</td>
<td>4.5u</td>
<td>7.5u</td>
<td>7.5u</td>
<td>91.5u</td>
<td>3.0u</td>
<td>3.0u</td>
</tr>
<tr>
<td>Years 3 &amp; 4</td>
<td>1.5u</td>
<td>7.5u</td>
<td>34.5u</td>
<td>24.0u</td>
<td>57.0u</td>
<td>1.5u</td>
<td>12.0u</td>
</tr>
<tr>
<td>Variable-topics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Years 1 &amp; 2</td>
<td>0</td>
<td>0</td>
<td>1.5u</td>
<td>1.5u</td>
<td>13.5u</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Years 3 &amp; 4</td>
<td>1.5u</td>
<td>6.0</td>
<td>4.5u</td>
<td>4.5u</td>
<td>9.0u</td>
<td>1.5u</td>
<td>4.5u</td>
</tr>
<tr>
<td>UVIC equivalent</td>
<td>39.0u</td>
<td>21.0u</td>
<td>48.0u</td>
<td>36.0u</td>
<td>172.5u</td>
<td>6.0</td>
<td>19.5u</td>
</tr>
</tbody>
</table>

### Faculty Complement

<table>
<thead>
<tr>
<th></th>
<th>VIU (FNAT)</th>
<th>UBC (FNIS)</th>
<th>SFU (FNST)</th>
<th>UBCO (INDG)</th>
<th>UNBC (FNST)</th>
<th>UVIC (minor currently)</th>
<th>UVIC (proposed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant</td>
<td>6 (all regular instructional staff titled &quot;Professor&quot;)</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Associate</td>
<td></td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Professor</td>
<td></td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Emeritus/Emerita</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>6</td>
<td>9</td>
<td>6</td>
<td>3</td>
<td>6 (+2)</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>
Evidence of Support

November 21, 2017

Chris Goto-Jones
Dean, Faculty of Humanities

RE: Support for Proposed Major in Indigenous Studies

Dear Chris,

The Faculty of Social Sciences strongly supports the proposed Major in Indigenous Studies. The IS Major will complement and build on the IS Minor and, more significantly, will take UVic’s commitment and practice in Indigenous education to the necessary next level.

The proposed IS Major has several hallmarks that will bring Indigenous studies at UVic on par with other institutions in Canada and will also distinguish UVic’s program from other institutions, specifically, the appointment of Elders and a Knowledge Holder(s) in Residence, and the emphasis on experiential and land-based learning.

The proposed IS Major is directly responsive to the UVic Indigenous Plan, in particular with respect to developing “an Indigenous Studies Major to complement the existing Indigenous Studies Minor”. Aligning with the Indigenous Plan the proposed IS Major also fosters a welcoming university environment for Indigenous students and others who want to learn about Indigenous knowledges and ways of knowing, as well as hiring Indigenous faculty, and supporting Indigenous students.

It is unfortunate that there was not a fulsome discussion with Deans on the advantages and disadvantages of moving Indigenous Studies from Interdisciplinary Studies to a single faculty, and the resulting inter-faculty collaboration that would be needed for the IS Major to enhance offering it by a single faculty. For example, collaboration would be further enhanced with cross-Faculty participation in the Advisory Committee. Having said this, if it has to be located in a single faculty, then Humanities is well suited to house it and I am certain that it will flourish under the support of Dean Goto-Jones. We look forward to further discussions on inter-faculty engagement with the IS Major and ways to best support it.

Original signed by Catherine Krull

Catherine Krull
Dean of Social Sciences
November 21, 2017

Nancy Wright, Senate Committee on Planning
University of Victoria

Dear Nancy,

Re: Major In Indigenous Studies

The Faculty of Human and Social Development is pleased to support the Major in Indigenous Studies. Like Humanities, this Faculty is committed to strengthening its programming in the context of Indigenization, in accordance with the university’s Indigenous Plan, and this major represents a clear contribution in this direction.

The Faculty of Human and Social Development is already involved in the Indigenous Studies Minor, in the context of Interdisciplinary Studies; we are pleased to see the development of this major, led by Indigenous faculty members from across multiple Departments and Faculties and hosted by the Faculty of Humanities.

The major is soundly built on principles of interdisciplinary cooperation within and between Faculties. It successfully captures the extra value of this cooperation, and frames an attractive programme that would not be possible without it. It is also a great merit of the proposal that it constructs the possibility of Indigenous Studies as a discipline in its own right, locating that knowledge and those ways of knowing in the Indigenous community itself.

I am confident that the major builds upon existing trajectories within the Faculty of Human and Social Development and potentially adds value to the student experience here. Hence, I am confident that it will attract students already on-stream as well as draw in a new constituency of students who might otherwise have chosen to go elsewhere. Indigenous Studies is an attractive and timely addition to UVic’s portfolio, and an essential step in the fulfilment of UVic’s ambitions under its Indigenous Plan.

This major represents an exciting opportunity for UVic and I am pleased to be able to support it. I commend the faculty members who were involved in its design, and I look forward to seeing this flourish.

Original signed by Tricia Marek

Tricia Marek RN, PhD
Dean

Child and Youth Care, Health Information Science, Indigenous Governance, Nursing, Public Administration, Public Health and Social Policy, Social Work
To: Dr. Chris Goto-Jones, Dean of Humanities  
Re: Proposal for a BA in Indigenous Studies  
Date: 21 November 2017

The Faculty of Education supports the principle of a full degree in Indigenous Studies very strongly, and appreciates the opportunity to express that support. Having reviewed the proposal in detail, we see the structure as intellectually and culturally appropriate. The establishment of the degree is an important step forward for the University of Victoria in a critical area and at a critical time.

We look forward to full involvement with the Humanities in the design and delivery of the BA in Indigenous Studies.

Original signed by Ralf St. Clair
Date: 21 November 2017
To: Nancy Wright, Senate Committee on Planning
CC: 
From: Jeremy Webber, Dean of Law

Re: Major in Indigenous Studies

On behalf of the Faculty of Law, I am pleased to support the proposed Major in Indigenous Studies. Like Humanities, this Faculty is committed to strengthening its programming in Indigenization, in accordance with the university’s Indigenous Plan. We strongly support the development of advancements in Indigenous studies across the university. Our own initiatives have benefited greatly from interdisciplinary collaboration. This initiative is a very good contribution in this direction.

The major is soundly built on principles of interdisciplinary cooperation within and between Faculties. It successfully captures the extra value of this cooperation, and frames an attractive programme that would not be possible without it. It is also a great merit of the proposal that it constructs the possibility of Indigenous Studies as a discipline in its own right, locating that knowledge and those ways of knowing in the Indigenous community itself.

I am confident that the major complements existing trajectories within the Faculty of Law, such as our Common Law/Indigenous Law dual degree programme. The additional faculty and students working in the programme will contribute to our depth across the university. I am confident that it will attract a new constituency of students who might otherwise have chosen to go elsewhere. Indigenous Studies is an attractive and timely addition to UVic’s portfolio, and an essential step in the fulfillment of UVic’s ambitions under its Indigenous Plan.

This major represents an exciting opportunity for UVic and I am pleased to support it. I commend the faculty members who were involved in its design, and I look forward to seeing this flourish.

Sincerely,

Original signed by Jeremy Webber
Dear Dean Goto-Jones,

The Equity and Human Rights (EQHR) office is pleased to wholeheartedly extend support for the proposed new Bachelor of Arts, Indigenous Studies Major in the Faculty of Humanities.

Committing to and developing strength in indigenous scholarship is essential if we are to build and integrate Indigenous ways and understandings across our university. The proposed program will both complement and strengthen existing Indigenous scholarship at UVic by increasing the breadth and integration of diverse aspects of Indigenous studies. Being able to offer the Indigenous Studies Major in the humanities will add value to our university community by attracting Indigenous scholars and students interested in this arena of Indigenous studies. These scholars and students will bring with them new ideas and methods that we can learn from and integrate back into our own work and the functioning of the university community. They will support us all in building communities of practice that are founded in new ways of thinking.

The proposal clearly articulates the importance of the program in the context of the Final Report of the Truth and Reconciliation Commission, and the BC Government’s action plan on Indigenous education and training. As Canadian society commits to reconciliation, it is incumbent upon UVic to develop programs such as this that advance student opportunities to participate in shaping our collective future, and I am delighted that this new program will contribute to UVic’s commitments to these important calls to action.

I am so pleased to have been asked to offer support. I wish you and all those involved in this proposal the very best as the proposal moves forward.

Sincerely,

Original signed by Cassbrea Dewis

Cassbrea Dewis
Acting Director, Equity and Human Rights
November 23, 2017

Chris Goto-Jones  
Dean, Faculty of Humanities  
University of Victoria  

Dear Chris;

The Office of Indigenous Academic and Community Engagement strongly supports the proposed Major in Indigenous Studies. The IS Major will not only complement the IS Minor, but will also strongly support the goals of the Indigenous Plan and gaps identified by Indigenous students.

The Indigenous Plan aims to develop opportunities for UVic students to gain a better understanding of Indigenous peoples, history and culture, and the impact of colonization, and the IS Major will directly address this goal. The Indigenous Plan also strives to provide opportunities to support and recognize Indigenous student’s identity. The IS Major will also support the Indigenous Plan by attracting and increasing the recruitment of Indigenous faculty.

Our office has had a long-standing relationship with the IS Minor Program through the LE,NONET Program and Elders’ Voices Program. The Elders’ Voices Program has supported the IS Minor program and will continue to have local community Elders play a significant role in the IS Major program. The IS Major program will also support the expansion of the growth of the Elders’ Voices program. The LE,NONET program has supported experiential learning through offering research apprenticeships and community internships, and these courses would enhance experiential learning opportunities for IS Major students.

I am very excited about this proposal being accepted and witness the vital impact it will make to our Indigenous students.

With Respect,

Original signed by Lalita Kines

Lalita Kines  
Interim Manager  
Office of Indigenous Academic & Community Engagement
24 November 2017

Dr Chris Goto-Jones, Dean
Faculty of Humanities
via email

Tanshi Dean Goto-Jones,

On behalf of LE,NONET, I am writing to offer my full, unqualified and enthusiastic support for the Indigenous Studies Major Program proposal. The creation of a major represents a major step forward for the university, and responds directly to Strand 3, Goal 1(e) of the new Indigenous Plan.

Since 2011, the Indigenous Studies Minor Program has provided critical administrative support for LE,NONET courses, including course numbers, course scheduling and calendar updates; at the same time, these courses have served as approved electives for a significant number of Indigenous students completing the minor. During this time, LE,NONET students have constantly and consistently requested an opportunity to declare a major in Indigenous Studies; a number have chosen to transfer to other institutions to complete a degree in Indigenous Studies.

As Coordinator of the Indigenous Studies Minor Program during the Director’s leave from May–October 2015, I had an opportunity to participate in the early stages of developing and designing the major proposal. Since then, the Director has consulted me extensively about the integration of LE,NONET courses into the proposed curriculum. I think that there are extensive and obvious connections between the work that LE,NONET has been doing, in areas such as community-based and experiential learning, and the priorities that have been identified as core aspects of the proposed major. A formalized relationship between LE,NONET and Indigenous Studies, as described in the major program proposal, will greatly enhance opportunities for Indigenous students across campus while also playing an essential role in recruiting and retaining Indigenous undergraduate students.

I am confident that the proposed major program will make significant contributions to Indigenous education at the university. The proposal recognizes the emergence of Indigenous Studies as a discipline, and places Indigenous ways of knowing, being, teaching and learning at the centre of its vision.

I look forward to building the relationship between LE,NONET and Indigenous Studies, and to exploring further ways that the two programs can work together to serve the goals of Indigenous students at the university.

Original signed by Robert L. A. Hancock

Robert L. A. Hancock, Ph.D.
LE,NONET Academic Coordinator
Office of Indigenous Academic and Community Engagement
rola@uvic.ca / (250) 472-4231
SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

January 15, 2018

To: Operations and Facilities Committee

From: Valerie Kuehne, Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: January 29, 2018

Subject: Proposal to Establish a Minor in Art Education

Basis for Jurisdiction: Senate Committee on Planning meeting November 1, 2017
          Senate Meeting December 1, 2017

Previous Consultation: At its meeting on December 1, 2017, Senate approved and recommended that the Board of Governors approve the establishment of a minor in Art Education. This proposal was approved by the Senate Committee on Planning on November 2, 2017.

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve, subject to funding, the establishment of a minor in Art Education, as described in the document “Proposal for a Minor in Art Education”, effective immediately, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.
Background:

**Strategic Relevance**
In a recent letter from Information and Communications Technology Council (ICTC) the claim was made that “the creative cluster is an important part of the Canadian economy and contributes nearly $85 billion dollars to the Canadian economy yearly.” The proposed Art Education minor will prepare informed art educators and others with the skills they will need to participate in the creative cluster.

The minor will also prepare students for art as a teaching area while they are engaged in a first degree.

**Overview/nature of the Minor**
The Faculty of Education has had a nationally recognized Bachelor of Education (Secondary Curriculum - Art Education) for many years but the program is being discontinued due to the Faculty of Education focus on post degree teacher certification. As a response, and to meet the needs of the many students who value access to art education classes as a means of increasing their creative capacity and increasing their visual literacy, this minor in Art Education has been developed.

The minor provides a pathway for students who wish to become art teachers and also for other students who wish to declare Art Education as a minor.

The minor has two tracks:
1. Visual Expression and Inquiry in Education, and
2. Visual Design and Inquiry in Education.

These two tracks allow students to choose a minor that complements their primary field of study.

**Alignment with the university's mission and strategic plan**
The minor includes a focus on Art in the Community, which addresses the Strategic Plan’s **Objective 19: To increase opportunities for civic engagement in teaching and learning activities for all students.**

**Senate/academic considerations**
The University of Victoria is currently known across Canada for its strong Art Education program, which is distinct in Canada because of its studio emphasis. The proposed minor in Art Education will expand opportunities for the visual learning of our diverse student population.

**Demand and availability**
The need and graduation rate for art education students heading into the teaching profession have been steady. Over the past 10 years, Art Education has been able to expand the sections offered by 5-10%, and increase individual course capacity by 37.6%.

Art Education courses typically run at capacity and often have long waiting lists at the start of each semester. The minor will address this high level of student demand.
Resource implications

- No new resources required for faculty or staff.
- No new resources required for space
- No new library resources required

Because the minor will replace the current B.Ed. and B.Ed. expanded degrees, the minor will make use of existing personnel and studio/classroom spaces. The minor will also capitalize on a recently renovated darkroom and ceramics space and thus be a wise use of previously developed space resources.

Attachment(s): Proposal to Senate, dated November 15, 2017, for the establishment of a minor in Art Education.
At its meeting on November 1, 2017, the Senate Committee on Planning discussed and approved the proposal to establish a Minor in Art Education.

The following motion is recommended:

That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a minor in Art Education, as described in the document “Proposal for a Minor in Art Education”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

Committee Membership:
Dr. Nancy Wright, Chair
Dr. Abdul Roudsari
Ms. Nicole Greengoe
Dr. Stan Dosso
Mr. David Schostek
Dr. Reuven Gordon
Ms. Carrie Andersen
Dr. David Castle
Dr. Jason Colby
Dr. Merwan Engineer
Ms. Sandra Duggan, Secretary

Dr. Valerie S. Kuehne
Dr. Sang Nam
Dr. Graham McDonough
Dr. Victoria Wyatt
Dr. Anne Stahl
Dr. Andrea Giles
Dr. Stephen Evans
Ms. Gillian Calder
Dr. Ralf St. Clair
Ms. Paige Bennett
Dr. Patrick Nahirney
**Minor in Art Education**

<table>
<thead>
<tr>
<th>Dean's Name and Date of consultation with AVPAP:</th>
<th>Signature Dean:</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Clair Aug 2017</td>
<td>Ralf K. Chín</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact Name and Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Michael S. Emmel (250) 721-7505</td>
</tr>
<tr>
<td>Dr. Michelle White (250) 724-7394</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date approved by Faculty:</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 October 2017</td>
</tr>
</tbody>
</table>

Pending faculty approval.
A. Art Education Minor  
*(Track A: Visual Expression and Inquiry in Education; Track B: Visual Design and Inquiry in Education)*

<table>
<thead>
<tr>
<th>Name, Location, Academic units (Faculties, departments, or schools) offering the new Minor</th>
<th>To be offered by the Department of Curriculum and Instruction in the Faculty of Education.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipated Minor start date</td>
<td>September 2018</td>
</tr>
</tbody>
</table>

| Name, title, phone number and e-mail address of contact person | Dr. Michael J. Emme • (250) 721-7896 • memme@uvic.ca  
Dr. Michelle Wiebe • (250) 721-7894 • mxw@uvic.ca |

B. History and context of the Minor

Currently the pathway to certification to teach art in the schools of British Columbia involves a combination of extensive postsecondary study in Visual Art and Art Education focused on studio practice and production, supported with academic work in Art History, theory and criticism, infused with or followed by pedagogic training and practicum experience as mandated by the Ministry of Education. Serving students on this pathway is the primary mandate of the UVic Art Education subject area which has offered a B.Ed (Secondary Curriculum) in Art Education for decades. Beginning in September, 2018, the BEd program is to be discontinued, which means that all students preparing to be secondary art teachers must complete an undergraduate degree and accumulate appropriate content knowledge in Art Education before being admitted to UVic’s secondary post-degree program (with Art Education as a teaching area). This proposal for a minor in art education is intended to offer the content knowledge required by the faculty of education and the B.C. Ministry of Education for certification in British Columbia with art as a teaching area.

In addition, this minor is also designed to serve several other learning communities. Early on, Art Education programmes generally, and UVic’s in particular served a wider community. Up to the late 1950s across North America, post-secondary art learning at Universities was largely the mandate of Faculties of Education and art was taught as both practically and conceptually valuable learning for a broad spectrum of students. As Universities grew in the 60s and 70s, they also grew in specialization which was reflected in the emergence of discrete visual art programmes and the creation of faculties of Fine Arts. These changing circumstances effectively narrowed the focus of Art Education programmes to a core focus on teacher education. With the ongoing expansion of visually-based communication technologies, the value of visual education for non-specialists is reflected in the emergence of media studies curriculum in the 80s and 90s and the ever-increasing relevance of visual literacy and creativity as areas of research and elements of undergraduate learning in many fields.
This proposed minor in Art Education is an evolution of a continuous and vigorous offering of degrees in Art Education at UVic that dates back more than 40 years, with programming that is easily traced to the Victoria Normal school of the 1940s. Anticipating the interdisciplinary and community focus articulated in the University’s current strategic plan, where “…programs will reflect the dynamic nature of the disciplines and evolving interdisciplinary areas,” UVic Art Education, is proposing to replace our existing ‘B.Ed in Art Education’, and ‘B.Ed expanded in Art Education’ with a minor that will be able to serve multiple learning communities, including:

1. Undergraduates hoping to qualify for art as a teaching area (with special focus on Visual Arts BFAs) as they plan to enter after-degree certification;
2. Cross-campus undergraduates who understand that the creative skills and critical visual literacy learned through art education experience will be a valuable addition to their undergraduate majors (as scientists, marketers, social researchers, community workers, health care professionals and visually literate people generally).
3. As a future element once the minor is established, we also hope to work toward serving classroom teachers looking to expand their own visual literacy while working toward 5+ salary and qualification status professionally.

The Beginnings: UVic Art Education as a creative educational community.

Within several years of the Art Education programme opening its doors along with the new UVic campus in 1963, the first Art Education chair, A. Wilfrid Johns, established a strong, appealing programme and gathered a faculty to support it. From early on, Art Education courses were so popular that some of the Arts and Science students wanted access to them. Within a few years, Professor Johns’ was also a key player in the development of UVic’s new Fine Arts department, though he declined the invitation to move to that new faculty as chair, preferring to focus on art as a key element in education rather than focus on the art world and studio production as singular professions. In the years that have followed, UVic art educators have consistently position themselves as educational scholars and visual artists with a particular interest in nurturing visual art as an essential aspect of individual learning and community education.

Over the years, UVic art education has evolved with the expanding scholarship in the academy and creative insights of the art world. From the mid-70s to the present, the research by key faculty from UVic Art Education engaged a growing awareness of and respect for the Canadian context and decolonizing practice. Beginning with a series of consultations with indigenous artists, UVic art education faculty produced the nationally significant teaching resources Art First Nations: Tradition and Innovation (Zuk & Bergland 1992) Art First Nations: Tradition and Innovation in the circumpolar World (Zuk & Dalton 1999), both of which continue in print to support the study and celebration of both early and contemporary (to the early 1990s) indigenous art as a central aspect of art and education. This theme is also reflected in the invitation of Lansdowne scholars such as Roy Henry Vickers and Daphne Odjig as early visiting artists and educators of the (then) new Art Education Master’s program, continuing with more recent hosting of Michael Nicoll Yahgulanaas, Butch Dick, Chris Paul, Angela Marston and Rande Cook as keynotes and featured artists during a national art educators conference hosted by UVic Art Education in October 2016.

Since the turn of the millennium, and in close correspondence with the explosion of image-based technologies in art, communication and research, the art education course offerings have expanded beyond the core participation of future teachers, to include a wide range of students across campus. The need for university curriculum to address the visual literacy of their students, regardless of discipline of study, is a theme across campuses (Hattwig, D., Bussert, B., Medaille, A., & Burgess, J., 2013). As an area that combines a dedication to
current and traditional understandings of art with a focus on educators and generalist learners, Art Education (as a field) and this minor (as proposed) is ideally situated to address visual learning of a broad cohort of students. In fact, current enrollments reflect both that student need and interest. Mixing studio practice in specific studio disciplines with readings, research and critical inquiry guided by current art education literature and new directions in the BC public school art curriculum, since 2008, UVic Art Education course offerings have increased by about 10% in terms of the number of sections offered while increasing capacity in individual classes by more than 35%, all while sustaining strong enrollment numbers (See Appendix 3).

There are already indications that students from outside the faculty of education are using art education courses as a pathway into the faculty. It is our contention that offering a minor in Art Education with two tracks (one focused on Art as Expression and pedagogy; the other focused on Art as Design and pedagogy), will allow students from across campus to focus this learning in useful ways that can complement their major studies. We are also confident that this minor will serve the existing need for preservice education in art and will also prove appealing to in-practice teachers wishing to pursue art education as part of their continuing education.

Recent History: Steadiness, Adaptation and Expansion

The most recent 10 years have seen a blend steadiness, adaptation and expansion in the Art Education area. The number of students registering in the B.Ed and B.Ed (expanded) in Art Education as well as students seeking certification through our after degree programme has been steady (see appendix 3). At the same time, university-wide calls to offer larger and fuller classes has pressured the whole campus to adapt pedagogically within the context of fixed budgets for people, materials and spaces. The challenge of offering an appropriately small programme (the need for newly trained art educators for the public school system is steady) in an environment where policy has shifted minimum class and program-size requirements has been very successfully addressed within the Art Education area. With its long history of courses that have interdisciplinary appeal in terms of quality content, and pedagogy that is particularly suited to introducing new concepts, skills and experiences, Art education has been able to expand the sections offered by 5-10%, increase individual course capacity by 37.6%, and increase, by 4%, an already stellar actual enrollment percentage through being opened to student enrollment across faculties.

Today

In the very recent context of a Faculty of Education that is moving toward an almost exclusive focus on after-degree certification but an environment that is also increasingly concerned with visuality as a dominant literacy as well as an essential vehicle for creative work, the Art Education area has been challenged to simultaneously fold its existing B.Ed degrees while tuning its well-subscribed undergraduate course offerings to serve the needs of an expanded range of contemporary students. The proposed Art Education Minor is designed to meet these challenges.

References

C. Aims, goals and/or objectives
Distinctive Characteristics

Like the B.Ed and B.Ed expanded degrees it is replacing, the two tracks within the proposed Art Education minor seek to introduce future teachers, and others to visual fluency (combining theories of the image as a socially constructed mode of expression and communication, with studio practice as an essential means of fully engaging in the visual exchange of ideas) as part of their undergraduate education. Though heavily informed by both traditions and contemporary directions in visual art, this minor is designed to accesses student’s visuality by focusing on teaching and learning as aspects of visual thinking. This minor will ask students to practice making and looking as research, as analysis, as invention and as expression. It will give students the opportunity to make judgements through “experiencing qualitative relationships, and to discover the role of “flexible purposing” as an essential part of creative work. Through studio work student will be asked to recognize that “Form and content is most often inextricable“ and that “Not everything knowable can be articulated in propositional form” (from: Eisner, E. (2002). What can education learn from the arts about the practice of education? John Dewey Lecture for 2002, Stanford University.)

More specifically, the art education minor will ask students to experience and understand art pedagogy through studio practice, critical inquiry, and both visual and disciplinary research through the following schedule of courses:

This minor will involve 15 units of coursework

1.5 AE 103A Introduction to Art Education
1.5 AE 300 Design Thinking (Revised AE 200)
1.5 AHVS 200-400 level (focus on Indigenous Art and contemporary Canadian art are recommended)
1.5 AE 300-400 level 2-D analog (drawing, painting, printmaking)
1.5 AE 300-400 level 2-D technolog (Digital Art, Photography)
1.5 AE 300-400 level 3-D (sculpture, ceramics)
1.5 AE 314 Art Education in the community

subtotal of 10.5 units (at least 7.5 units at 300-400 level)

Track A: Visual Expression and Inquiry in Education

1.5 AE 300-400 level course (from AE 2D analog, 2-D Technolog or 3-D)
1.5 300-400 AHVS, FA or AE Elective (on approval of AE advisor)
1.5 AE 410?/EDCI 510A Visual Inquiry as Research: School & Community (New)

Track B: Visual Design and Inquiry in Education

1.5 AE 310 Introduction to Applied Design (or AE advisor approved alternate)
1.5 AE 330 Visual Design for Marketing, Advocacy and Persuasion
1.5 AE 410?/EDCI 510A Visual Inquiry as Research: School & Community (New)

subtotal of 4.5 units

Total 15 units (at least 12 units at 300-400 level)

For a full listing of existing and proposed courses with calendar descriptions, see Appendix 1.

Anticipated contribution to the UVic, Faculty, and academic unit’s strategic plans

Art education has long worked from a multimodal, inquiry-based model of learning and knowing that embraces student contribution to the themes that drive their creative work.
The University’s current strategic plan calls for “… programs [that] reflect the dynamic nature of the disciplines and evolving interdisciplinary areas,” The historic approach to Art Education, described in the preceding and tuned to current research and realities regarding the visual fluency needed for student success and contribution after graduation is reflected in the proposed Art Education minor.

In alignment with many current innovations in the Faculty of Education at UVic, the proposed Art Education minor is designed to reflect the Inquiry-based learning approach that guides the new BC Art Education curriculum (https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/curriculum_intro.pdf). It is our contention that continuing to develop innovative and responsive programs supports the Faculty of Education’s Strategic Plan for Learning and teaching that calls for “providing new services and programs to the campus community.” The organization of ongoing and new course offerings proposed here not only expand the accessibility of Art Education to both pre-service and in-service art educators but also offer several tracks for a diverse cohort of students across campus to make visual fluency part of the skill-set they carry with them at graduation.

While Art Education curriculum is typically built around an applied/apprenticeship model of teaching and learning which speaks to one aspect of the experiential learning mentioned in the Faculty strategic plan, it is the intention of this course of studies is to expand its involvement with the community based learning through two courses, AE 314 and the proposed AE 410. The first will ask students to engage with art programming in the community as volunteers, observers, program developers and grant writers, while the second, will introduce students to Arts-based research practices that will invite students to engage in a studio practice as a way of experiencing the connections between art-making, academic inquiry and community action.

As described in the opening and reflected in the Schedule of course delivery (see appendix 1), one focus of this minor is to provide in-service educators hoping to develop art (and visual fluency) as an area of strength in their teaching. The selection of courses available, and commitment to offer sections of those courses later in the day (as well as in the summer) addresses an important aspect of the faculty of Education’s focus on lifelong learning that also resonates with the goal in our department of Curriculum & Instruction to offer additional opportunities for graduate certificates and diplomas. Finally, the department of Curriculum and Instruction describes a goal to offer more general education courses. As should be evident for the course offerings itemized in appendix 3, Art Education is the very successful model for achieving this goal.

Target audience, student and labour market demand

This minor is designed to serve 2 student communities: Preservice teachers, Undergraduates across campus seeking a minor in visual fluency and pedagogy as support to their major.

**Pre-service teachers:** Over the past 8 years we have averaged 12 students completing their certification yearly. Moving forward with this community, we anticipate two groups-of-interest. The first, those focused on art as a specialization that combines teaching with their own studio practice, will be guided to combine BFA study with an Art Education minor to fully develop a studio practice, and acquire a familiarity with the educational needs and capacities of learners through art. The second group are those who are planning two teaching areas, where the first teaching area will be based on their major degree, and art will serve as both a minor, and preparation for art teaching.
Undergraduates across campus: Even if preservice art education students were enrolled in 100% art education courses (which would be uncommon) our graduating cohort represents about 120 enrollments out of our total of around 1500 in recent years. This means that 1380 enrollments could, potentially, represent 90 minors each year. Realistically, the number who would want to focus this way would be much smaller, but if even 15% of the enrollments by other than preservice teachers chose to pursue a minor, that could result in 20 minors per year. As a choice of minor for students across campus, the minor will offer an opportunity to consolidate and focus a body of courses that can serve as a supplement to their degree major. There is an extensive literature that draws from research in business [as for example: Amabile, T. & and Khaire, M. (2008) and the field of education [as, for example: Buchanan, S., Harlan, M., Bruce, C., & Edwards, S. (2016)] that ties the enhancement of creativity to inquiry-based models that are at the heart of Art Education Curriculum. By offering two tracks within the minor, we will, with little strain on our existing capacity, encourage students to select either visual expression or design as a thread that will complement their career plans. The Art Education subject area specialists will consult with a number of faculties (Anthropology, Economics, History, English, Visual art, Art History, Theatre, Visual Arts) regarding the compatibility of art education as a minor for their majors.

Include plans for student recruitment, retention, and success

As described in the history and context section, the selection of courses in Art Education by students focused on art as a teaching area has been consistent, while selection by many others interested simply in art education as part of their University learning has been expanding. Now that the Elementary Education programme offers direct entry from high school, Campus recruiting has been doing a far more effective job advocating for Education programmes in their campaign. Once the Art Education minor is in place, it is our hope that we will be able to use this vehicle as a way of drawing incoming students’ attention to the programme. There are also several departments in other faculties that have been important sources of students enrolling in courses with the current programme. Please see appendix 4 for a full listing of consultations across campus that have played a part in developing this proposal.

References


D. Admission requirements

The minor in art education is opened to any students enrolled at the University of Victoria. Courses listed by the registrar as transferable matches from other programmes within the BC system will apply to the requirements for this minor.

E. Areas of specialization and evidence of adequate faculty complement (Include short faculty CV information in an appendix)
See Appendix 2 for CV’s of all current full-time faculty.

The Art education subject area includes three full-time faculty and one recently hired assistant teaching professor. Each faculty member has a terminal degree in education with a focus on aspects of curriculum design, implementation and evaluation relevant to the proposed minor. In addition, each faculty member is an active, exhibiting artist with a studio specialist’s involvement in their own creative work (embracing, areas of, digital art, painting, printmaking, photography), along with years of practical teaching experience with a full range of media in classrooms. As well, our programme is supported by a team of graduated master’s and doctoral students, many of whom are classroom teachers who serve as part-time sessional instructors while maintaining their work in the classroom and in their studios.
Delivery methods (e.g., plans for distance education, or computer assisted delivery) as appropriate to targeted student segments

The art education minor will be delivered primarily as classroom/studio-based courses using the long-established and well-maintained art education facilities available in the Maclaurin Building. These facilities include process specific equipment for ceramics, photography and printmaking as well as more general studio spaces appropriate for small scale painting, drawing, design and sculpture. Some courses (like AE 314) which have a community orientation, will combine studio meeting with links to community spaces arising from community partnerships.

Linkages between the learning outcomes and the curriculum design In development

UVic Art Education Minor • Learning Outcomes

Students will demonstrate:

• knowledge and skill as critical inquirers able to conduct research with, through and about visual cultures and practices using a combination of the tools of the artist, art critic, art historian and art educator;
• attitudes and dispositions appropriate to the profession of teaching as evidenced by professional integrity and commitment to the collaborative workspace of the learning and teaching studio;
• familiarity with art theory and criticism as reflected in the ability to think, speak, write and purposefully reflect about their own and others’ works of art;
• awareness and experience of studio practice; techniques, materials, and various creative methodologies, effectively using these with some knowledge of the traditional and contemporary practices of the area;
• The ability to effectively choose materials, processes, form, and content to engage in substantive self-directed artistic activity;
• knowledge and skill in the analysis, adaptation and application of arts-based pedagogic strategies.

Track A (Visual Expression and Inquiry in Education) Specific Outcomes:
• Within an educational context, understand and demonstrate visually the capacity to reveal a strong or sensitive response to experience, a personal statement or vision, and a subtlety or depth of feeling.

Track B (Visual Design and Inquiry in Education) Specific Outcomes:
• Within an educational context, demonstrate an understanding of the roles of the creative professions in the development of products and messages.

Integration of opportunities for experiential learning or other forms of civic engagement in the learning opportunity

One of the required courses with the Art Education minor is AE 314 Art Education in the community. This course is designed to introduce students to the role that art plays in a variety of engaged community settings. Students will be expected to visit and study a setting of their choice. They will be guided in recognizing the philosophies, planning and community awareness required to develop a successful
program. They will be introduced to grant writing as a means of supporting arts engagements in the community and invited to develop a proposal for programming (and funding) for the community site they have visited.

**Residency requirements and anticipated times to completion**

Students will be required to maintain the status required for university enrollment in undergraduate courses.

- This minor has no specific residency requirement.

Anticipated time to completion:

For full-time undergrads - within context of major (4 years)

**Policies on student evaluation, candidacy exams, and oral examinations**

As an undergraduate minor, the Art Education Minor will NOT require candidacy or oral exams. The student evaluation process and grading scale would be the same as is currently in place within the Faculty of Education for undergraduate courses.

**Plans for integration of teaching and research**

AE 410/510 is proposed as an introduction to Arts-based research. The course will combine a survey of current directions in Arts-based research with a studio component that will be designed to engage students in active research. Depending on the instructor that may link to existing instructor research program or be an opportunity for guided, individual research by students.
G. Enrolment plan for the length of the Minor (Include a table of anticipated annual intake and graduates including those in any existing Minor)

Currently the B.Ed and B.Ed expanded degrees in Art Education enroll and graduate approximately 12 students annually. This number can serve as a base enrollment for the minors. With the minor offering opportunities to a broader community that should include students majoring in The Visual Arts and Art History BFA’s, and the range of students from other faculty who currently enroll in art education courses without the opportunity of receiving a minor in the area, We would anticipate 12-15 additional registrations and graduations annually.

H. Funding plan for the length of the Minor

Resources required for Faculty appointments
Currently funded faculty resources
Current staffing complement is 4 faculty with no new faculty required. (Though recent and imminent retirements may alter this total).

- New faculty resources required None

Resources required for Staff appointments
The current B.Ed and B.Ed expanded degrees, are supported with a ¼ time studio technician’s position. Because the minor is intended to replace the current degree offerings, current levels of staff support should be maintained, and should be sufficient to serve the new Art Education Minor.

- Additional staff resources required None

Resources required for Space
The current B.Ed and B.Ed expanded degrees, are supported with art education facilities that include 3 classroom studios, one ceramics studio, darkroom facilities, an art education technician’s office and storage. We also access existing Faculty computer labs for computer-based studio courses. Because the minor is intended to replace the current degree offerings resources required for space should be maintained, and should be sufficient to serve the new Art Education Minor.

- Additional space resources required None

Resources required from Library

- Additional library resources required None

See appendix 4 for library consultation letter
I. Related Minors in your own or other British Columbia post-secondary institutions

There are 27 Institutions in Canada offering some form of art education. Most focus on a limited number of pedagogy courses for elementary generalists.

**BC**

Vancouver Island University
- **No minor or specialization in Art Education**
- Minor and diploma in Art [https://calendar.viu.ca/fine-arts/bachelor-arts-visual-art-major-and-minor](https://calendar.viu.ca/fine-arts/bachelor-arts-visual-art-major-and-minor)

**UBC**
- **No minor in Art Education**
- Diploma 30 credits [http://pdce.educ.ubc.ca/diploma-art-education/#tab_About-0](http://pdce.educ.ubc.ca/diploma-art-education/#tab_About-0)

**SFU**
- offers a range of education minors (24units) **(but No minor in Art Education)**
  - Fine Art Minor (27 units) [https://www.sfu.ca/students/calendar/2017/spring/programs/fine-and-performing-arts/minor.html](https://www.sfu.ca/students/calendar/2017/spring/programs/fine-and-performing-arts/minor.html)
  - Extended minor (35 Units) [https://www.sfu.ca/students/calendar/2017/spring/programs/visual-art/extended-minor.html](https://www.sfu.ca/students/calendar/2017/spring/programs/visual-art/extended-minor.html)

**Alberta**

University of Alberta
- **No minor in Art Education** (Though they do prescribe courses for a ‘major’ or ‘minor’ teaching area as part of their B.Ed. Secondary [http://ualberta.catalog.acalog.com/preview_program.php?catoid=6&poid=3061](http://ualberta.catalog.acalog.com/preview_program.php?catoid=6&poid=3061))

University of Calgary
- **No ‘distinct’ minor in Art Education.** BFA students can choose a ‘visual studies concentration’ that will support admission into an after degree certification course. [http://www.ucalgary.ca/pubs/calendar/current/arts-4-8-5.html](http://www.ucalgary.ca/pubs/calendar/current/arts-4-8-5.html)

**Manitoba**

U of M after (BFA) degree.
- **No minor in Art Education**

**Quebec**

Concordia
- (24 credits) [https://www.concordia.ca/finearts/art-education/programs/bfa.html](https://www.concordia.ca/finearts/art-education/programs/bfa.html)

McGill
**J. 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 an appendix)**

<table>
<thead>
<tr>
<th>Consultations</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Curriculum &amp; Instruction chair</td>
</tr>
<tr>
<td>✓ Faculty of Education Dean</td>
</tr>
<tr>
<td>✓ Marian Postnikoff Manager Undergraduate Programs <a href="mailto:edupmgr@uvic.ca">edupmgr@uvic.ca</a></td>
</tr>
<tr>
<td>✓ Tad Suzuki, Fine Art Librarian, McPherson Library (April 2017)</td>
</tr>
</tbody>
</table>

- Paul Walde – Chair of Visual Arts - pwalde@uvic.ca - 250-721-8011
- Erin Campbell – Chair of Art History & Visual Studies - arthistorychair@uvic.ca - 250-721-7940
- Trifaculty advisors - Joyce Gutensohn - 250-721-7567UVC A203 - advising@uvic.ca
- Fine Art Advising - Sara Riecken - fineartsadvisor@uvic.ca - (250) 472-5165 (250) 721-7748
- UBC Faculty of education - Rita Irwin - rita.irwin@ubc.ca
- Concordia Art Education - Juan Carlos Castro castrjuancarlos@gmail.com
Appendix 1
Schedule of Course Delivery

This minor will involve 15 units of coursework and satisfy requirements for Art Education as a teachable area for certification in British Columbia. Current Teachable Areas [http://www.uvic.ca/education/prospective/teacher/programs/secpdpp/index.php]

Core Courses • 10.5 Units

1.5  AE 103A Introduction to Art Education (existing course)

Units: 1.5, Hours: 3-0

A foundation course for those interested in teaching art in school or community settings. Working in various studio activities, students will build knowledge and skill in studio art while considering how those experiences may be adapted for young learners. Art education topics include artistic development, critical and cultural perspectives on art, and teaching methodologies.

Notes:
- Credit will be granted for only one of AE 103A, AE 103, AE 100, AE 101, AE 204, ED-A 701, EDCI 307, EDCI 307A, EDCI 307B, EDUC 307.
- Students planning to emphasize art in their degree program should register in this course.

Formerly: Part of AE 103

1.5  AE 300 Design Thinking (modified course: formerly AE 200)

Units: 1.5, Hours: 3-0

To be updated for classroom and Community: Creative problem solving through art. A studio exploration of the elements and principles of art, media and processes, and the development of ideas in fine and applied art. Consideration is given to the ways in which this theory and practical experience can be applied in a variety of teaching and learning contexts.

1.5  HA 200-400 level

1.5  AE 300-400 level 2-D analog Studio Methods (drawing, painting, printmaking)

AE 305 Drawing (existing course)

Units: 1.5, Hours: 3-1

Development of skills and teaching methods in drawing through studio exploration. Instructional applications in various learning environments are considered.

Note: Credit will be granted for only one of 305, 302.
AE 306 Painting (existing course)

Units: 1.5, Hours: 3-1

Development of skills and teaching methods in painting through studio exploration. Instructional applications in various learning environments are considered.

Note: Credit will be granted for only one of 306, 302.

AE 307 Printmaking (existing course)

Units: 1.5, Hours: 3-1

An introduction to printmaking including its history, related concepts, and selected studio techniques. Exploration and experimentation are emphasized as a means of skill development. Instructional applications in various learning environments are considered.

Note: Credit will be granted for only one of 307, 300.

1.5 AE 300-400 level 2-D Technology Studio Methods (Computer Art, Photography)

AE 319 Photography (existing course)

Units: 1.5, Hours: 3-1

Basic approaches to photography as an art medium. An exploration of concepts and methods appropriate to elementary and secondary classrooms and other educational settings from simple technologies such as photograms and pinhole photography to 35 mm cameras and darkroom procedures.

AE 322 Digital Arts (existing course)

Units: 1.5, Hours: 3-1

An introductory survey of digital media production focusing on graphics, 2D animation, 3D modelling and animation, audio, video, and website construction. Students will learn to generate media ideas, collect resources, construct and edit concepts using industry-standard software packages. Emphasizes the production and teaching of digital media for creative, educational, and commercial environments. No previous computer experience is required.

1.5 AE 300-400 level 3-D (sculpture, ceramics)

AE 303A Ceramics 1 (existing course)

Units: 1.5, Hours: 3-0

Formerly: part of 303

Fundamental ceramics skills of hand-building, wheel throwing and glazing. The history of clay and study of the principles of form. A projects-based studio course.

Note: Credit will be granted for only one of AE 303A, AE 303.
AE 308 Sculpture  
(existing course)

Units: 1.5, Hours: 3-1

Development of skills and teaching methods in sculpture through studio exploration. Instructional applications in various learning environments are considered.

Note: Credit will be granted for only one of 308, 301.

AE 309 Ceramics: Hand Building  
(existing course)

Units: 1.5, Hours: 3-1

Studio experience in the methods and techniques of hand-built ceramics and their application to different levels of student development; appropriate curriculum, assessment, and critiquing strategies.

Undergraduate course in Art Education offered by the Department of Curriculum and Instruction in the Faculty of Education.

1.5 AE 314 Art Education in the community  
(existing course)

Units: 1.5, Hours: 3-0

Investigates creative learning through community art education. Combining observation at a community centre, drop-in programme or gallery with studio research, students will develop and propose an art education curriculum designed to serve a specific community's art educational goals. Includes off-campus involvements.

subtotal of 10.5 units

Emphasis • 4.5 Units

Track A: Visual Expression and Inquiry in Education

1.5 AE 300-400 level course (from AE 2D analog, 2-D Technolog or 3-D)
1.5 300-400 FA or AE Studio elective (on approval of AE advisor)
1.5 AE 410 Studio as Research and Art Education  
(proposed course)

Units: 1.5, Hours: 3-1

Combining lecture, seminar and studio practice, Students will investigate the merging of studio processes and research conventions as they impact Art Education and the social sciences.
**Track B: Visual Design and Education**

1.5 AE 310 Introduction to Applied Design *(or approved alternate)* (existing course)

Units: 1.5, Hours: 3-1

Introduction to skills and teaching methods in selected applied design areas through studio exploration.

**Note:** Credit will be granted for only one of AE 310, AE 304.

1.5 AE 330 Visual Design for Marketing, Advocacy and Persuasion (existing course)

Units: 1.5, Hours: 3-0

Focus is primarily on design for marketing within the context of its persuasive role in education and educational advocacy. Explores visual design as a problem-solving approach in the development of high impact communication through a combination of theory and studio practice.

1.5 AE 410 Studio Process as Research and Art Education *(proposed course)*

Units: 1.5, Hours: 3-1

Combining lecture, seminar and studio practice, Students will investigate the merging of studio processes and research conventions as they impact Art Education and the social sciences.

**Please note that we propose to be cross list AE 410 (new) with EDCI 510A:**

Currently EDCI 510 *Research Issues and Studio Development in Art* is offered in the summers only as a single, 3-unit course in conjunction with our M.Ed Art Education cohort – we propose to divide this course into two sequential courses: EDCI 510A (1.5 Units) and 510B (1.5 units) and rename each as: *Research Issues and Studio Development in Art Education* and *Advanced Research Issues and Studio Development in Art Education*. Together these will continue be offered as requirements for the summer cohort. This division will allow us to cross list 510a and schedule that for the same time as the proposed AE 410 described above. Offered in the late afternoon or evening, this cross-listing will support both classroom teachers looking for a 5+ credential from the ministry, and make the course available to graduate students across the faculty and campus interested in Arts-based research as well as giving undergraduate minors an opportunity to work with more experienced artists and educators.
EDCI 510 Research Issues and Studio Development in Art (existing course)
Units: 3.0
Hours: 3-0
Formerly: ED-A 570
Review of contemporary art education research issues; development of a
teaching creed and proposal; studio exploration linked to current instructional
practice.
Note: Credit will be granted for only one of EDCI 510, ED-A 570.

subtotal of 4.5 units

total 15 units
Appendix 3

UVic Undergrad AE Stats/Art Education

<table>
<thead>
<tr>
<th>Year</th>
<th>Sections Offered</th>
<th>average cap</th>
<th>seats offered</th>
<th>seats filled</th>
<th>% Capacity</th>
<th>AE Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008 Partial Totals (200809)</td>
<td>30</td>
<td>21.133</td>
<td>634</td>
<td>541</td>
<td>88%</td>
<td>16</td>
</tr>
<tr>
<td>2009 Totals</td>
<td>50</td>
<td>22.02</td>
<td>1101</td>
<td>878</td>
<td>75%</td>
<td>14</td>
</tr>
<tr>
<td>2010 Totals</td>
<td>53</td>
<td>22.66</td>
<td>1196</td>
<td>982</td>
<td>80%</td>
<td>10</td>
</tr>
<tr>
<td>2011 Totals</td>
<td>50</td>
<td>24.04</td>
<td>1202</td>
<td>953</td>
<td>78%</td>
<td>16</td>
</tr>
<tr>
<td>2012 Totals</td>
<td>49</td>
<td>25.3</td>
<td>1247</td>
<td>948</td>
<td>76%</td>
<td>8</td>
</tr>
<tr>
<td>2013 Totals</td>
<td>50</td>
<td>28.5</td>
<td>1437</td>
<td>1161</td>
<td>80%</td>
<td>8</td>
</tr>
<tr>
<td>2014 Totals</td>
<td>55</td>
<td>29.9</td>
<td>1675</td>
<td>1255</td>
<td>75%</td>
<td>9</td>
</tr>
<tr>
<td>2015 Totals</td>
<td>52</td>
<td>31.038</td>
<td>1614</td>
<td>1345</td>
<td>83%</td>
<td>14</td>
</tr>
<tr>
<td>2016 Totals</td>
<td>59</td>
<td>30.610</td>
<td>1806</td>
<td>1581</td>
<td>88%</td>
<td>13</td>
</tr>
<tr>
<td>2017 Partial Totals (201701)</td>
<td>16</td>
<td>29.353</td>
<td>499</td>
<td>451</td>
<td>91%</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Change

Average course CAP 2008-2017: 37.6% increase
annual sections offered (variable but between) 5-10% increase
% of Capacity (2008/2012 compared to 2013/2017) from 79.5 to 83.4% 4% increase
Materials annual budget: 2008 - $13,000; current- $17,000 31% increase
October 15, 2017

Re: Letter of Support for Art Education Minor, University of Victoria

I am writing in support of the proposed Art Education Minor degree program. The proposed minor is aligned with the standards, curricula, and outcomes of art education minor programs in Canada. After careful consideration of the proposed curriculum and detailed conversations with Art Education faculty at the University of Victoria, it is clear that the new Minor in Art Education is in the best interest of students.

In 2011, the Department of Art Education at Concordia University instituted the Minor degree in Art Education. Our minor is comprised of 24 credits that cover many of the same topics as the proposed minor at the University of Victoria—see table below for comparison. The proposed curriculum is exciting and innovative. Where the University of Victoria proposal differs from Concordia’s—course work in topics such as Indigenous Art and Visual Design for Marketing, Advocacy and Persuasion—are aspects that would enhance our minor program.

<table>
<thead>
<tr>
<th>University of Victoria</th>
<th>Concordia University</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5 AE 103A Introduction to Art Education</td>
<td>ARTE 201 Art in Early Childhood 1 (3 credits)</td>
</tr>
<tr>
<td>1.5 AE 300 Design Thinking (Revised AE 200)</td>
<td>ARTE 320 Multidisciplinary Approaches to Art and Teaching (3 credits)</td>
</tr>
<tr>
<td>1.5 HA 200-400 level (focus on Indigenous Art and contemporary Canadian art are recommended)</td>
<td>ARTE 330 Introduction to Community Art Education (3 credits)</td>
</tr>
<tr>
<td>1.5 AE 300-400 level 2-D analog (drawing, painting, printmaking)</td>
<td>ARTE 432 Community Art Education: Theory and Practice (3 credits)</td>
</tr>
<tr>
<td>1.5 AE 300-400 level 2-D technology (Digital Art, Photography)</td>
<td>ARTE 434 Professional Practice for Art Educators (3 credits)</td>
</tr>
<tr>
<td>1.5 AE 300-400 level 3-D (sculpture, ceramics)</td>
<td>9 credits from the following:</td>
</tr>
<tr>
<td>1.5 AE 314 Art Education in the community</td>
<td>ARTE 398 Special Topics in Art Education (3 credits)</td>
</tr>
<tr>
<td><strong>Track A: Visual Expression and Inquiry in Education</strong></td>
<td>ARTE 352 Light-based Media (3 credits)</td>
</tr>
<tr>
<td>1.5 AE 300-400 level course (from AE 2D analog, 2-D Technology or 3-D)</td>
<td>ARTE 354 Time-based Media (3 credits)</td>
</tr>
<tr>
<td>1.5 300-400 HA, FA or AE Elective (on approval of AE advisor)</td>
<td>ARTE 498 Special Topics in Inter-Related Media and Technologies (3 credits)</td>
</tr>
<tr>
<td>1.5 AE 410/EDEC 510A Visual Inquiry as Research: School &amp; Community (New)</td>
<td></td>
</tr>
<tr>
<td><strong>Track B: Visual Design and Inquiry in Education</strong></td>
<td></td>
</tr>
<tr>
<td>1.5 AE 310 Introduction to Applied Design (or AE advisor approved alternate)</td>
<td></td>
</tr>
<tr>
<td>1.5 AE 330 Visual Design for Marketing, Advocacy and Persuasion</td>
<td></td>
</tr>
<tr>
<td>1.5 AE 410/EDEC 510A Visual Inquiry as Research: School &amp; Community (New)</td>
<td></td>
</tr>
</tbody>
</table>
Annually, there is high demand for the minor from BFA Studio Art Majors and Art History Majors in the Faculty of Fine Arts—the average annual acceptance rate in the minor is 33%. We also experienced interest in the minor from outside of the Faculty of Fine Arts. This university-wide interest indicates the value of art education in the overall learning of students at Concordia—from the humanities to economics.

The proposed Art Education Minor will also benefit students seeking a second teachable subject area for employment in public schools. In Ontario the requirement of a second teachable is becoming the standard of teacher education programs. And in Quebec, 15 credits is the minimum standard for a second teachable. We strongly advise our BFA Specialization students (who earn QC teacher certification) to take 15 credits in a second teachable to advance their employment prospects. The Art Education Minor is forward thinking in terms of preparing students for the competitive job market across Canada.

It is with confidence, derived from experience with our own Minor in Art Education that I support the proposed minor degree program in Art Education at the University of Victoria.

Sincerely,

Original signed by Juan Carlos Castro

Juan Carlos Castro
Chair, Department of Art Education
Dear Colleagues,

In reviewing the proposed Art Education Minor from the Department of Curriculum and Instruction in the Faculty of Education, I wish to express my support for this program. The creation of the minor will allow the long history of instruction in this area to be translated into a viable undergraduate minor. I envision that this minor would be attractive to students in Art History and Visual Studies who are interested in pursuing art education in the museum, gallery, or community setting, as well as those wishing to go on to become certified as teachers.

The existing faculty and resources strike me as sufficient in expertise and materials to offer this minor. I don't see any competition with the existing AHVS minor. Instead, I see these two programs as complementary.

Sincerely,

Erin J. Campbell, Professor, Chair
Art History & Visual Studies
Email: erinjc@uvic.ca
Tel: 250-721-7940
October 12, 2017

Dr. Mike Emme
Department of Curriculum & Instruction
University of Victoria

Dear Dr. Emme:

It gives me great pleasure to write this letter of support for the proposed Art Education Minor in the Department of Curriculum and Instruction in the Faculty of Education at the University of Victoria.

In reviewing the proposal, I was impressed to see that it addresses the Education Faculty’s ongoing mandate to prepare teachers (specifically in the area of Art Education) while also being designed to offer enriched experiences for all students at U of Vic. Learning experiences focused on visual fluency will surely attract many interested students across the U of Vic campus. In my ongoing position as a professor of art education with a research interest in national and international policy regarding the value of visual experience, I feel that the scope and structure of this proposal reflects important, emerging approaches to supporting both preservice teachers and students across the university in developing needed visual practices and critical sophistication. As former Associate Dean of Teacher Education in the Faculty of Education at UBC I have advocated for programmes like the minor described in this proposal and have found them to be highly desirable, with tremendous uptake. It is apparent to me that such offerings benefit all students, and ultimately those with whom they will engage with artistically and creatively after they leave the U of Vic.

With all of this in mind, it gives me tremendous pleasure to offer my support for this much needed proposal. It holds great promise for the future.

Sincerely,

Original signed by Rita L. Irwin

Rita L. Irwin, Ed.D.
Distinguished University Scholar
Professor, Art Education
MEMORANDUM

TO: Prof. Mike Emme, Art Education, Dept. of Curriculum and Instruction, Faculty of Education

FROM: Tad Suzuki, Fine Art Librarian, McPherson Library

DATE: April 3, 2017

RE: Library Response to the [Draft] Proposal for Art Education Minor

Summary: The proposed Minor Program in Art Education in the Faculty of Education is largely consisted of preexisting courses with a new course in “Studio Process.” Therefore, it does not immediately cause concerns with regards to the Library collections. Art Education in the Faculty had been a long-established subject area of instruction and research and the library has well-established practices to support the subject area.

The Library Collections: As outlined in section C. “Aims, goals and/or objectives,” in the proposal document on Art Education Minor, the proposed Minor program is consist of existing courses drawn from the well-established B.Ed. and B.Ed. expanded degree programs in Art Education, which are proposed to be replaced by this Minor program. The Library has built a strong collection to support the past Art Education programs in monographs, journals and e-journals, and databases and continues to support material needs for art education.

The Library currently subscribes to over a dozen art education journals and a dozen art and education-related databases. The monographic collections on art education are currently housed in both McPherson Library and Curriculum Library. In addition, McPherson Library houses comprehensive collections on art history, art theory, and contemporary art practices in monographs, journals and various media formats to support the teaching and research for the Faculty of Fine Arts; I believe these materials are also useful for teaching and research for the Art Education Minor program.

The proposed new course in “Studio Process as Research and Art Education,” in my view, does not require any new budget in collection activities.

Thus, it is my view that the proposed introduction of Art Education Minor program does not cause immediate concerns in the Library’s ability to support the teaching and research. Any future development and changes in the proposed program should be brought to the attention of the Education Librarian as soon as they arise.
SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

January 15, 2018

To: Operations and Facilities Committee

From: Valerie Kuehne, Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: January 29, 2018

Subject: Proposal to Establish a Combined Major in Biology and Mathematics and Statistics

Basis for Jurisdiction: Senate Committee on Planning meeting November 1, 2017

Senate Meeting December 1, 2017

Previous Consultation: At its meeting on December 1, 2017, Senate approved and recommended that the Board of Governors approve the establishment of a combined major in Biology and Mathematics and Statistics. This proposal was approved by the Senate Committee on Planning on November 1, 2017.

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve, subject to funding, the establishment of a combined major in Biology and Mathematics and Statistics, as described in the document “Proposal for a Combined Major in Biology and Mathematics and Statistics”, effective immediately, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.
Background:

**Strategic Relevance**
To train students for the rapidly growing areas of mathematical biology and biostatistics. The health and life sciences feature prominently in UVic’s Strategic Research Plan, as do the application of mathematics and statistics in this area, so there is a clear mandate for training undergraduate students with expertise in both disciplines.

**Overview/nature of the Major**
Designed for students with an interest in biology and a talent for mathematics or statistics, this combined program will set them up extremely well for the highly significant research areas of mathematical biology or biostatistics, or will set them up to be a better biologist with more powerful theoretical and analytic tools at their disposal. A combined program in Biology and Mathematics or Statistics will let potentially interested students know at the outset that this interdisciplinary field exists, and that this combination of expertise leads to viable careers and postgraduate study.

**Alignment with the university’s mission and strategic plan**
From UVic’s strategic plan: “We expect that programs will reflect the dynamic nature of the disciplines and evolving interdisciplinary areas.” The proposed combined Major is expressly designed to meet this need.

UVic’s strategic research plan highlights the contributions of biology, mathematics and statistics, and biostatistics in particular, to research in health and life sciences. It points out that “The Department of Mathematics and Statistics has an internationally recognized team in mathematical modelling of biochemical networks and disease dynamics and epidemiology.”

Thus, development of this combined program is solidly in line with UVic’s Academic and Research objectives.

**Senate/academic considerations**
No new courses are needed for the proposed program. Students must meet the admission criteria for the Bachelor of Science.

**Demand and availability**
We expect that a small percentage of students who would otherwise go into Biology (or possibly Biochemistry) will prefer this option. We know from experience that a small pool of this type of student exists and that currently many such students miss the opportunity to combine training in these disciplines. There is also a possibility that the existence of such a combined program will attract students to UVic, who might not otherwise have come.

**Resource implications**
None because all courses currently exist. If enrolment grows beyond a cohort of 10 students per year, additional sections of third and fourth year courses may be necessary.
Other relevant factors
It is anticipated that there might be a small shift in numbers of Biology program students to this joint program.

Attachment(s): Proposal to Senate, dated November 15, 2017, for the establishment of a Combined Major in Biology and Mathematics and Statistics.
At its meeting on November 1, 2017, the Senate Committee on Planning discussed and approved the proposal to establish a Combined Major in Biology and Mathematics and Statistics.

The following motion is recommended:

That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a combined major in Biology and Mathematics and Statistics, as described in the document “Proposal for a Combined Major in Biology and Mathematics and Statistics”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

Dr. Nancy Wright, Chair

Committee Membership:

Dr. Nancy Wright, Chair
Dr. Abdul Roudsari
Ms. Nicole Greengoe
Dr. Stan Dosso
Mr. David Schostek
Dr. Reuven Gordon
Ms. Carrie Andersen
Dr. David Castle
Dr. Jason Colby
Dr. Merwan Engineer
Ms. Sandra Duggan, Secretary

Dr. Valerie S. Kuehne
Dr. Sang Nam
Dr. Graham McDonough
Dr. Victoria Wyatt
Dr. Anne Stahl
Dr. Andrea Giles
Dr. Stephen Evans
Ms. Gillian Calder
Dr. Ralf St. Clair
Ms. Paige Bennett
Dr. Patrick Nahirney
Combined major in Biology and Mathematics and Statistics

<table>
<thead>
<tr>
<th>Dean's Name: Rob Lipson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting Dean: Robin Hicks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact Name and Number: Laura Cowen (6152) or Marcelo Laca (7436)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Barbara Hawkins (7091)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Head:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH: Marcelo Laca</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Biology:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbara Hawkins</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date approved by Department:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH: September 15, 2017</td>
</tr>
<tr>
<td>Biology: September 15, 2017</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date approved by Faculty:</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCT 16 2017</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dean or Faculty Chair:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting</td>
</tr>
<tr>
<td>Rob Lipson</td>
</tr>
<tr>
<td>------------------------</td>
</tr>
</tbody>
</table>


A. Identification of new Major

<table>
<thead>
<tr>
<th>Name, Location, Academic units (Faculties, departments, or schools) offering the new Major</th>
<th>Combined Major in Biology and Mathematics and Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipated start date</td>
<td>September 2018</td>
</tr>
<tr>
<td>Name, title, phone number and email address of contact person</td>
<td>Laura Cowen (Curriculum Chair, Math &amp; Stats), Tel: 6152; email: <a href="mailto:lcowen@uvic.ca">lcowen@uvic.ca</a></td>
</tr>
<tr>
<td></td>
<td>Barbara Hawkins (Chair, Biology) – Tel: 7091; email: <a href="mailto:biochair@uvic.ca">biochair@uvic.ca</a></td>
</tr>
</tbody>
</table>

B. History and context of the existing undergraduate program and relation to new Major

Both departments currently have combined programs with several other disciplines but not with each other.

For a number of years, there has been a stream of strong undergraduate students with interests in both Biology and Mathematics or Biology and Statistics, who find out eventually that they want to attain expertise in both disciplines. Many start as Biology students, some eventually do double degrees (satisfying all requirements of each of the two separate Major programs) and some choose to do a Minor in one and a Major in the other. However, there has been nothing in the calendar to alert students to the existence of the fields of mathematical biology or biostatistics, both rapidly growing areas of research. Students with an interest in biology and a talent for mathematics have been finding out late that combining them sets them up extremely well for this highly significant research area, or sets them up to be a better biologist with more powerful theoretical and analytic tools at their disposal.

Thus, creating a combined program in Biology and Mathematics and Statistics would let potentially interested students know at the outset that this interdisciplinary field exists, and that this combination of expertise leads to viable careers and potentially makes them more marketable. It would be less demanding than a double Major (and feasible to do in four years), but would give a more thorough training in both disciplines than a Major/Minor combination.
C. Aims, goals and/or objectives

Distinctive characteristics

See above.

Anticipated contribution to the UVic, Faculty, and academic unit’s strategic plans

From UVic’s strategic plan: “We expect that programs will reflect the dynamic nature of the disciplines and evolving interdisciplinary areas.” The proposed combined Major is expressly designed to meet this need.

UVic’s strategic research plan highlights the contributions of biology, mathematics and statistics, and biostatistics in particular, to research in health and life sciences. It points out that “The Department of Mathematics and Statistics has an internationally recognized team in mathematical modelling of biochemical networks and disease dynamics and epidemiology.”

Thus, development of this combined program is solidly in line with UVic’s Academic and Research objectives.

Target audience, student and labour market demand

The combined Major should appeal to Biology students with a facility for, and interest in, mathematics and/or statistics, or to mathematics and statistics students with an interest in applications of their knowledge to biology.

Biology has about 200 program students per year. The vast majority of them are not inclined towards mathematics or statistics; however, there are about 40 students taking Math 100/101 each year and that pool of students might be interested in taking this program. We know that this pool of students exists, since we see them doing double Majors and the like.

Mathematical biology and biostatistics are vibrant and active research areas in themselves. A strong quantitative foundation will give a biologist in certain areas (epidemiology, ecology, neuroscience, cell biology, genetics, genomics, for example) a more powerful set of tools than the majority of people working in that field, and will thus make them more marketable. A strong foundation in biology will also make a more credible and effective researcher in mathematical biology or biostatistics.

Graduates of our program would be well suited to do graduate work in mathematics biology programs, such as UBC’s (http://www.math.ubc.ca/~cytryn/MathBio/).

Include plans for student recruitment, retention, and success

The existence of the combined program in the Calendar will likely attract a small cohort of students in itself, and additional promotion will help to launch the program – on departmental websites, in outreach to high schools, and in recruitment fairs like ‘Experience UVic’.

Faculty members involved in this program will co-ordinate a meeting with potential students at the end of the first semester to inform them about the possible careers in math/biology and biostatistics (for example disease epidemiology, clinical trials, statistical ecology).
D. Admission requirements

Include plans for admissions and transfer within BC system where appropriate.

Regular Science admissions. Transfer into the program late could be difficult without delay, because of the broad 1st and 2nd year requirements. As a result, students transferring into the program late may take longer to complete their degree requirements.

E. Areas of specialization

No new courses are anticipated at this point to support this program, so no new faculty resources are required.

The proposal does include three streams on the Biology side, and allows enough flexibility on the Math & Stats side to allow a specialization in Mathematics or in Statistics.

F. Curriculum design
Schedule of course delivery

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

No new courses will be implemented as a result of this program. Appendix 1 contains course names and descriptions for required courses. The schedule of course delivery is as follows:

<table>
<thead>
<tr>
<th>First and Second Years</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 184, 186, 215, 225, 230</td>
<td>7.5</td>
</tr>
<tr>
<td>CHEM 101, 102, 231</td>
<td>4.5</td>
</tr>
<tr>
<td>CSC 110, 115</td>
<td>3.0</td>
</tr>
<tr>
<td>MATH 100 or 109, 101, 122, 200, 204, 211</td>
<td>9.0</td>
</tr>
<tr>
<td>STAT 255 or 260, 256 or 261</td>
<td>3.0</td>
</tr>
<tr>
<td>Electives 2</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third and Fourth Years</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOC 299</td>
<td>1.5</td>
</tr>
<tr>
<td>BIOC 330, 355 or 435</td>
<td>3.0</td>
</tr>
<tr>
<td>BIOL upper level electives 4</td>
<td>10.5</td>
</tr>
<tr>
<td>MATH 342, 377</td>
<td>3.0</td>
</tr>
<tr>
<td>Two of STAT 350, 353, 354, 359 or two of MATH 346,348, 379</td>
<td>3.0</td>
</tr>
<tr>
<td>MATH / STAT upper level electives 5,6</td>
<td>4.5</td>
</tr>
<tr>
<td>Electives 4,5</td>
<td>4.5</td>
</tr>
</tbody>
</table>

1 It is strongly recommended that students interested in this program take STAT 260 and STAT 261

2 Recommended electives: MATH 236, 248, CHEM 232, PHYS 102A, 102B

3 BIOC 300A or 300B may be used to fulfill the Biochemistry requirement and may be prerequisites for recommended courses.

4 Students interested in cell and molecular biology should take BIOC 360, at least three of BIOC 303, 361, 362, 401A, 435, 436, 439; and BIOC 326, 432, 458, 459, 465, 467, 490F are also relevant. Students interested in physiology and medicine should take BIOC 365, at least three of BIOC 309, 360, 367, 432, 435, 436, 447; and BIOC 362, 366, 404, 401A, 409B, 439, 448, 467, 490E,F,H are also relevant. Students interested in ecology and evolution should select courses from BIOC 329, 335, 345, 346, 370, 413, 435, 438, 446, 457, 461, 462, 468, 490B,D,G,J.

5 Recommended upper level electives: MATH 442, 446, 452, 492, 498, STAT 355, 450, 453, 454, 456, 457, 458, 459, 498

6 At least 3.0 units of 4th year courses must be taken in the department of Mathematics and Statistics.
Delivery methods (e.g., plans for distance education, or computer assisted delivery) as appropriate to targeted student segments

All courses are run as usual, on campus, face-to-face.

Linkages between the learning outcomes and the curriculum design

Students will learn the critical mathematics and/or statistics background to function as quantitative biologists. The intersection of mathematics and statistics with biology is expanding as biologists are challenged by the analysis of large data sets in genetics and genomics, and in ecology. The curriculum of the proposed combined program has been designed to give students a broad background in mathematics or statistics, with a focus on one of three areas of biology in which quantitative skills would be of great value.

Integration of opportunities for experiential learning or other forms of civic engagement in the learning opportunity

- Describe use and purpose of practical, Co-op work terms, or other forms of experiential learning
- Where work terms or field placements are a component of the Major, describe the unit’s plans to develop placement opportunities for students and the level of support that will be extended to students seeking placements.
- Where applicable, describe the anticipated outcomes of the work term or field placement, how the experience will provide an opportunity to put the stated learning outcomes into practice, and how the students will be evaluated during their placements.
- Opportunities for civic engagement

Experiential learning could come in the form of a Co-op work term in either biology or math/stats. Now that the mathematics and statistics co-op is housed within Science there will be more support for these students. Department co-op representatives will work with the co-op office to find relevant co-op opportunities for these students.

Special purpose experiential courses will not be created specifically for this program at the outset. Directed Studies courses offer the opportunity for project-based experiential learning.

Residency requirements and anticipated times to completion

This is designed as a 4-year program.

Policies on student evaluation,

Same as existing programs.

Plans for integration of teaching and research

Undergraduate research projects jointly supervised by Biology and Math/Stat faculty members are an excellent prospect. Note that BIOL 490A-J, STAT 498, or MATH 498 could be used for this purpose.

Describe any plans to develop international or Indigenous content or perspectives

Again, since no new courses will initially be created, there is no immediate development of international or indigenous content or perspectives beyond what already exists in the parent programs.
G. Enrollment plan for the length of the Major

Designed as a 4-year program, but students need a significant number of first- and second-year courses, so if a student opts for the program late, they may need an extra term or two to complete.

Possibly 5-10 students per year to start. This will likely grow as we have a growing number of Biology students completing Minors in mathematics and statistics.

Whether this will attract students to UVic who otherwise might not come is not clear.

H. Funding plan for the length of the Major

Resources required for Faculty appointments
   o Currently funded faculty resources
   o New faculty resources required

   None. However, if this program grows significantly, we might have to look at offering more sections of upper division courses, especially in statistics where we are already seeing a large increase in student numbers. Ultimately, an increase in student numbers would lead to new faculty resources required that could teach the affected courses.

Resources required for staff appointments

   None. However, if class sizes grow significantly, this may require reassessment of the current TA allocations.

Resources required for space

   None.

Resources required from Library

   (Include evidence of consultation with UVic Librarian)

   None.
I. Related Majors within UVic or other British Columbia post-secondary institutions

At UVic:
Major in Biology.
Major in Mathematics.
Major in Statistics.

Within Canada:
York, undergrad: http://mathstats.info.yorku.ca/our-programs/mathematical-biology/
Queens, undergrad: https://biology.queensu.ca/academics/undergraduate/degree-plans/biology-mathematics-ssp/

Some US examples:
Pittsburgh: http://www.mathematics.pitt.edu/node/811
Penn: https://www.math.upenn.edu/ugrad/biomath.html

Elsewhere:
http://www.smb.org/resources/education/degree.shtml

http://www.canadian-universities.net/Universities/Programs/Biostatistics.html

J. Evidence of support and recognition from other UVic Faculties, post-secondary institutions, where applicable (Provide copies of letters of support in an appendix)

See appendix 2.
Appendix 1: required courses titles and descriptions

First and second year required courses

**Biol 184**  Evolution and Biodiversity  Units: 1.5  Hours: 3-3
Formerly: part of 190B
An introductory course in the biological sciences. Evolutionary theory, Mendelian genetics, mitosis and the cell cycle, meiosis and sexual life cycles, and diversity of prokaryotes, protists, plants, fungi, invertebrates and craniates.

**Biol 186**  Physiology and Cell Biology  Units: 1.5  Hours: 3-3
Formerly: part of 190A
An introductory course in the biological sciences. Biological chemistry, cellular diversity, membrane structure and function, energy transduction, DNA replication. Structure, growth, nutrition, and development of plants; principles of animal physiology including homeostatic mechanisms, circulation, gas exchange, osmoregulation, thermoregulation, defense systems, chemical signalling, reproduction and development.

**Biol 215**  Principles of Ecology  Units: 1.5  Hours: 3-3
An introduction to factors controlling the distribution and abundance of plants and animals. Physical environments of organisms; biotic environments and interactions among species; factors influencing population growth; behavioural ecology; community ecology; succession; trophic levels and energy flow, island biogeography; biodiversity; human impact on global ecology; conservation ecology.

**Biol 225**  Principles of Cell Biology  Units: 1.5  Hours: 3-3
An introduction to cellular, subcellular, and molecular structure/function relationships in eukaryotic cells. Membrane structure and dynamics, membrane transport, protein sorting, vesicular transport, endocytic pathways, extracellular matrices, interactions with the cellular and acellular environments, endomembrane system, cytoskeleton and motility, cellular reproduction, mechanisms of cell signalling, techniques in cell biology.

**Biol 230**  Principles of Genetics  Units: 1.5  Hours: 3-3
Introduction to principles of inheritance. Classical genetic theory; meiosis, mitosis, recombination, population genetics and evolution, genotype, phenotype, random assortment, dominance, DNA structure, function, replication and molecular basis of inheritance. RNA and protein synthesis, regulation of transcription and gene organization. Introduction to DNA technologies.

**Chem 101**  Properties of Materials  Units: 1.5  Hours: 3-3
Introduction to the modern theory of atomic structure and its relation to chemical bonding. Introduction to organic chemistry and modern materials, including polymer chemistry. Laboratory emphasizes skills typically needed in a scientific environment including observing, recording and discussing experimental data. Basic chemical techniques are introduced using a variety of different types of experiments.

**Chem 102**  Environmental and Physical Chemistry  Units: 1.5  Hours: 3-3
Basic physical chemistry of the environment including thermodynamics, states of matter, chemical equilibrium, kinetics, the atmosphere, and water chemistry. Laboratory builds on the experience of CHEM 101, with practice in developing routine skills. Continued emphasis is given to reporting data accurately.

**Chem 231**  Introductory Organic Chemistry  Units: 1.5  Hours: 3-0-1
An introduction to organic chemistry; nomenclature; functional group survey; ionic and free radical reactions; alkanes, cycloalkanes, conformational analysis; stereochemistry; nucleophilic substitution and elimination; alkenes, alkynes; electrophilic substitution; alcohols and ethers; reduction and oxidation.

**Csc 110**  Fundamentals of Programming I  Units: 1.5  Hours: 3-2
Introduction to designing, implementing, and understanding computer programs using an object-oriented programming
language. Topics include an introduction to computing and problem solving, selection and iteration, arrays and collections, objects and classes, top-down design and incremental development.

**CSC 115   Fundamentals of Programming II**  Units: 1.5  Hours: 3-2
Techniques, methods, and tools for systematic development and maintenance of software systems and documentation; basic algorithms and data structures; and fundamental concepts of object-oriented programming. Topics include control and data abstraction, modularization, abstract data types, layers of abstraction, information hiding, separation of concerns, type checking, program design, separate compilation, software libraries, techniques for the development of high-quality software components, program understanding.

**MATH 100   Calculus I**  Units: 1.5  Hours: 3-0-1
Review of analytic geometry; functions and graphs; limits; derivatives; techniques and applications of differentiation; antiderivatives; the definite integral and area; logarithmic and exponential functions; trigonometric functions; Newton's, Simpson's and trapezoidal methods; l'Hopital's rule.

**MATH 101   Calculus II**  Units: 1.5  Hours: 3-0-1
Volumes; arc length and surface area; techniques of integration with applications; polar coordinates and area; Taylor's formula; improper integrals; series and tests for convergence; power series and Taylor series; complex numbers.

**MATH 109   Introduction to Calculus**  Units: 1.5  Hours: 3-0-1
A first course intended for students with no previous exposure to calculus. Review of analytic geometry; functions and graphs; limits; derivatives; techniques and applications of differentiation; antiderivatives; the definite integral and area; logarithmic and exponential functions; trigonometric functions; Newton's, Simpson's and trapezoidal methods; l'Hopital's rule.

**MATH 110   Matrix Algebra for Engineers**  Units: 1.5  Hours: 3-0-1
Complex numbers, matrices and basic matrix operations, vectors, linear equations, determinants, eigenvalues and eigenvectors, linear dependence and independence, orthogonality.

**MATH 122   Logic and Foundations**  Units: 1.5  Hours: 3-0
Formerly: 224
Logic and quantifiers, basic set theory, mathematical induction and recursive definitions, divide and conquer recurrence relations, properties of integers, counting, functions and relations, countable and uncountable sets, asymptotic notation.

**MATH 200   Calculus III**  Units: 1.5  Hours: 3-0-1
Vectors and vector functions; solid analytic geometry; partial differentiation; directional derivatives and the gradient vector; Lagrange multipliers; multiple integration with applications; cylindrical and spherical coordinates; change of variables; surface area; introduction to line and surface integrals.

**MATH 204   Calculus IV**  Units: 1.5  Hours: 3-0-1
Vector fields; div, grad and curl operators; line integrals; Green's Theorem; surface integrals; flux; Divergence Theorem; Stokes' Theorem; multivariate Taylor series; Fourier series; first and second order differential equations with applications; variation of parameters; reduction of order; power series solutions about ordinary points; Laplace transform.

**MATH 211   Matrix Algebra I**  Units: 1.5  Hours: 3-0
Formerly: 233A
Matrices: simultaneous equations; determinants; vectors in 2-, 3- and n-tuple space; inner product; linear independence and rank; change of coordinates; rotation of axes in 2- and 3-dimensional Euclidean space; orthogonal matrices; eigenvalues and eigenvectors.

**STAT 255   Statistics for Life Sciences I**  Units: 1.5  Hours: 3-0
Descriptive statistics; probability; random variables and probability distributions; expectation; binomial, Poisson, and normal distributions; random sampling and sampling distributions; point and interval estimation; classical hypothesis testing and significance testing. Statistical examples and applications from life sciences will be emphasized.

**STAT 256** Statistics for Life Sciences II  
Units: 1.5  
Hours: 3-1-0  
Estimation and hypothesis testing; analysis of variance and the design of experiments; regression and correlation; analysis of categorical data; distribution-free procedures. Statistical examples and applications from life sciences will be emphasized.

**STAT 260** Introduction to Probability and Statistics I  
Units: 1.5  
Hours: 3-0  
Descriptive statistics; elementary probability theory; random variables, discrete and continuous probability distributions, expectation, joint, marginal and conditional distributions; linear functions of random variables; random sampling and sampling distributions; point and interval estimation; classical hypothesis testing and significance testing. The mathematical foundations of statistical inference will be introduced and illustrated with examples from a variety of disciplines.

**STAT 261** Introduction to Probability and Statistics II  
Units: 1.5  
Hours: 3-1-0  
Estimation and hypothesis testing; normal sampling distribution theory; analysis of variance and the design of experiments; regression and correlation; analysis of categorical data; distribution-free procedures. The mathematical foundations of statistical inference will be introduced and illustrated with examples from a variety of disciplines.

**Third and Fourth year required courses**

**BIOC 299** Biochemistry for Non-Majors  
Units: 1.5  
Hours: 3-0  
An introduction to the concepts of biochemistry intended for students not majoring in biochemistry or microbiology. Properties of bio-molecules, basic enzymology and metabolism. Bioenergetics, nucleic acid structure and synthesis. Protein synthesis. Structure and properties of membranes.

**BIOL 330** Study Design and Data Analysis  
Units: 1.5  
Hours: 3-3  
Also: ES 344  
An introduction to the statistical analysis of biological data, experimental design, and sampling design. Laboratories emphasize computer-based analysis of selected data sets as well as a major research project.

**BIOL 355** Evolution  
Units: 1.5  
Hours: 3-0  
Formerly: 455  
Evolutionary processes and the spatial and temporal patterns they produce. Natural selection, genetic drift and other microevolutionary processes; the basis of morphological and molecular change; species and speciation; macroevolution; phylogeny reconstruction; origin of life.

**BIOL 435** Molecular Evolution  
Units: 1.5  
Hours: 3-0  
Using population genetic and evolutionary principles to understand how and why genes and genomes change, and to reconstruct the evolutionary history of genes, genomes, and organisms.

**MATH 342** Intermediate Ordinary Differential Equations  
Units: 1.5  
Hours: 3-0  
Formerly: 325  
Picard-Lindelöf and Peano existence theorems, series solutions near regular singular points, Frobenius method, systems of first order linear equations, complex and repeated eigenvalues, nonhomogeneous linear systems, qualitative theory for nonlinear systems; Lyapunov stability theory; periodic solutions; introduction to bifurcations and chaos.

**MATH 346** Introduction to Partial Differential Equations  
Units: 1.5  
Hours: 3-0  
Formerly: 326  
Partial differential equations in physics (wave, heat and Laplace equations), solution by separation of variables, method of
characteristics for first-order partial differential equations, boundary value problems, orthogonal functions, Fourier series, transform methods (Laplace and Fourier transforms), numerical methods.

**MATH 348  Numerical Methods  Units: 1.5  Hours: 3-0**
Error analysis (round off and truncation errors), roots of equations (bisection, Newton, secant), systems of linear equations (Gauss elimination and LU factorization), function approximation (interpolation, least squares, orthogonal polynomials), numerical differentiation, numerical integration (Newton-Cotes, Gauss), numerical solution of ordinary differential equations (Euler, Taylor, Runge-Kutta, Adams), and a selection of additional topics, such as numerical optimization, finite difference methods for linear partial differential equations, iterative methods for linear systems.

**MATH 377  Mathematical Modelling  Units: 1.5  Hours: 3-0**
The formulation, analysis and interpretation of mathematical models in various areas of application. Both continuous and discrete deterministic and stochastic models will be employed. Mathematical techniques used may include: differential and difference equations, matrix analysis, optimization, simple stochastic processes, decision theory, game theory and numerical methods. The phenomena modelled may vary from year to year.

**MATH 379  Nonlinear Dynamical Systems and Chaos  Units: 1.5  Hours: 3-0**
An introduction to dynamical systems aimed at mathematics students and mathematically-inclined students from the sciences and engineering. Topics include: existence theory, geometric analysis, stability theory, bifurcation theory and chaos for differential equations with emphasis directed to applications in science. Assignments may involve the use of simple mathematical software.

**STAT 350  Mathematical Statistics I  Units: 1.5  Hours: 3-0**
Discrete and continuous probability models, random variables and their distributions, mathematical expectation, moment generating functions, sums of random variables, limit theory, and sampling distributions. Emphasis on the probability theory needed for 450.

**STAT 353  Applied Regression Analysis  Units: 1.5  Hours: 3-0**
An outline of linear regression theory with applications; multiple linear regression, polynomial regression, model adequacy checking, variable transformation, variable selection, indicator variable, diagnostics for leverage and influential observations, multicollinearity problem, model selection, stepwise regression, prediction and inference.

**STAT 354  Sampling Techniques  Units: 1.5  Hours: 3-0**
Principal steps in planning and conducting a sample survey. Sampling techniques including stratification, systematic sampling and multistage sampling. Practical survey designs with illustrations. Nonsampling errors.

**STAT 359  Data Analysis  Units: 1.5  Hours: 3-1**
An introductory data analysis course for students who have had an introduction to descriptive statistics, probability distributions, estimation, hypothesis testing and confidence intervals. Emphasis is placed on proper use of computer software, interpretation of output and assumptions required for use of each statistical method. Topics may include: linear and nonlinear regression, time series analysis, analysis of variance, design of experiments, generalized linear models, repeated measures analysis, survival analysis, methods for multivariate data, and nonparametric methods.
Appendix 2: Supporting Letters
November 13, 2017

Dr. Robin Hicks,
Associate Dean (Academic),
Faculty of Science
University of Victoria
rhicks@uvic.ca

Dear Robin,

Re: Combined Biology and Mathematics or Statistics Program

I would like to thank you and Barbara Hawkins for sending me the description of your proposed new combined program in Biology and Mathematics or Statistics. I am pleased to support your efforts to establish this promising new program. As Barbara has noted this program will be much more attractive to University of Victoria students than a dual degree program. A quantitative approach to biology is timely and will create good careers opportunities for graduates. It is also complementary to the Faculty of Engineering program in Biomedical Engineering, which takes a quantitative approach to medical science.

I have circulated the program curriculum change form to LillAnne Jackson, Associate Dean and Chair of the Faculty of Engineering Curriculum Committee, and Ulrike Stege, Chair of the Computer Science Department and they are also supportive.

Best wishes,

Original signed by Tom Tiedje

Tom Tiedje, PEng
Professor and Dean, Faculty of Engineering
University of Victoria
Nov. 13, 2017

Prof. Robin Hicks
Associate Dean
Faculty of Science
University of Victoria

Dear Prof. Hicks,

I have reviewed the proposed Combined Biology and Mathematics or Statistics Program. As the Acting Director of Biomedical Engineering Program at the Faculty of Engineering, I would like to express support to this new program. It is an innovative idea to offer a program that combines biology and mathematics or statistics, as there is increasing use of mathematics or statistics in biology, and biology is becoming more of a driving force for advancements in applied mathematics or statistics. Students in this program are offered opportunities to build foundations in the interdisciplinary field and good future career choices.

Sincerely,

Original signed by Xiaodai Dong

Xiaodai Dong
Professor
Acting Director of Biomedical Engineering Program
Dept. Electrical and Computer Engineering
University of Victoria
Tel: 250-721-6029
Email: xdong@ece.uvic.ca
November 9, 2017

RE: Combined Biology/Math and Statistics Major

Computer Science is happy to support this great initiative. We used to have a bioinformatics and unfortunately had to cancel it due to the lack of instructors in the area; students really liked it. I assume this combined program will be of interest to quite a few students.

There is one issue—I cannot promise that we'll always have the spaces for all students when they want to take the computer science courses. Due to the combination of our increased enrolment, the short staffed department with respect to faculty positions, and classroom restrictions, sometimes waitlists cannot be completely accommodated. We recently had to begin to put some registration restrictions on our first-year courses. I am quite hopeful that these are temporary issues and measures that will be resolved as soon as we were able to hire more faculty.

Regards,

Original Signed by Ulrike Stege

Ulrike Stege
Chair
SUBMISSION TO THE UVIC BOARD OF GOVERNORS

January 15, 2018

FOR DECISION

To: FINANCE COMMITTEE

From: Acting Vice-President Finance and Operations

cc: President and Vice-Chancellor

Meeting Date: January 30, 2018

Subject: University of Victoria Staff Pension Plan Statement of Investment Policies and Goals

Basis for Jurisdiction: University of Victoria Staff Pension Plan Governance Policy Appendix A – Section 2

Strategic Relevance:
One of the pillars of the strategic plan is that we will attract and retain a diverse group of exceptionally talented faculty and staff. Part of attracting and retaining faculty and staff is a strong benefits package. Pension is a critical part of any compensation package and as such good governance of the plans that includes regular review of governing policies is critical.

Previous Consultation:
University of Victoria Staff Pension Plan Investments and Administration Committee
Towers Watson (External investment consultants)
Recommendation:
THAT the Finance Committee recommend to the Board of Governors that the Board of Governors approve the recommended amendments to the University of Victoria Staff Pension Plan Statement of Investment Policies and Goals (the SIP&G) effective immediately.

Background:
Annually the Investment and Administration Committee reviews the Statement of Investment Policies & Goals to ensure relevance.

The following changes are recommended, as reflected in the attached blackline version of the policy:

- **Page 5 Section II (A):** Amended to include additional comments on the active management of the Fund.

- **Page 6 Section II (B):** Amended to provide commentary on volatility and risk, as per the requirements of the *Pension Benefits Standards Act (BC)*.

- **Page 7 Section II (C):** Amended to reflect the addition of an infrastructure manager in 2017 and to provide commentary on liquidity, as per the requirements of the *Pension Benefits Standards Act (BC)*.

- **Page 11 Section III (H):** Amended to update the minimum quality standard for individual short term investments.

- **Page 11 Section III (I):** Amendment to clarify maximum percentage of related equity holding for a manager.

- **Page 16 Section IV (E):** Amendment to clarify prevailing provisions for pooled funds.

- **Appendix:** Amended to reflect all changes recommended above.

Attachment(s):
University of Victoria Staff Pension Plan – Statement of Investment Policies and Goals. Insertions are underlined and deletions are struck through.

Planned Further Action:
Distribution of the revised document to the Plan’s Investment Managers, and other service providers.
UNIVERSITY OF VICTORIA
STAFF PENSION PLAN

STATEMENT OF INVESTMENT
POLICIES AND GOALS

29 January 2001

as last revised January 304, 20187

Approved by the Board of Governors

______________________________
Chair

______________________________
Vice President Finance and Operations
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATEMENT OF INVESTMENT</td>
<td>1</td>
</tr>
<tr>
<td>POLICIES AND GOALS</td>
<td>1</td>
</tr>
<tr>
<td>29 January 2001</td>
<td>1</td>
</tr>
<tr>
<td>I – INTRODUCTION</td>
<td>3</td>
</tr>
<tr>
<td>A – Purpose of the Investment Policy</td>
<td>3</td>
</tr>
<tr>
<td>B – Nature of the Plan</td>
<td>3</td>
</tr>
<tr>
<td>C – Distinction of Responsibilities</td>
<td>4</td>
</tr>
<tr>
<td>II – ASSET MIX AND DIVERSIFICATION POLICY</td>
<td>5</td>
</tr>
<tr>
<td>A – Long Term Mission Statement</td>
<td>5</td>
</tr>
<tr>
<td>B – Combined Fund Primary Objective and Asset Mix Guidelines</td>
<td>5</td>
</tr>
<tr>
<td>C – Manager Rebalancing Guidelines</td>
<td>7</td>
</tr>
<tr>
<td>D – Asset Mix Ranges for the Active Managers</td>
<td>8</td>
</tr>
<tr>
<td>E – Foreign Currency Hedging</td>
<td>9</td>
</tr>
<tr>
<td>III – PERMITTED AND PROHIBITED INVESTMENTS</td>
<td>9</td>
</tr>
<tr>
<td>A – General Guidelines</td>
<td>9</td>
</tr>
<tr>
<td>B – Canadian and Foreign Equities</td>
<td>9</td>
</tr>
<tr>
<td>C – Bonds and Mortgages</td>
<td>10</td>
</tr>
<tr>
<td>D – Cash and Short Term Investments</td>
<td>10</td>
</tr>
<tr>
<td>E – Canadian Real Estate</td>
<td>10</td>
</tr>
<tr>
<td>F – Infrastructure</td>
<td>10</td>
</tr>
<tr>
<td>G – Other Investments</td>
<td>10</td>
</tr>
<tr>
<td>H – Minimum Quality Requirements</td>
<td>10</td>
</tr>
<tr>
<td>I – Maximum Quantity Restrictions</td>
<td>11</td>
</tr>
<tr>
<td>J – Prior Permission Required</td>
<td>11</td>
</tr>
<tr>
<td>K – Securities Lending</td>
<td>12</td>
</tr>
<tr>
<td>IV – MONITORING AND CONTROL</td>
<td>13</td>
</tr>
<tr>
<td>A – Delegation of Responsibilities</td>
<td>13</td>
</tr>
<tr>
<td>B – Compliance</td>
<td>14</td>
</tr>
<tr>
<td>C – Performance Measurement</td>
<td>14</td>
</tr>
<tr>
<td>D – Monitoring and Rebalancing the Fund’s Asset Mix</td>
<td>16</td>
</tr>
<tr>
<td>E – Reporting by the Investment Managers</td>
<td>16</td>
</tr>
<tr>
<td>F – Investment Policy Review</td>
<td>16</td>
</tr>
<tr>
<td>V – OTHER ISSUES</td>
<td>17</td>
</tr>
<tr>
<td>A – Conflicts of Interest</td>
<td>17</td>
</tr>
<tr>
<td>B – Related Party Transactions</td>
<td>17</td>
</tr>
<tr>
<td>C – Valuation of Securities Not Regularly Traded</td>
<td>18</td>
</tr>
<tr>
<td>D – Voting Rights</td>
<td>18</td>
</tr>
<tr>
<td>E – Directed Brokerage Commissions</td>
<td>18</td>
</tr>
<tr>
<td>F – Reasons for Terminating an Investment Manager</td>
<td>19</td>
</tr>
<tr>
<td>APPENDIX</td>
<td></td>
</tr>
<tr>
<td>Compliance Reports</td>
<td></td>
</tr>
<tr>
<td>Legislative Constraint</td>
<td></td>
</tr>
</tbody>
</table>
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 Fund includes the Basic Plan and the Supplementary Retirement Benefit Account.

Members are required to contribute 4.53% of their basic salary up to the Canada Pension Plan Year's Maximum Pensionable Earnings (YMPE) ($54,900 in 2016), and 6.28% of their basic salary in excess of that amount to the Basic plan to fund basic pension benefits. The University contributes 11.75% to fund the Basic plan. 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, 1.5% 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.

Supplementary member contributions of 0.25% of salary, matched by the University, 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.

With respect to actuarial liabilities accrued to date, on 31 December, 2013, the date of the latest actuarial valuation, the Total Plan had a surplus of 26.5 million on assets of 208.7 million and liabilities of 182.2 million.
From a cash flow perspective, net inflows from member and University contributions are close in amount to outflows for benefit payments, transfers, and expenses. Cash inflow from investment income and capital gains is providing solid growth for the Fund.

Nearly one-half (50%) of the active members are under age 50 and around 30% of the active members are age 55 or older and are eligible to retire. In summary, the age distribution indicates that the majority of members will not retire for many years, suggesting that a long-term investment horizon is appropriate. The age distribution is gradually shifting toward older members, but should not change dramatically, as new, younger members replace retirees.

In conclusion, a strong financial position, healthy cash flow and a relatively young plan, indicates the Plan can assume an above-average level of investment risk.

C – Distinction of Responsibilities

Responsibility for the Fund rests with the Board of Governors. The Board, through its Finance Committee, has assigned review responsibility for the administration and management of the Plan’s assets to the Staff Pension Plan Governance Committee and the Staff Pension Plan Investments and Administration Committee. Day-to-day responsibility for the investment management of the Plan’s assets has been delegated to professional investment managers. Trusteeship and custody of the Plan’s assets, and the responsibility to account for them, has been delegated to an external custodian. The Investment Consultant is responsible for calculating returns, monitoring performance and providing information to the Committee on issues, industry trends, best practices and legislative developments.
II – ASSET MIX AND DIVERSIFICATION POLICY

A – Long Term Mission Statement

The long-term investment goal of the Fund is to achieve a minimum annualized rate of return, after taking account of investment expenses, of four percentage points in excess of the Canadian Consumer Price Index. This 4.0% real return objective is consistent with the overall investment risk level that the Fund could assume in order to meet the pension obligations of the Plans, and normally will be assessed over longer time periods; i.e. over ten years or more. Progress towards this goal will be monitored on rolling 4-year bases.

To achieve this long-term investment goal, the Fund has adopted an asset mix that has a bias to equity investments and active investment management. Active management provides the opportunity to outperform specific investment benchmarks.

Risk is controlled by investing in a well diversified portfolio of asset classes and managers. The Fund employs an active management style. Active management provides the opportunity to outperform specific investment benchmarks.

B – Combined Fund Primary Objective and Asset Mix Guidelines

The primary Fund objective is to earn a return, net of investment fees, that exceeds the rate of return over rolling four year periods (including reinvested dividends and income) from a benchmark portfolio constructed from rates of return on the Toronto Stock Exchange S&P/TSX Composite Index (the “S&P/TSX”), the Morgan Stanley Capital International World ex-Canada Net Index (the “MSCI World ex-Canada Net”) (in Canadian dollars), the FTSE TMX Canada Universe Bond Index (the FTSE TMX Canada Universe”), 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.

<table>
<thead>
<tr>
<th>COMBINED FUND BENCHMARK AND ASSET COMPONENT RANGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum</td>
</tr>
<tr>
<td>Equities</td>
</tr>
<tr>
<td>Canadian equities</td>
</tr>
<tr>
<td>Foreign equities</td>
</tr>
<tr>
<td>Total Equities</td>
</tr>
<tr>
<td>Fixed Income</td>
</tr>
<tr>
<td>Bonds</td>
</tr>
<tr>
<td>Mortgages</td>
</tr>
<tr>
<td>Short term investments</td>
</tr>
<tr>
<td>Alternatives</td>
</tr>
<tr>
<td>Infrastructure/private equity</td>
</tr>
<tr>
<td>Real estate</td>
</tr>
<tr>
<td>TOTAL FUND</td>
</tr>
</tbody>
</table>
The Fund will aim to manage the volatility of the assets relative to the liabilities to mitigate the risk of underfunding. The Fund will consider both the return and volatility objectives when setting the asset mix.

There are a variety of risks inherent in the investment strategy over a market cycle. These risks include:

- liquidity;
- the possibility that active management may not add value or may be negative;
- the possibility that the annual volatility of returns may differ from long term returns; and
- interest rate, inflation, credit, longevity, currency and other economic and market risks.

These risks and other risks not explicitly stated here have been recognized in determining the most appropriate investment strategy.
C – Manager Rebalancing Guidelines

The assets of the Fund are managed under five mandates. In order to ensure adequate diversification by both asset class and by manager, the Board has established the following parameters to guide the allocation of assets to each of the Fund’s investment managers where rebalancing is possible (i.e., all managers except the infrastructure manager).

<table>
<thead>
<tr>
<th>Manager</th>
<th>Minimum %</th>
<th>Target %</th>
<th>Maximum %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fixed Income Manager</td>
<td>40.0</td>
<td>45.0</td>
<td>55.0</td>
</tr>
<tr>
<td>*Canadian Equity Manager(s)</td>
<td>9.0</td>
<td>14.0</td>
<td>19.0</td>
</tr>
<tr>
<td>Foreign Equity Manager</td>
<td>25.0</td>
<td>30.0</td>
<td>35.0</td>
</tr>
<tr>
<td>Real Estate Manager</td>
<td>0.0</td>
<td>11.0</td>
<td>17.0</td>
</tr>
</tbody>
</table>

*total allocation to all Canadian Equity Managers

Implementation of the rebalancing is the responsibility of the University, specifically the Pension and Investment Services Department.

Procedures

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.

Pension and Investment 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 and Investment Services Department if market forces have moved the portfolio weights such that the restructuring is no longer appropriate.
D – Asset Mix Ranges for the Active Managers

The following table presents the asset mix policy for the fixed income manager, the foreign equity manager and the real estate manager. These limits are necessary to ensure that the Combined Fund asset mix remains within the ranges established in Section II.B above.

<table>
<thead>
<tr>
<th>Asset Class</th>
<th>Minimum</th>
<th>Benchmark*</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fixed Income</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bonds</td>
<td>85.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Mortgages</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Short term investments</td>
<td>0</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 November 2008

<table>
<thead>
<tr>
<th>Asset Class</th>
<th>Minimum</th>
<th>Benchmark*</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canadian Equities</td>
<td>90.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Short term investments</td>
<td>0</td>
<td>0.0</td>
<td>10.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 24 June 2008

<table>
<thead>
<tr>
<th>Asset Class</th>
<th>Minimum</th>
<th>Benchmark*</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Equities</td>
<td>90</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Short term investments</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Investments in pooled funds are deemed to be fully invested in that pooled fund’s asset class even though the pooled fund may have cash reserves.

* Effective 1 July 2005
REAL ESTATE MANAGER

<table>
<thead>
<tr>
<th></th>
<th>Minimum</th>
<th>Benchmark*</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Canadian real estate</td>
<td>90</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Short term investments</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Investments in pooled funds are deemed to be fully invested in that pooled fund’s asset class even though the pooled fund may have cash reserves.

* Effective 1 October 2007

E – Foreign Currency Hedging

The Fixed Income Manager, the Foreign Equity Manager and the Infrastructure Manager will/may purchase securities denominated in foreign currencies. At its discretion, the Committee may direct a manager to hedge some or all of its foreign currency exposures. The Committee will make such direction for defensive or strategic reasons.

If the Committee directs a manager to hedge some or all of its foreign currency exposures, the benchmark for the mandate will be adjusted accordingly.

It is anticipated that the foreign equity exposure associated with the Infrastructure Manager will be hedged. The Infrastructure Manager doesn't offer currency hedging services, so the foreign currency exposure will be hedged by a different entity (an existing manager or custodian).

III – PERMITTED AND PROHIBITED INVESTMENTS

A – General Guidelines

The investments of the Fund must comply with the requirements and restrictions imposed by the applicable legislation, including but not limited to the requirements of the British Columbia Pension Benefits Standards Act and Regulations, which refers to the federal Pension Benefits Standards Act on investment related issues, the Income Tax Act and Regulations, and all subsequent amendments.

In general and subject to the restrictions noted below, the Fund may invest in any of the following asset classes and investment instruments:

B – Canadian and Foreign 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 Depository Receipts or other recognized depository receipts
- exchange traded index participation units (i.e., i60s and SPDRS)
C – Bonds and Mortgages

- bonds, debentures, notes, non-convertible preferred stock and other evidence of indebtedness of Canadian issuers whether denominated and payable in Canadian dollars or a foreign currency
- mortgages secured against Canadian real estate subject to Section III. I below
- mortgage-backed securities, guaranteed under the National Housing Act
- commercial mortgage-backed securities rated AAA
- term deposits and guaranteed investment certificates
- private placements of bonds and asset-backed securities subject to Section III. H

D – Cash and Short Term Investments

- cash on hand and demand deposits
- treasury bills issued by the federal and provincial governments and their agencies
- obligations of trust companies and Canadian and foreign banks chartered to operate in Canada, including bankers’ acceptances
- commercial paper and term deposits

E – Canadian Real Estate

- Canadian real estate holdings, primarily institutional grade office, industrial, residential, retail or mixed-use properties
- full ownership or partial ownership interests in real estate holdings

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
- currency forward and futures contracts used for defensive purposes only
- 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 “B” to “BB” (“high yield” bonds) are permissible as part of a diversified pool of high yield securities, subject to the quantity restrictions in III – I that follow
- unrated bonds should be assigned a rating by the investment manager before purchase
- the minimum quality standard for individual short term investments is “R-1_Low” or equivalent as rated by a recognized bond rating agency, at the time of purchase
- all investments shall be reasonably liquid (i.e., - in normal circumstances they should be capable of liquidation within three months)
- due to the relative illiquidity of mortgages, the net yield at the time of commitment should exceed the yield on Government of Canada bonds of a similar term by a minimum of 1%, after deduction of all administrative fees
- the amount of the mortgage loan may not exceed 75% of the appraised value
- the property mortgaged must be located within a metropolitan area including the recognized suburbs of all principal Canadian cities.
- the leverage on overall real estate holdings is not to exceed 35% of the value of the overall real estate portfolio

I – Maximum Quantity Restrictions

The following restrictions are to be respected:

Equities

- no one equity holding shall represent more than 10% of the total equities for a manager
- no one equity holding shall represent more than 15% of the related equity holding for a manager
- no one equity holding shall represent more than 10% of the voting shares of a corporation
- no one equity holding shall represent more than 10% of the available public float of such equity security

Bonds, Mortgages and Short Term Investments

- except for federal and provincial bonds (including government guaranteed bonds), no more than 10% of the 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
- "BBB" bonds may not be purchased if the purchase would raise the "BBB" holdings to more than 25% of the market value of the bond portfolio
- up to 5% of the market value of the bond portfolio may be invested in high yield bonds as outlined in III -H above
- no more than 15% 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
- investments in bonds of foreign issuers
- derivatives other than those otherwise permitted in Section III G above, and
- investments in any other securities not specifically referenced in this policy statement.

K – Securities Lending

The securities of the Fund may not be loaned, except within pooled funds where the pooled fund investment policy permits securities lending. In such cases, the manager of the pooled fund must disclose the securities lending policies to the Committee.
IV – MONITORING AND CONTROL

A – Delegation of Responsibilities

Overall responsibility for the Plan’s assets rests with the Board of Governors of the University of Victoria. The Committee makes recommendations to the Board through its Finance Committee on investment policy and investment managers and is also charged with ensuring the Plan conforms to legislation and monitoring investment performance.

In completing the above duties a number of responsibilities have been delegated:

The Manager will:
- confirm in writing that they have read and will comply with this Policy,
- invest the assets of the Fund in accordance with this Policy, and in a manner that a reasonable and prudent person would apply in respect of a portfolio of investments made on behalf of another person to whom there is owed a fiduciary duty to make investments without undue risk of loss and with a reasonable expectation of return on the investments commensurate with the risk,
- meet with the Committee as required and provide written reports regarding their past performance, their future strategies and other issues as requested, and
- file quarterly compliance reports (see Section IV.D).

The custodian/trustee will:
- 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,
- provide the Committee with commentary on manager performance and issues, and
- provide the Committee with updates on industry trends, investment issues, best practices and legislative developments and their potential relevance to the Plan.

The Pension and Investment Services Department will:
- prepare the agenda and minutes for each meeting of the Committee,
- prepare quarterly Fund compliance reports for the Committee,
- implement policies approved by the Committee and/or Board of Governors,
- propose changes to policies,
- review the monthly reports from the custodian to monitor compliance of the Plan with policy and applicable legislation and of each manager with their mandate,
- review the asset mix on each month’s custody report and direct the Plan custodian to transfer cash between managers if a manager’s range is breached and a reallocation is determined to be appropriate,
- prepare annual financial statements, and
- advise the Committee of any exceptional issues that arise in the day-to-day operations and monitoring of the Fund and the Managers.

The auditor will
- audit and prepare an auditor’s report on the financial statements of the Plan as prepared by the Pension and Investment Services Department

B - Compliance

Any two of either the President, Vice-President Finance and Operations, or one order-in-council member of the Board of Governors may approve a temporary contravention of the restrictions in Section II or Section III. This contravention must not exceed that of a prudent person and must be immediately communicated to the Committee and reported with a full explanation to the Finance Committee of the Board of Governors at its next regularly scheduled meeting.

C – Performance Measurement

The performance of the Fund shall be measured quarterly and return calculations shall be as follows:
- time weighted rates of return,
- total returns, including realized and unrealized gains and losses and income from all sources, and
- measurement against performance objectives will normally be assessed over rolling four-year periods.

Combined Fund Benchmark

The primary objective for the Fund is to earn CPI + 4.0%. The combination of market indices forming the benchmark has been set to achieve an expected return of CPI + 4.0% at the date the asset mix was implemented. The benchmark consists of the following market index total returns weighted as indicated:

<table>
<thead>
<tr>
<th>COMBINED FUND BENCHMARK*</th>
</tr>
</thead>
<tbody>
<tr>
<td>S&amp;P/TSX Composite Index</td>
</tr>
<tr>
<td>MSCI World ex-Canada Net Index (Cdn. $)</td>
</tr>
<tr>
<td>FTSE TMX Canada Universe Bond Index</td>
</tr>
<tr>
<td>CPI plus 4% per annum</td>
</tr>
<tr>
<td>CPI plus 5% per annum</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

* 30 November 2010

¹ It is recognized that the 10% allocation to infrastructure will take time to achieve. This is to be taken into consideration when evaluating Combined Fund performance from April 1, 2008 until the target allocation to infrastructure has been achieved.
Active Manager Benchmarks

The benchmark portfolio consists of the following market index total returns weighted as indicated:

<table>
<thead>
<tr>
<th>FIXED INCOME MANAGER BENCHMARK*</th>
<th>FTSE TMX Canada Universe Bond Index</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>* effective 1 December 2008</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CANADIAN EQUITY MANAGERS BENCHMARK*</th>
<th>S&amp;P/TSX Composite Index</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>* effective 1 December 2008</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FOREIGN EQUITY MANAGER BENCHMARK*</th>
<th>MSCI World ex-Canada Net Index (Cdn. $)</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>* effective 1 October 2007</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REAL ESTATE MANAGER BENCHMARK*</th>
<th>CPI plus 4% per annum</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>* effective November 30, 2010</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INFRASTRUCTURE MANAGER BENCHMARK*</th>
<th>CPI plus 5% per annum</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>* effective 1 April 2008</td>
<td></td>
</tr>
</tbody>
</table>

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:

- **Canadian equities (active)** = S&P/TSX Composite Index total return + 1.0%
- **Canadian equities (indexed)** = S&P/TSX Composite Index total return
- **Foreign equities** = MSCI World ex-Canada Net Index (Cdn. $) + 1.00% net of fees
- **Bonds** = FTSE TMX Canada Universe Bond Index total return + 0.50% (FTSE TMX Canada Short Term Bond Index return plus + 1% for Mortgages)²
- **Real estate** = CPI +4%
- **Infrastructure** = Change in the Canadian Consumer Price Index plus 5% per annum

² The Fixed Income Manager “views mortgages as a component of (their) Fixed Income allocation and one of multiple strategies to add value over the FTSE TMX Canada Universe Bond Index. (They) also combine bonds and mortgages for trading and compliance monitoring purposes.”
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 and Investment Services Department shall monitor the asset mix on a monthly basis. Subject to the rebalancing guidelines and procedures in Section II.C, the Pension and Investment Services Department 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 Manager, the Manager is required to complete and sign a compliance report each quarter. The compliance report should indicate whether or not the Manager’s portfolio was in compliance with this Policy during the quarter. Copies of the compliance reports must be sent to the Committee. Report formats for the compliance reports are included under the appendix.

In the event that a Manager is not in compliance with this Policy, the Manager is required to advise the Committee immediately, detailing the nature of the non-compliance and recommending an appropriate course of action to remedy the situation.

If the Manager believes the Asset Mix Guidelines are inappropriate for anticipated economic conditions, the manager is responsible for advising the Committee that a change in guidelines is desirable and the reasons therefore.

The Manager should advise the University immediately of changes in style or in the policies, personnel or ownership of the firm.

The manager is required to report on proxy voting as outlined in section V – D Voting Rights.

The Fund invests in pooled funds, which have separate investment policies. Should a conflict arise between the provisions of this Policy, and the provisions of the pooled fund’s investment policy, the investment mandate of the Pooled Fund will prevail over the Statement of Investment Policies. the Manager is required to notify the Committee immediately in writing, detailing the nature of the conflict and the Manager’s recommended course of action.

**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.
UNIVERSITY OF VICTORIA STAFF PENSION PLAN
STATEMENT OF INVESTMENT POLICIES AND GOALS

V – OTHER ISSUES

A – Conflicts of Interest

Responsibilities

This standard applies to the members of the Committee and the University of Victoria Administrative staff, as well as to all agents employed by them, in the execution of their responsibilities under the British Columbia Pension Benefits Standards Act (the “Affected Persons”).

An “agent” is defined to mean a company, organization, association or individual, as well as its employees, who are retained by the Committee to provide specific services with respect to the investment, administration and management of the Fund.

All Affected Persons shall exercise the care, diligence and skill that a person of ordinary prudence would exercise in dealing with the property of another person.

Disclosure

In the execution of their duties, the Affected Persons shall disclose any material conflict of interest relating to them, or any material ownership of securities, which could impair their ability to render unbiased advice, or to make unbiased decisions, affecting the administration of the Fund.

Further, it is expected that no Affected Person shall make any personal financial gain (direct or indirect) because of his or her fiduciary position. However, normal and reasonable fees and expenses incurred in the discharge of their responsibilities are permitted if documented and approved by the Committee.

No Affected Person shall accept a gift or gratuity or other personal favor, other than one of nominal value, from a person with whom the individual deals in the course of performance of his or her duties and responsibilities for the Committee.

It is incumbent on any Affected Person who believes that he/she may have a conflict of interest, or who is aware of any conflict of interest, to disclose full details of the situation to the attention of the Committee Chair immediately. The Committee Chair, in turn, will decide what action is appropriate under the circumstances but, at a minimum, will table the matter at the next regular meeting of the Committee, if material.

No Affected Person who has or is required to make a disclosure as contemplated in this Policy shall participate in any discussion, decision or vote relating to any proposed investment or transaction in respect of which he or she has made or is required to make disclosure.

B – Related Party Transactions

The administrator of the plan may not enter into a transaction with a related party unless:

- the transaction is required for the operation or administration of the plan and the terms and conditions of the transaction are not less favourable to the plan than market terms and conditions;
- the securities of the related party are acquired at a public exchange; or
- the combined value of all transactions with the same related party is nominal or the transaction(s) is immaterial to the plan.
For this section of the policy, market value of the combined assets of the plan will be used as criterion to establish whether a transaction is nominal or immaterial to the plan. Transactions less than .5% of the combined market value of the assets of the plan are considered immaterial.

"Related party" is defined in section 1 of Schedule III to the Pension Benefits Standards Regulations, 1985 (Canada). A related party is a person who is the administrator of the plan including any officer, director or employee of the administrator, or any person who is a member of a pension committee, board of trustees or other body that is the administrator of the plan. It also includes, the investment managers and their employees, a union representing employees of the employer, a member of the plan, a spouse or child of the persons named previously, or a corporation that is directly or indirectly controlled by the persons named previously, among others. Related party does not include government or a government agency.

C – Valuation of Securities Not Regularly Traded

The following principles will apply for the valuation of investments that are not traded regularly:

- equities: average of bid-and-ask prices from two major investment dealers, at least once every calendar quarter;
- bonds: same as for equities; and
- mortgages: on a mark to market basis.
- real estate: on an appraisal basis; and
- infrastructure: on a fair value basis (using appraisals).

D – Voting Rights

The Committee has delegated voting rights acquired through pension fund investments to the custodian of the securities, to be exercised in accordance with the investment manager’s instructions. The investment manager is expected to vote all proxies in the best interests of the beneficiaries of the Plan.

The Committee, however, may take back voting rights for specific situations, provided the securities are not held in pooled funds.

For private placements, voting rights will be delegated to the investment manager, or voted directly by a Committee representative.

The manager should disclose their corporate governance and proxy voting policies and report annually on (1) whether all eligible proxies were voted on the Plan’s behalf and (2) if the proxy voting guidelines were followed and report on any deviations.

E – Directed Brokerage Commissions

A variety of brokers should be used in order to gain maximum utilization of the services available. It is the responsibility of the manager to ensure that the commission distribution is representative of the services rendered.

The University does not use directed commissions (i.e. soft dollars) to pay for any goods or services. The Manager may use soft dollars to pay for research and other investment-related services with disclosure to the Committee, provided they comply with the Soft Dollar Standards promulgated by CFA Institute.
F – Reasons for Terminating an Investment Manager

Reasons for considering the termination of the services of the Manager include, but are not limited to, the following factors:

- performance results, which over a reasonable period of time, are below the stated performance benchmarks;
- changes in the overall structure of the Fund such that the Manager’s services are no longer required;
- change in personnel, firm structure and investment philosophy, style or approach which might adversely affect the potential return and/or risk level of the portfolio; and/or
- failure to adhere to this Policy.

- END -
APPENDIX
UNIVERSITY OF VICTORIA STAFF PENSION PLAN
FIXED INCOME FUND MANAGEMENT
COMPLIANCE REPORT FOR THE PERIOD FROM ___________ TO ___________ (date) (date)

<table>
<thead>
<tr>
<th>GUIDELINES</th>
<th>POLICY COMPLIED WITH YES/NO*</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSET MIX (at Market Value)</td>
<td>%</td>
</tr>
<tr>
<td>BONDS</td>
<td>85 - 100</td>
</tr>
<tr>
<td>MORTGAGES</td>
<td>0 – 10</td>
</tr>
<tr>
<td>SHORT TERM &amp; CASH</td>
<td>0 – 15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONSTRAINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>EQUITIES</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>BONDS</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>MORTGAGES</td>
</tr>
<tr>
<td>SHORT TERM INVESTMENTS</td>
</tr>
<tr>
<td>DERIVATIVES</td>
</tr>
<tr>
<td>OTHER INVESTMENTS</td>
</tr>
<tr>
<td>CONFLICTS OF INTEREST</td>
</tr>
</tbody>
</table>

* 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
### ASSET MIX (at Market Value)

<table>
<thead>
<tr>
<th>Category</th>
<th>Guideline</th>
</tr>
</thead>
<tbody>
<tr>
<td>EQUITIES</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>SHORT TERM &amp; CASH</td>
<td>0 – 10%</td>
</tr>
</tbody>
</table>

### CONSTRAINTS

<table>
<thead>
<tr>
<th>Category</th>
<th>Guideline</th>
</tr>
</thead>
<tbody>
<tr>
<td>EQUITIES</td>
<td>- Publicly traded on recognized securities market</td>
</tr>
<tr>
<td></td>
<td>- Diversification: Max 15% of the market value of an equity portfolio in any single holding</td>
</tr>
<tr>
<td></td>
<td>- Concentration: Max 10% of the voting or public float stock of any corporation</td>
</tr>
<tr>
<td></td>
<td>Max 10% of the market value of a pooled fund</td>
</tr>
<tr>
<td>SHORT TERM INVESTMENTS</td>
<td>- Minimum Quality: &quot;R-1 Low&quot; rating</td>
</tr>
<tr>
<td>DERIVATIVES</td>
<td>Limited to equity index options</td>
</tr>
<tr>
<td>OTHER INVESTMENTS</td>
<td>- Prior Approval Required</td>
</tr>
<tr>
<td>OTHER</td>
<td>- Statutory Requirements: Must meet requirements for eligible investments outlined in the Pension Benefits Standards Act (BC).</td>
</tr>
<tr>
<td></td>
<td>Must meet requirements for eligible investments outlined in the Income Tax Act (Canada).</td>
</tr>
<tr>
<td>CONFLICTS OF INTEREST</td>
<td>- Disclosure: Conflicts of interest (if any) disclosed to the Committee Chair</td>
</tr>
</tbody>
</table>

*Provide actual weight or range where appropriate. If policy not complied with, comment on specifics.

I believe this to be a factual representation of compliance with the Statement of Investment Policies and Goals throughout the reporting period.

________________________ ________________
Signature and Title Company Name
UNIVERSITY OF VICTORIA STAFF PENSION PLAN
SPECIALTY-FOREIGN-COMPLIANCE REPORT FOR THE PERIOD FROM ___________ TO ___________ (date) (date)

<table>
<thead>
<tr>
<th>GUIDELINES</th>
<th>POLICY COMPLIED WITH</th>
<th>YES/NO*</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSET MIX (at Market Value)</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>FOREIGN EQUITIES</td>
<td>90 - 100</td>
<td></td>
</tr>
<tr>
<td>SHORT TERM &amp; CASH</td>
<td>0 – 10</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONSTRAINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>EQUITIES</td>
</tr>
<tr>
<td>- Publicly traded on recognized securities market</td>
</tr>
<tr>
<td>- Diversification</td>
</tr>
<tr>
<td>- Concentration</td>
</tr>
<tr>
<td>- Concentration</td>
</tr>
<tr>
<td>SHORT TERM INVESTMENTS</td>
</tr>
<tr>
<td>- Minimum Quality</td>
</tr>
<tr>
<td>DERIVATIVES</td>
</tr>
<tr>
<td>- 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;</td>
</tr>
<tr>
<td>- such instruments are not used for speculative purposes or on a leveraged basis; and</td>
</tr>
<tr>
<td>- all swap counterparties are rated A- or better by S&amp;P or another recognized credit rating agency; and net credit exposure is subject to collateral requirements.</td>
</tr>
<tr>
<td>OTHER INVESTMENTS</td>
</tr>
<tr>
<td>- Prior Approval Required</td>
</tr>
<tr>
<td>OTHER</td>
</tr>
<tr>
<td>- Statutory Requirements</td>
</tr>
<tr>
<td>- Must meet requirements for eligible investments outlined in the Pension Benefits Standards Act (BC).</td>
</tr>
<tr>
<td>- Must meet requirements for eligible investments outlined in the Income Tax Act (Canada).</td>
</tr>
<tr>
<td>CONFLICTS OF INTEREST</td>
</tr>
<tr>
<td>- Disclosure</td>
</tr>
<tr>
<td>- Conflicts of interest (if any) disclosed to the Committee Chair</td>
</tr>
</tbody>
</table>

*Provide actual weight or range where appropriate. If policy not complied with, comment on specifics.

I believe this to be a factual representation of compliance with the Statement of Investment Policies and Goals throughout the reporting period.

______________________________
Signature and Title

______________________________
Company Name
UNIVERSITY OF VICTORIA STAFF PENSION PLAN
REAL ESTATE MANAGEMENT
COMPLIANCE REPORT FOR THE PERIOD FROM ___________ TO ___________

<table>
<thead>
<tr>
<th>GUIDELINES</th>
<th>POLICY COMPLIED WITH YES/NO*</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSET MIX (at Market Value)</td>
<td>%</td>
</tr>
<tr>
<td>REAL ESTATE</td>
<td>95 – 100</td>
</tr>
<tr>
<td>SHORT TERM &amp; CASH</td>
<td>0 – 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONSTRAINTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>REAL ESTATE</td>
<td>Canadian real estate partial or full ownership Canadian real estate-related securities</td>
</tr>
<tr>
<td>- Leverage</td>
<td>Max 30% of the market value of the real estate portfolio</td>
</tr>
<tr>
<td>SHORT TERM INVESTMENTS</td>
<td>- Minimum Quality &quot;R-1 low&quot; rating</td>
</tr>
<tr>
<td>DERIVATIVES</td>
<td>Not permitted</td>
</tr>
<tr>
<td>OTHER INVESTMENTS</td>
<td>- Prior Approval Required</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OTHER</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Statutory Requirements</td>
<td>Must meet requirements for eligible investments outlined in the Pension Benefits Standards Act (BC).</td>
</tr>
<tr>
<td></td>
<td>Must meet requirements for eligible investments outlined in the Income Tax Act (Canada).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONFLICTS OF INTEREST</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Disclosure</td>
<td>Conflicts of interest (if any) disclosed to the Committee Chair</td>
</tr>
</tbody>
</table>

* Provide actual weight or range where appropriate. If policy not complied with, comment on specifics.

I believe this to be a factual representation of compliance with the Statement of Investment Policies and Goals throughout the reporting period.

Signature and Title __________________________________________ Company Name ________________________________
Managers Released from Providing Quarterly Compliance Reports

<table>
<thead>
<tr>
<th>Managers:</th>
<th>Manager Mandate</th>
<th>Date of Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macquarie</td>
<td>Infrastructure</td>
<td>December 4th, 2017</td>
</tr>
<tr>
<td>JP Morgan</td>
<td>Infrastructure</td>
<td>December 4th, 2017</td>
</tr>
</tbody>
</table>
Legislative Constraints

Pension Benefits Standards Act (BC) Constraints
The Regulations to the PBSA (BC) state that investments made after July 1, 1994 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 book value of the Fund
2. Maximum proportion of the voting shares of any company 30%
3. Maximum holding in one parcel of real estate or one resource property 5% of the book value of the Fund at the time the investment is made
4. Maximum aggregate holding of resource properties 15% of the book value of the Fund at the time the investment is made
5. Maximum aggregate holding of real estate and resource properties combined 25% of the book value of the Fund at the time the investment is made

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 one of the stock exchanges prescribed in Income Tax Regulations 3200 or 3201.
SUBMISSION TO THE UVIC BOARD OF GOVERNORS

January 15, 2018

To: FINANCE COMMITTEE

From: Acting Vice-President Finance and Operations

cc: President and Vice-Chancellor

Meeting Date: January 30, 2018

Subject: University Of Victoria Staff Pension Plan Investment Performance Report for the Period Ended September 30, 2017

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

Strategic Relevance:

One of the pillars of the strategic plan is that we will attract and retain a diverse group of exceptionally talented faculty and staff. Part of attracting and retaining faculty and staff is a strong benefits package. Pension is a critical part of any compensation package and as such good governance, including regular reporting and monitoring of the plans’ performance is important.
Background:

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

The University of Victoria Staff Pension Fund is invested by the firms Phillips, Hager and North (PH&N); the BC Investment Management Corporation (bcIMC); Burgundy Asset Management, Macquarie Infrastructure and JP Morgan Asset Management (this second infrastructure manager was engaged in the fall of 2016 and funds were invested in March 2017). Investment performance of the fund is compared against the performance of a theoretical "benchmark" portfolio. Although the managers are measured against a benchmark asset mix, within established ranges they may vary the asset mix in order to add value.

The fund managers invest in a number of different types of assets for our Fund within the constraints established by the Fund's Statement of Investment Policies and Goals (SIP&G).

The attached Appendix A shows the fund market value, current and policy asset allocation, fund performance, and relevant benchmarks for periods ending September 30, 2017. The total fund gained 6.1% for the one year period ended September 30, 2017, exceeding its benchmark of 4.5%. The one year return was driven by strong equity and infrastructure performance while fixed income decreased the absolute performance. Fixed income returned -2.3% due to increasing interest rates but still outperformed its benchmark by 0.7%. The fund exceeded its benchmark by 1.1% and 0.6% on a 4 year and 10 year basis respectively.

Over the longer term, holding less Canadian Equities in favour of Global Equities and an allocation to Real Estate and Infrastructure, has continued to be positive for the fund’s performance. Real Estate and Infrastructure allocations have performed well on an absolute basis and have acted to reduce volatility in the fund. As a result, the Staff Plan’s total asset mix has resulted in favourable performance from both a risk and return perspective.

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

Attachments:

Appendix A - University of Victoria Staff Pension Plan Performance as of September 30, 2017.
## Appendix A
### University of Victoria Staff Pension Plan
#### Performance as of September 30, 2017¹

<table>
<thead>
<tr>
<th>Asset Allocation</th>
<th>Market Value ($000's)</th>
<th>Policy Benchmark</th>
<th>Policy Allowable Range</th>
<th>Fund performance² (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% portfolio</td>
<td></td>
<td></td>
<td>YTD</td>
</tr>
<tr>
<td><strong>Total Fund</strong></td>
<td>266,720</td>
<td>100.0</td>
<td>100.0</td>
<td>4.6</td>
</tr>
<tr>
<td><strong>Total Fund Benchmark³</strong></td>
<td></td>
<td></td>
<td></td>
<td>4.1</td>
</tr>
<tr>
<td><strong>CPI + 3.5% p.a.</strong></td>
<td></td>
<td></td>
<td></td>
<td>4.5</td>
</tr>
<tr>
<td><strong>Canadian Equity</strong></td>
<td>35,623</td>
<td>13.4</td>
<td>13.0</td>
<td>-0.4</td>
</tr>
<tr>
<td><strong>S&amp;P/TSX Capped 10%</strong></td>
<td></td>
<td></td>
<td></td>
<td>4.4</td>
</tr>
<tr>
<td><strong>Foreign Equity</strong></td>
<td>77,493</td>
<td>29.1</td>
<td>27.0</td>
<td>10.8</td>
</tr>
<tr>
<td><strong>MSCI World Ex Canada Net</strong></td>
<td>8.4</td>
<td>12.6</td>
<td>14.5</td>
<td></td>
</tr>
<tr>
<td><strong>Canadian Fixed Income</strong></td>
<td>96,939</td>
<td>36.3</td>
<td>40</td>
<td>0.7</td>
</tr>
<tr>
<td><strong>FTSE TMX Universe Bond</strong></td>
<td></td>
<td></td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td><strong>Real Estate</strong></td>
<td>24,412</td>
<td>9.2</td>
<td>10.0</td>
<td>5.3</td>
</tr>
<tr>
<td><strong>CPI + 4.0% p.a.</strong></td>
<td></td>
<td></td>
<td></td>
<td>4.9</td>
</tr>
<tr>
<td><strong>Infrastructure</strong></td>
<td>32,254</td>
<td>12.1</td>
<td>10.0</td>
<td>2.6</td>
</tr>
<tr>
<td><strong>CPI + 5.0% p.a.</strong></td>
<td></td>
<td></td>
<td></td>
<td>5.7</td>
</tr>
</tbody>
</table>

¹ Source: Willis Towers Watson, University of Victoria Staff Pension Plan - Performance Monitoring Report for Periods Ending September 30, 2017
² All returns shown are gross of fees, except infrastructure, which is net of fees.
³ Current Total Fund Benchmark: 13% S&P/TSX Capped 10% + 27% MCSI World Ex Canada Net + 40% FTSE TMX Universe Bond + 10% ‘CPI + 4%’ + 10% CPI + 5%
SUBMISSION TO THE UVIC BOARD OF GOVERNORS
January 15, 2018

FOR DECISION

To: Finance Committee

From: ACTING VICE-PRESIDENT FINANCE AND OPERATIONS

cc: President and Vice-Chancellor

Meeting Date: January 30, 2018

Subject: Signing Authority Policy (FM5100) Revision

Basis for Jurisdiction: Committee’s Terms of Reference 6.1

Strategic Relevance:

Objective 36: To manage and protect our human, financial, physical and information resources in a responsible and sustainable fashion.

Recommendation:

THAT the Finance Committee recommend to the Board of Governors that the Board of Governors approve the revised Signing Authority Policy (FM5100).

Background:

The university’s Signing Authority Policy (FM5100) was substantially re-written in November 2016 and included a section in the commitment authority Schedule A for Purchase Card thresholds. In June 2017, the Purchasing Policy and Procedures were updated, including increases to Commercial Card transaction limits from $2,500 to $5,000. The university is currently in the process of implementing a new Commercial...
Card program starting with the replacement of cards for the purchase of goods (PCards) with future expansion planned for travel expenses.

The revision to the Signing Authority Policy reflects this higher threshold, which will apply to 98% of cardholders, as well as enabling even higher thresholds for a small number of individuals in designated areas including Athletics and Recreational Services for athletic team travel.

The following table replaces the PCard section of Schedule A as follows (for previous version, please see Appendix 2:

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

<table>
<thead>
<tr>
<th>Commitment/Contract type</th>
<th>Single Transaction limit</th>
<th>Monthly limit</th>
<th>Designated individuals within:</th>
<th>Card limits to be approved by all of:</th>
</tr>
</thead>
</table>
| Authorization to acquire goods and services in accordance with university commercial card program subject to transaction limits and monthly limits | $15,000 | $200,000 | Purchasing Services | • FAST account holder  
• One over one approver  
• Director, Purchasing Services  
• VPFO |
| | $15,000 | $100,000 | Athletics & Recreational Services | • FAST account holder  
• One-over-one approver  
• AVP  
• Director, Purchasing Services  
• Executive Director, Finance |
| | $15,000 | $50,000 | Purchasing Services  
Bookstore  
Science Stores | • FAST account holder  
• One-over-one approver  
• Dean or Director  
• Director, Purchasing Services |
| | $5,000 | $15,000 | Departments with identified need | • FAST account holder  
• One-over-one approver |
| | $5,000 | $5,000 | All UVic Departments | • FAST account holder  
• One-over-one approver  
• Director, Purchasing Services |

Note: Exceptions to the categories above for business needs that require temporary additional limits or for exceptions to the C Card Prohibited Items list require approval from the VPFO.
Attachments:
Appendix 1 - Revised Signing Authority Policy (FM5100)
Appendix 2 - Previous PCard Section of Signing Authority Policy, Schedule A (FM5100)
Appendix 1

University Policy No: FM5100
Classification: Financial Management
Approving Authority: Board of Governors
Effective date: January 2018
Supersedes: December 2016
Last Editorial Change: December 2016
Mandated review: December 2023

SIGNING AUTHORITY POLICY

Associated Procedures
Contract Review Procedures
Signing Authority Approval Procedures
Signing Authority Delegation Procedures

PURPOSE
1.00 The main purposes of this policy are to provide direction to the members of the university through a consistent framework that ensures that:

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

SCOPE
2.00 This policy applies to all contracts, commitments or obligations to which the university is a party and to all funds administered by the university.

3.00 Nothing in this policy limits the authority of the Senate. Persons exercising signing authority must ensure that all requisite approvals from the Senate have been obtained prior to execution, or that execution is expressly subject to obtaining the necessary Senate approvals. Signing authorities cannot bind the Senate to make any particular decision.

DEFINITIONS
4.00 For the purposes of this policy:

   “account holder” means the primary person responsible for a budget or restricted fund within the university's financial system.
“approval authority” means the authority to expend uncommitted funds against a budget or other available funding, to which a person has a direct or delegated authority up to the limit of the available funding in compliance with relevant policies and directives.

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

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

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

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

POLICY

COMMITMENT AUTHORITY

5.00 The Board of Governors of the University of Victoria is responsible for the management of the university and its resources. The Board may delegate signing authority and responsibility for matters necessary for the management of day-to-day operations in accordance with the University Act to the President, Vice-Presidents and other employees of the university.

6.00 The level of authority required to enter into contracts and to bind the university to the terms of such shall depend on the dollar amount of such contracts as set out in Schedule A of this Policy. For clarity, the values of interdependent contracts that comprise a single obligation are deemed to be a single transaction for purposes of determining signing thresholds in Schedule A.

7.00 No person may sign any document that creates an obligation or undertaking on behalf of the university unless that individual has signing authority in accordance with this policy and the attached Schedule A.

8.00 The delegated signing authority must ensure that contracts are reviewed and approved in accordance with the Contract Review Procedures prior to contract execution.

9.00 Signing authority delegated by the Board can be delegated in accordance with the Signing Authority Delegation Procedures.

APPROVAL AUTHORITY

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

   a) the dollar amount limits for single transactions as outlined in Schedule B;
   b) the Signing Authority Approval Procedures;
   c) relevant University policies and procedures; and
   d) external funding, including donor, terms and conditions, if applicable.

11.00 Account holders of restricted funds (e.g. sponsored research, endowment spending and other specific purpose funds) may approve expenditures within the amounts of the restricted funding available, subject to (a), (b) (c), and (d) in section 10.00 above.

12.00 Signing authority may be delegated in accordance with the Signing Authority Delegation Procedures. Account holders remain responsible to ensure that expenditures do not exceed the funding available, and in the case of restricted funds, are consistent with the restricted intent of the funding.

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

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

RELEVANT LEGISLATION
   University Act, RSBC 1996, c. 468

RELATED POLICIES AND DOCUMENTS
   Purchasing Services Policy (FM5105)
   Determination of Employment Relationship (HR6325)
   Fund Raising and Gift Acceptance Policy (ER4105)
   External Research Funding Agreements (RH8200)
   Research Funding Management and Financial Accountability Policy (FM5405)
### SCHEDULE A – Commitment Authority Table

#### Corporate Seal

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

#### Banking and Investments

<table>
<thead>
<tr>
<th>Commitment/ Contract Type</th>
<th>Threshold (Single transaction)</th>
<th>Required Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>One of Signature 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>And One of Signature 2</td>
</tr>
<tr>
<td>Banking documents including line of credit up to $10M and to authorize signatories to sign cheques and banking documents and sell, assign or transfer securities</td>
<td>Unlimited</td>
<td>President</td>
</tr>
<tr>
<td>Authority to sign cheques and banking documents</td>
<td>Unlimited</td>
<td>VP Finance &amp; Operations; AVP Financial Planning; Treasurer; Director, Pensions</td>
</tr>
<tr>
<td>Authority to sell, assign or transfer securities</td>
<td>Unlimited</td>
<td>VP Finance &amp; Operations; AVP Financial Planning; Treasurer; Director, Pensions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Executive Director, Finance; Director, Accounting Services; Manager, Financial Accounting; Manager, Treasury Services;</td>
</tr>
</tbody>
</table>
# Research Funding Agreements

<table>
<thead>
<tr>
<th>Commitment/Contract Type</th>
<th>Threshold (Single transaction)</th>
<th>Required Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Funding Agreements including grants, contracts, contribution agreements or other agreements providing funding for research purposes.</td>
<td>$5,000,000 or more</td>
<td>Board of Governors (by motion)</td>
</tr>
<tr>
<td></td>
<td>Up to $5,000,000</td>
<td>President; VP Academic &amp; Provost; VP Research; VP External Relations; Chair, or Vice Chair of BOG</td>
</tr>
<tr>
<td></td>
<td>Up to $1,000,000</td>
<td>President; VP Academic &amp; Provost; VP Research; AVP Research; AVP Research Operations</td>
</tr>
<tr>
<td></td>
<td>Up to $250,000</td>
<td>VP Research; AVP Research; AVP Research Operations</td>
</tr>
<tr>
<td>Research funding applications or proposals</td>
<td>Unlimited</td>
<td>See the Procedures for Approval of External Research Funding Agreements</td>
</tr>
<tr>
<td>Material transfer, non-disclosure and intellectual property agreements</td>
<td>Unlimited</td>
<td>VP Research; AVP Research; AVP Research Operations; Director, Research Partnerships and Knowledge Mobilization</td>
</tr>
</tbody>
</table>

# Revenue Contracts

<table>
<thead>
<tr>
<th>Commitment/Contract Type</th>
<th>Threshold (Single transaction)</th>
<th>Required Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide administrative, educational or professional services (not including goods for re-sale) to parties outside the university</td>
<td>$5,000,000 or more</td>
<td>Board of Governors (by motion)</td>
</tr>
<tr>
<td></td>
<td>Up to $5,000,000</td>
<td>President; VP Academic &amp; Provost; VP Research; VP External Relations; Chair, or Vice Chair of BOG</td>
</tr>
<tr>
<td></td>
<td>Up to $1,000,000</td>
<td>President; VP Academic &amp; Provost; VP Research; VP External Relations; Chair, or Vice Chair of BOG</td>
</tr>
<tr>
<td></td>
<td>Up to $500,000</td>
<td>President; VP Academic &amp; Provost; VP Research; VP External Relations; Chair, or Vice Chair of BOG</td>
</tr>
<tr>
<td></td>
<td>Up to $100,000</td>
<td>President; VP Academic &amp; Provost; VP Research; VP External Relations; Chair, or Vice Chair of BOG</td>
</tr>
<tr>
<td></td>
<td>Up to $25,000</td>
<td>President; VP Academic &amp; Provost; VP Research; VP External Relations; Chair, or Vice Chair of BOG</td>
</tr>
<tr>
<td></td>
<td>Up to $5,000</td>
<td>President; VP Academic &amp; Provost; VP Research; VP External Relations; Chair, or Vice Chair of BOG</td>
</tr>
<tr>
<td></td>
<td>Unlimited</td>
<td>VP Finance &amp; Operations; University Secretary; Executive Director, Finance</td>
</tr>
<tr>
<td>Commitment/Contract Type</td>
<td>Threshold (Single transaction)</td>
<td>Required Signatures</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Up to $1,000,000</td>
<td>President; VP Finance &amp; Operations; VP Academic &amp; Provost; AVP Academic Planning; Executive Director or Director, Administrative department; University Librarian; Dean</td>
<td></td>
</tr>
<tr>
<td>Up to $250,000</td>
<td>Executive Director or Director, Administrative Unit; University Librarian; Dean</td>
<td></td>
</tr>
<tr>
<td>Up to $100,000</td>
<td>President; A VP; An AVP; Executive Director or Director of Administrative Unit; University Librarian; Dean</td>
<td></td>
</tr>
<tr>
<td>Up to 50,000</td>
<td>Manager of Administrative Unit; Chair or Director academic department; Unit Head in Library</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Commitment/Contract Type</th>
<th>Threshold (Single transaction)</th>
<th>Required Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum agreements</td>
<td>Unlimited</td>
<td>University Secretary; Associate University Secretary Dean</td>
</tr>
<tr>
<td>University level agreements</td>
<td>Unlimited</td>
<td>President; VP Academic &amp; Provost VP Research Dean</td>
</tr>
<tr>
<td>Faculty or department level agreements</td>
<td>Unlimited</td>
<td>VP Academic &amp; Provost; VP Research; Associate VP Academic Dean; Associate Dean; Assistant Dean</td>
</tr>
</tbody>
</table>

### Donations

<table>
<thead>
<tr>
<th>Commitment/Contract Type</th>
<th>Threshold (Single transaction)</th>
<th>Required Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gifts to be accepted by the university</td>
<td>See the Fundraising and Gift Acceptance Policy (ER4105) and related procedures</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Commitment/Contract Type</th>
<th>Threshold (Single transaction)</th>
<th>Required Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5,000,000 or more</td>
<td>Board of Governors (by motion)</td>
<td></td>
</tr>
</tbody>
</table>
## Purchase of Goods and Services subject to Purchasing Policy (FM5105) and not included elsewhere in this Appendix

<table>
<thead>
<tr>
<th>Threshold (Single transaction)</th>
<th>Required Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to $5,000,000</td>
<td>President; VP Academic &amp; Provost; VP Research; VP External Relations; Chair, or Vice Chair of BOG</td>
</tr>
<tr>
<td>Up to $1,000,000</td>
<td>President; VP Finance &amp; Operations; VP Academic &amp; Provost; Executive Director, Finance; Director, Purchasing</td>
</tr>
<tr>
<td>Up to $500,000</td>
<td>Executive Director, Finance; Director, Purchasing</td>
</tr>
<tr>
<td>Up to $75,000</td>
<td>Director, Purchasing; Purchasing Officer in Purchasing Services</td>
</tr>
<tr>
<td>Up to $15,000</td>
<td>Delegated individuals as per Purchasing Policy</td>
</tr>
<tr>
<td>Up to $500,000</td>
<td>VP Finance &amp; Operations; AVP Financial Planning</td>
</tr>
<tr>
<td>Up to $100,000</td>
<td>Executive Director, Facilities Management; Chief Information Officer; Director, Campus Security; Treasurer; Manager, Risk, Insurance and Continuity Planning</td>
</tr>
</tbody>
</table>

## Purchase of Goods or services required in the case of urgent and unforeseeable emergencies.

<table>
<thead>
<tr>
<th>Threshold (Single transaction)</th>
<th>Required Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to $500,000</td>
<td>VP Finance &amp; Operations; AVP Financial Planning</td>
</tr>
<tr>
<td>Up to $100,000</td>
<td>Executive Director, Facilities Management; Chief Information Officer; Director, Campus Security; Treasurer; Manager, Risk, Insurance and Continuity Planning</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Commitment/ Contract Type</th>
<th>Threshold (Single transaction)</th>
<th>Required Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase of Goods and Services NOT subject to university Purchasing Policy (FM5105) and not included elsewhere in this Appendix.</td>
<td>$5,000,000 or more</td>
<td>Board of Governors (by motion)</td>
</tr>
<tr>
<td></td>
<td>Up to $5,000,000</td>
<td>President; VP Academic &amp; Provost; VP Research; VP External Relations; Chair, or Vice Chair of BOG</td>
</tr>
<tr>
<td></td>
<td>Up to $1,000,000</td>
<td>President; VP Finance &amp; Operations; VP Academic &amp; Provost; VP Research</td>
</tr>
<tr>
<td></td>
<td>Up to $75,000</td>
<td>Executive Director, Facilities Management; Chief Information Officer; Director, Campus Security; Treasurer; Manager, Risk, Insurance and Continuity Planning</td>
</tr>
<tr>
<td></td>
<td>Up to $15,000</td>
<td>Delegated individuals as per Purchasing Policy</td>
</tr>
<tr>
<td></td>
<td>Up to $500,000</td>
<td>VP Finance &amp; Operations; AVP Financial Planning</td>
</tr>
<tr>
<td></td>
<td>Up to $100,000</td>
<td>Executive Director or Director of Administrative Unit; Dean; Director, Research Centre</td>
</tr>
<tr>
<td>Commitment/ Contract Type</td>
<td>Threshold (Single transaction)</td>
<td>Required Signatures</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td><strong>Purchase of Academic Services</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$5,000,000 or more</td>
<td>Board of Governors (by motion)</td>
</tr>
<tr>
<td></td>
<td>Up to $5,000,000</td>
<td>President; VP Academic &amp; Provost; VP Research; VP External Relations; Chair, or Vice Chair of BOG</td>
</tr>
<tr>
<td></td>
<td>Up to $1,000,000</td>
<td>President; VP Academic &amp; Provost; AVP Academic Planning; AVP Faculty Relations</td>
</tr>
<tr>
<td></td>
<td>Up to $100,000</td>
<td>President; A VP; An AVP; Dean;</td>
</tr>
<tr>
<td></td>
<td>Up to $25,000</td>
<td>Chair or Director of Academic Unit</td>
</tr>
</tbody>
</table>

**Purchase of Library Materials and Services**

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

**Utilities**

<table>
<thead>
<tr>
<th>Commitment/Contract Type</th>
<th>Threshold (Single transaction)</th>
<th>Required Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilities</td>
<td>Contracts for the purchase of utilities (electricity, gas, sewer, water)</td>
<td>One of Signature 1 And One of Signature 2</td>
</tr>
<tr>
<td></td>
<td>$5,000,000 or more</td>
<td>Board of Governors (by motion)</td>
</tr>
<tr>
<td></td>
<td>Up to $5,000,000</td>
<td>President; VP Academic &amp; Provost; VP Research; VP External Relations; Chair, or Vice Chair of BOG</td>
</tr>
<tr>
<td>Up to $1,000,000</td>
<td>President; VP Finance &amp; Operations; VP Academic &amp; Provost; VP Research</td>
<td>Executive Director or Director, Facilities Management</td>
</tr>
<tr>
<td>Up to $500,000</td>
<td>Executive Director or Director, Facilities Management</td>
<td>Energy Manager in Facilities Management</td>
</tr>
<tr>
<td>Up to $50,000</td>
<td>Executive Director or Director, Facilities Management</td>
<td>Energy Manager in Facilities Management</td>
</tr>
<tr>
<td>Up to $25,000</td>
<td>Energy Manager in Facilities Management</td>
<td></td>
</tr>
</tbody>
</table>

### Real Property Contracts

<table>
<thead>
<tr>
<th>Commitment/Contract Type</th>
<th>Threshold (Single transaction)</th>
<th>Required Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquisition, disposal and long term lease of land 25 years or longer, including those requiring approval of the Minister under the University Act</td>
<td>Unlimited</td>
<td>Board of Governors (by motion)</td>
</tr>
<tr>
<td>Short term lease of space under 25 years (acquire and provide)</td>
<td>Unlimited</td>
<td>VP Finance &amp; Operations; AVP Financial Planning</td>
</tr>
<tr>
<td>Documents related to rights of way, easements, land title and licenses</td>
<td>Unlimited</td>
<td>VP Finance &amp; Operations; Executive Director, Facilities Management</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Commitment/Contract Type</th>
<th>Single Transaction Limit</th>
<th>Monthly Limit</th>
<th>Designated Individuals Within:</th>
<th>Card Limits Must be Approved by All of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authorization to acquire goods and services in accordance with university commercial card program subject to transaction limits and monthly limits</td>
<td>$15,000</td>
<td>$200,000</td>
<td>Purchasing Services</td>
<td>• FAST account holder&lt;br&gt;• One-over-one approver&lt;br&gt;• Director, Purchasing Services&lt;br&gt;• VPFO</td>
</tr>
<tr>
<td>$15,000</td>
<td>$100,000</td>
<td>Purchasing Services</td>
<td>• FAST account holder&lt;br&gt;• One-over-one approver&lt;br&gt;• AVP&lt;br&gt;• Director, Purchasing Services&lt;br&gt;• Executive Director, Finance</td>
<td></td>
</tr>
<tr>
<td>$15,000</td>
<td>$50,000</td>
<td>Purchasing Services, Athletics &amp; Recreational Services</td>
<td>• FAST account holder&lt;br&gt;• One-over-one approver&lt;br&gt;• Dean or Director&lt;br&gt;• Director, Purchasing Services</td>
<td></td>
</tr>
<tr>
<td>Science Stores</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$5,000</td>
<td>$15,000</td>
<td>Departments with identified need</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$5,000</td>
<td>$5,000</td>
<td>All UVic Departments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- FAST account holder
- One-over-one approver
- Director, Purchasing Services

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

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

<table>
<thead>
<tr>
<th>Dollar Threshold</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; 5,000,000</td>
<td>Board of Governors (by motion)</td>
</tr>
<tr>
<td>Up to $5,000,000</td>
<td>President</td>
</tr>
<tr>
<td>Up to $1,000,000</td>
<td>Vice-President</td>
</tr>
<tr>
<td>Up to $500,000</td>
<td>Associate Vice-President</td>
</tr>
<tr>
<td>Up to $250,000</td>
<td>Dean/Executive Director</td>
</tr>
<tr>
<td>Up to $100,000</td>
<td>Chair/Director</td>
</tr>
<tr>
<td>Up to $50,000</td>
<td>Manager/Account Holder</td>
</tr>
</tbody>
</table>
SIGNING AUTHORITY - CONTRACT REVIEW PROCEDURES

Procedural Authority: Vice-President Finance & Operations  
Procedural Officer: Executive Director, Financial Services  
Parent Policy: Signing Authority Policy (FM5100)  
Effective Date: December 2016  
Supersedes: New  
Last Editorial Change: New

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

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

DEFINITIONS
3.00 The definitions contained in the university’s Signing Authority Policy (FM5100) apply to these procedures.

PROCEDURES
4.00 Individuals with signing authority must be assured that:

   a) The appropriate level of approval has been obtained as per Schedule A of the Signing Authority Policy;  
   b) The university is able to meet its obligations within the terms of the contract and that it is likely the other party can meet its obligations;  
   c) The contract is in accordance with any legislative or regulatory requirements, policies, guidelines, collective agreements, or other obligations of the university;  
   d) They are aware of the financial and other benefits that are expected to flow to the University as a result of the contract; and  
   e) The recovery towards indirect costs included in the contract are consistent with university policies.

5.00 In addition to the assurances outlined above, individuals with signing authority must also ensure that contracts receive all necessary reviews including:

   a) Legal, indemnity and liability review by the Office of the General Counsel  
   b) Insurance review by the Manager, Risk, Insurance and Continuity Planning  
   c) Privacy review by the Office of the Chief Privacy Officer  
   d) Faculty Relations review by the Office of the Vice-President Academic  
   e) Excluded employment contracts review by Associate Vice-President, Human Resources, or delegate.
Legal Review

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

a) All contracts with a total annual financial value greater than $50,000;
b) All contracts involving the lease, transfer, mortgage, acquisition or disposition of an interest in land, or licenses involving land, regardless of value;
c) All contracts with entities from a jurisdiction other than British Columbia, where the laws of that jurisdiction are the governing laws of the contract;
d) Contracts that could negatively impact the university’s reputation; and

e) Contracts where there is the potential for injury to persons, property, or the environment.

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

Insurance and Indemnity Review

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

Privacy Review

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

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

Faculty Relations Review

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

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

Exceptions

13.00 Legal, insurance and privacy reviews may not be required in situations where the signing authority has used template agreements that have been previously approved by the General Counsel or Chief Privacy Officer, with no alternations to legal or risk or privacy terms. Contract signing authorities must consult the General Counsel if they wish to amend a term or condition of such contracts.

14.00 Standard contracts or contractual terms adopted for one specific use must never be amended, or terms of one such contract transferred to a different contractual area, without the General Counsel’s express agreement.

15.00 Contracts falling under the jurisdiction of Office of Research Services, Purchasing Services and Facilities Management are reviewed by each of these respective offices who have contract review procedures in place reflecting the unique nature of their contracts. These offices periodically consult with General Counsel, the Manager, Risk, Insurance and Continuity Planning and the Chief Privacy Officer as required.

High Risk Contracts

16.00 Contract signing authorities must bring contracts that:
   a) Have an unusually high risk factor;
   b) Bring the university’s activities under public scrutiny; or
   c) Involve any controversial matter,

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

RELATED POLICIES AND DOCUMENTS

Signing Authority Policy (FM5100)
Purchasing Policy (FM5105)
Privacy Protection Schedule
SIGNING AUTHORITY - APPROVAL PROCEDURES

Procedural Authority: Vice-President Finance & Operations
Procedural Officer: Executive Director, Financial Services
Parent Policy: Signing Authority Policy (FM5100)

Effective Date: December 2016
Supersedes: New
Last Editorial Change: January 2018

PURPOSE
1.00 To outline the responsibilities of those individuals within the university who have authority to approve expenditures and to provide assurance that expenditures:

   a) are required for university purposes;
   b) comply with university policy and procedures and applicable external funding, including donor, terms, where applicable; and
   c) avoid any potential or perceived conflict of interest.

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

DEFINITIONS
3.00 The definitions contained in the university’s Signing Authority Policy (FM5100) apply to these procedures.

PROCEDURES
4.00 Approval of the university’s Budget Framework by the Board of Governors and the subsequent detailed budget approved by the President confers authority upon account holders to make expenditures within the amounts and scope of the accounts delegated to them in the budget and subject to the dollar limits outlined in Schedule B of the Signing Authority Policy.

5.00 Individuals responsible for restricted funds such as research and specific purpose funds, including endowment spending, are authorized to make expenditures within the amounts and scope of the funding received.

6.00 Account holders must ensure that expenditures are required for university purposes and are in compliance with university policies and procedures and external funding, including donor, terms and conditions, where applicable. Any expenditure that may be deemed ineligible or inappropriate is the responsibility of the account holder.

7.00 While administrative staff may prepare expenditure transactions for approval, the approver is ultimately responsible for transactions they have signed.
8.00 Approval signatures affixed to expenditure transactions, whether written or electronic, attest to the following criteria:

   a) That expenditures are required for university purposes;  
   b) That expenditures comply with university policy and procedures and, where applicable, external funding, including donor, terms and conditions;  
   c) That the transaction form has been filled out accurately and completely and that appropriate supporting documentation is provided; and  
   d) That sufficient uncommitted funds are available in the account to be charged.

9.00 The university reserves the right to withhold the commitment or payment of expenditure transactions that do not meet all of the criteria outlined in section 8.00.

One-Over-One Approval

10.00 Expenditure transactions that may represent a potential or perceived conflict of interest must be approved by the claimant’s supervisor. The one-over-one approval provides assurance that due diligence has been exercised and ensures that no one is placed in a position where they can authorize a payment to themselves or to their benefit.

11.00 The claimant must provide complete, accurate information and documentation to substantiate the claim in order for the one-over-one approver to sign off.

12.00 Examples of where one-over-one approval is required are as follows:

   a) Travel expense claims and advances;  
   b) Expense claims including hospitality;  
   c) Petty cash reimbursements;  
   d) Commercial card statements;  
   e) Honoraria, consulting fees or other payments; and  
   f) Payments to family members or relatives.

13.00 The above examples are a guide only and do not represent an exhaustive list. If there is uncertainty that an expenditure represents a potential or perceived conflict of interest, then one-over-one approval should be obtained.

RELATED POLICIES AND DOCUMENTS
Signing Authority Policy (FM5100)  
Purchasing Policy (FM5105)  
Research Funding Management and Financial Accountability Policy (FM5405)
PURPOSE

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

SCOPE

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

PROCEDURES

Commitment Authority

3.00  Contracts in excess of $5,000,000 normally require the approval of the Board of Governors. Where such approval is required between regular meetings of the Board, the Executive and Governance Committee may deal with the matter – See the Procedures of the Board of Governors.

4.00  Individuals who have been delegated commitment authority by the Board of Governors, as set out in Schedule A of the university’s Signing Authority Policy may sub-delegate their authority to sign contracts on behalf of the university by temporarily appointing another individual to their position in an acting capacity.

5.00  The person holding an acting position will have the same commitment authority as the person making the sub-delegation, subject to the dollar limits outlined in “Schedule A” to the Policy.

6.00  The person holding the acting position who receives a sub-delegation of commitment authority cannot further sub-delegate this authority to others.

7.00  Individuals delegated commitment authority by the Board remain ultimately responsible for the contracts executed by their delegates.

8.00  The temporary appointment of a person to an acting position may only be made to an employee of the university.

9.00  The sub-delegation must be in writing using the prescribed form.
**Approval Authority**

10.00 Account holders are assigned responsibility for budgets and FAST accounts by virtue of their position.

11.00 Account holders may delegate authority to approve expenditures, subject to the amounts allocated in their budgets or for a lower fixed dollar value, and within the limits outlined in “Schedule B” of the Signing Authority Policy.

12.00 Delegations can be temporary or ongoing.

13.00 Only the account holder may delegate approval authority to other employees.

14.00 Account holders remain responsible for expenditures approved by delegates even though delegates have been granted authority.

15.00 One-over-one approval authority cannot be delegated although if another person is appointed in a temporary acting capacity to the account holder’s position they will inherit the account holder’s approval authority as well as one-over-one approval authority.

16.00 Delegation of approval authority must be in writing using the prescribed form.

**RELATED POLICIES AND DOCUMENTS**

- Signing Authority Policy (FM5100)
- Purchasing Policy (FM5105)
- Research Funding Management and Financial Accountability Policy (FM5405)
## Purchases of Goods and Services Using University Purchase Cards

<table>
<thead>
<tr>
<th>Commitment/Contract Type</th>
<th>Threshold (Daily/ Monthly Limit)</th>
<th>Required Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authorization to acquire goods and services in accordance with University Purchasing Card program subject to daily/monthly transaction limits</td>
<td><strong>Up to $50,000</strong></td>
<td>Executive Director, Facilities Management; Director, Purchasing</td>
</tr>
<tr>
<td></td>
<td><strong>Up to $30,000</strong></td>
<td>University Librarian; Manager, Bookstore; Director, Residence Services; Purchasing Officers</td>
</tr>
<tr>
<td></td>
<td><strong>Up to $10,000</strong></td>
<td>President; A VP; An AVP; University Secretary; Deans; Assistant Deans; Executive Directors; Registrar; Chairs; Directors; Associate Directors; Assistant Directors; Executive Assistants; Managers; Purchasing Officers</td>
</tr>
<tr>
<td></td>
<td><strong>Up to $5,000</strong></td>
<td>Supervisors; Administrative Officers; Administrative Support staff; Purchasing Assistants</td>
</tr>
<tr>
<td></td>
<td><strong>Up to $2,500</strong></td>
<td>Shop Heads in Facilities Management; Other FAST account holders</td>
</tr>
</tbody>
</table>
SUBMISSION TO THE UVIC BOARD OF GOVERNORS

January 15, 2018

FOR DECISION

To: OPERATIONS AND FACILITIES COMMITTEE

From: VICE-PRESIDENT ACADEMIC AND PROVOST

ACTING VICE-PRESIDENT FINANCE AND OPERATIONS

cc: President and Vice-Chancellor

Meeting Date: January 30, 2018

Subject: Revisions to Communicable Diseases Policy (SS9300)

Basis for Jurisdiction: University Act, s. 27(2)(y)
Strategic Plan, Objective 36

Strategic Relevance:

Objective 36: To manage and protect our human, financial, physical and information resources in a responsible and sustainable fashion.

Objective 36(b): Address occupational health and safety issues and prepare the entire campus community for emergencies and disasters

Previous Consultation:

• University Health Services;
• Occupational Health, Safety & Environment;
Office of the VP Academic & Provost, including Faculty Relations;
Office of the VP Finance & Operations;
Office of the VP External Relations;
Office of the AVP Research Operations;
Division of Student Affairs, including Student Services, Residence Services and International Student Services;
Campus Security;
Human Resources;
University Communications + Marketing; and
University Privacy Office.

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the revised Communicable Diseases Policy (SS9300), effective February 01, 2018.

Background:

As Committee members may recall, the University Secretary’s Office (USEC) has been carrying out a Policy Renewal Project, which is an expedited review of institutional policies that are out of date or due for review. The review has been ongoing since March 2016.

The Communicable Diseases Policy (SS9300) was last reviewed in 2004. University Health Services (UHS) and Occupational Health, Safety & Environment (OHSE) saw value in retaining the policy, so USEC collaborated with these units to revise and update the policy to reflect current practice and to bring it into compliance with the university’s policy framework. USEC also benchmarked this policy against policies from several other Canadian institutions that have communicable or infectious disease polices, and made revisions as needed.

The revised policy includes updated language to clarify the university’s obligations regarding communicable diseases, including reporting requirements; privacy considerations; global disease monitoring; response protocols; information and education; and UHS/OHSE operational guidelines and clinical protocols. The revised policy affirms that the university will follow the advice and direction of federal and provincial medical authorities. The revised policy also explains that the academic implications of communicable diseases will be dealt with through Senate-approved policies and regulations.

As is the case with many older policies, the Communicable Diseases Policy did not have a Designated Executive Officer (DEO) assigned to it. The Board had previously delegated operational responsibilities under this policy to the Vice-President Finance and Operations. University Health Services also has key responsibilities under the policy. Therefore, VPFO and VPAC decided that it was appropriate for both executive offices to be assigned as joint DEOs responsible for administering this policy.
Planned Further Action: If the Board of Governors approves the revised Communicable Diseases Policy, it is anticipated to take effect on February 1, 2018.

Attachments:

Communicable Diseases Policy (revised)
Communicable Diseases Policy (revised, with track changes)
University Policy No.: SS9300
Classification: Safety and Security
Approving Authority: Board of Governors
Effective Date: February 2018
Supersedes: April 2004
Last Editorial Change: 
Mandated Review: February 2025

Communicable Diseases Policy

PURPOSE
1.00 The purpose of the policy is to provide direction to the university community in preparing for and responding to communicable diseases that may threaten the university’s purposes and the safety of its employees and students.

DEFINITIONS
2.00 For the purposes of this policy:

“communicable disease” means an infectious disease transmissible by an affected individual to others via direct or indirect means.

“university community” includes:
- all current employees and students of the university;
- any person holding a university appointment whether or not that person is an employee;
- post-doctoral fellows;
- separately incorporated organizations operating on campus who voluntarily agree to submit to the processes under this policy;
- organizations and individuals required by contract to comply with university policies;
- members of the Board of Governors;
- anyone residing on campus;
- visitors and guests; and
- anyone using university facilities.

SCOPE
3.00 This policy applies to all members of the university community.

POLICY
4.00 Responsibility for implementing the policy is delegated by the Board of Governors to the Vice-President Finance and Operations and the Vice-President Academic and Provost, subject to regular due diligence reporting to the Board on statutory requirements and any situation involving significant liability or risk.

5.00 The university will provide members of the university community with the best information possible and adopt prudent public health and health care practices.

6.00 Individuals who have or suspect they may have a communicable disease are expected
to report their concerns to their health professional and adopt responsible health care practices.

7.00 The university will reasonably accommodate individuals affected with communicable diseases.

8.00 The academic implications of communicable diseases in individual circumstances will be addressed through existing Senate-approved academic regulations. Senate may approve additional or alternate responses to the academic consequences of communicable diseases; to deal with university-wide implications.

9.00 Pursuant to the Freedom of Information and Protection of Privacy Act, the university will take all reasonable steps to protect the privacy of individuals who have communicable diseases. In administering this policy, the university will not disclose the identity of any individual who has a communicable disease, except as authorized or required by law. The university may be required to disclose personal information if there is a risk of significant harm to the health or safety of the public or a group of people or if requested by the medical health officer or designate under the Public Health Act.

10.00 University Health Services will monitor and assess communicable disease outbreaks throughout the world, and prepare their units' protocol against transmission to staff and patients, in accordance with medical health officer consultation and direction.

11.00 The university will follow the Critical Issue Response Coordination Protocol to deal with the planning and response to communicable diseases.

12.00 The university will follow the medical advice and direction from the appropriate medical authorities (the Regional Medical Health Officer, BC Centre for Disease Control, and Health Canada).

13.00 The university will keep informed of the recommendations on travel from Health Canada and educate and inform the university community as needed.

14.00 The university will follow any applicable WorkSafeBC requirements.

15.00 The university will provide general informational programs to the university community and provide special programs, as required, to campus departments.

16.00 University Health Services and Occupational Health, Safety & Environment will establish operational guidelines and clinical protocols as required, and work with the appropriate units in the offices of the Vice-President Academic and Provost, Vice-President Finance and Operations, and Vice-President External Relations to address specific communicable diseases.

**AUTHORITIES AND OFFICERS**

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

a) Approving Authority: Board of Governors
b) Designated Executive Officer: Vice-President Academic and Provost; Vice-President Finance and Operations
c) Procedural Authority: Vice-President Academic and Provost; Vice-President Finance and Operations

d) Procedural Officer: Vice-President Finance and Operations; Vice-President Academic and Provost

RELATED POLICIES AND DOCUMENTS

Critical Incident Response Procedures (SS9115) (Under Review)
Environmental Health and Safety Policy (SS9200)
Liability Insurance (FM5300)
Protection of Privacy Policy (GV0235)
Responding to the Death of a Student (AC1215)
Risk Management Policy (GV0225)
Revised Health and Safety/Risk Management Organizational Structure
Individual unit operating procedures

RELEVANT LEGISLATION

Freedom of Information and Protection of Privacy Act, RSBC 1996, c 165.
Health Act Communicable Disease Regulation, BC Reg 4/83.
1. PURPOSE

1.00 The purpose of the policy is to provide direction to the university community in preparing for and responding to communicable diseases that may threaten the university's purposes and the safety of its employees and students.

DEFINITIONS

2.00 For the purposes of this policy:

"communicable disease" means an infectious disease transmissible by an affected individual to others via direct or indirect means.

"university community" includes:
- all current employees and students of the university;
- any person holding a university appointment whether or not that person is an employee;
- post-doctoral fellows;
- separately incorporated organizations operating on campus who voluntarily agree to submit to the processes under this policy;
- organizations and individuals required by contract to comply with university policies;
- members of the Board of Governors;
- anyone residing on campus;
- visitors and guests; and
• anyone using university facilities.

SCOPE

3.00 This policy applies to all members of the university community.

2.00 POLICY STATEMENT

4.00 Responsibility for implementing the policy is delegated by the Board of Governors to the Vice-President Academic and Provost, Finance and Operations and the Vice-President Academic and Provost, subject to regular due diligence reporting to the Board on statutory requirements and any situation involving significant liability or risk.

2.005.00 The university will provide its employees and students of the university community with the best information possible and adopt prudent Public Health and Health Care practices. Individuals, who have or suspect they may have a communicable disease, are expected to adopt responsible prudent public health and health care practices.

3. IMPLEMENTATION OF POLICY

6.00 Individuals who have or suspect they may have a communicable disease are expected to report their concerns to their health professional and adopt responsible health care practices.

7.00 The university will identify reasonably accommodate individuals affected with communicable diseases.

8.00 The academic implications of communicable diseases in individual circumstances will be addressed through existing Senate-approved academic regulations. Senate may approve additional or alternate responses to the academic consequences of communicable diseases, to deal with university-wide implications.

9.00 Pursuant to the Freedom of Information and Protection of Privacy Act, the university will take all reasonable steps to protect the privacy of individuals who have communicable diseases. In administering this policy, the university will not disclose the identity of any individual(s) whose responsibility will, who has a communicable disease, except as authorized or required by law. The university may be required to disclose personal information if there is a risk of significant harm to the health or safety of the public or a group of people or if requested by the medical health officer or designate under the Public Health Act.

10.00 University Health Services will monitor and assess communicable disease outbreaks throughout the world, and prepare their units' protocols against transmission to staff and patients, in accordance with medical health officer consultation and direction.

11.00 If there is a need, the university will establish a vice-presidential working group to monitor the situation and adopt appropriate strategies and actions follow the Critical Issue Response Coordination Protocol to deal with the planning and response to communicable diseases.
12.00 The university will follow the medical advice and direction from the appropriate medical authorities (the Regional Medical Health Canada, Officer, BC Centre for Disease Control, and the Regional Public Health Officer Canada).

13.00 The university will follow any applicable WorkSafeBC guidelines and requirements.

14.00 The university will provide general informational programs to the university community and provide special programs, as required, to campus departments.

15.00 The Director of University Health Services and Occupational Health, Safety & Environment will establish operational guidelines and clinical protocols as required, and work with the Executive Director – Student and Ancillary Services, appropriate units in the offices of the Vice-President Academic and Provost, Vice-President Finance and Operations, and Vice-President External Relations to address specific, communicable diseases.
4. **AUTHORITY**

**Responsibility**

**AUTHORITIES AND OFFICERS**

17.00 The following is a list of authorities and officers for implementing the this policy is delegated by the:

a) **Approving Authority:** Board of Governors to the
b) **Designated Executive Officer:** Vice-President Finance and Operations, subject to regular due diligence reporting to the Board on statutory requirements any situation involving significant liability or risk-Vice-President Academic and Provost; Vice-President Finance and Operations

c) **Procedural Authority:** Vice-President Academic and Provost; Vice-President Finance and Operations Vice-President

d) **Procedural Officer:** Vice-President Finance and Operations; Vice-President Academic and Provost

**RELATED POLICIES AND DOCUMENTS**

- #5770 Liability Insurance
- #1135 Emergency Response Policy
- #1140 Risk Management Policy
- #1142 Hazardous Materials Policy
- #3250 Occupational Health and Safety Policy
- #3260 Program/Service Interruptions
- #4400 Policy Regarding Access to Student Records
- #5110 Critical Incident Response
- #6540 Death of a Student Member of the University—Guidelines
- Critical Incident Response Procedures (SS9115) (Under Review)

Environmental Health and Safety Policy (SS9200)
Liability Insurance (FM5300)
Protection of Privacy Policy (GV0235)
Responding to the Death of a Student (AC1215)
Risk Management Policy (GV0225)
Revised Health and Safety/Risk Management Organizational Structure

**RELEVANT LEGISLATION**

*Freedom of Information and Protection of Privacy Act, RSBC 1996, c 165.*
*Public Health Act, SBC 2008, c 28.*
*Health Act Communicable Disease Regulation, BC Reg 4/83.*
Transfer of University Policy Authority Form

I agree to the transfer of the following policy, from the authority of the Vice-President Finance and Operations, to the joint authority of the Vice-President Finance and Operations and the Vice-President Academic and Provost:

Communicable Diseases Policy (SS9300)

I confirm that the Vice-President Finance and Operations and the Vice-President Academic and Provost will be the new Designated Executive Officers and Procedural Authorities for this policy.

Gayle Gorill
Vice-President Finance and Operations

Valerie Kuehne
Vice-President Academic and Provost

December 19, 2017
Date

Please return signed form to the Policy Officer, Office of the University Secretary, MWB A138.