University of Victoria

UNIVERSITY OF VICTORIA
BOARD OF GOVERNORS
Tuesday, January 31, 2017
11:00 a.m. – 12:00 p.m.
Senate and Board Chambers

DRAFT AGENDA - OPEN SESSION

Welcome

1. **Approval of Agenda**

2. **Summary Record**

   a. **Regular Meeting of November 30, 2016** *(attached)*

      MOTION:
      THAT the summary record of the open session of the regular meeting of November 30, 2016 be approved.

3. **Business Arising**

4. **Remarks from the Chair**

5. **Correspondence**
      - Memorandum dated January 23, 2017
      - Letter dated January 12, 2017 from J. Faerber
      - Letter dated January 16, 2017 from M. Imahori

CONSENT

6. **Operations and Facilities (Ms. Cathy McIntyre)**

   a. **New and Revised Awards** BOG-Jan31/17-05

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

      - Helen Pitt Fine Arts Scholarship (new)
      - Spiritbear Foundation Scholarship in the School of Child and
         Youth Care (new)
      - The Stephens Family Graduate Research Awards in Organic and

Sustainable Food Systems (new)
- Albert Hung Chao Hong Scholarships in International Business and Entrepreneurship (revised)*
- Barry Gough Scholarship in History (new)*
- Constance Ann Pettit Scholarship (revised)*
- Helen Pitt Fine Arts Bursary (new)
- Mischa Weisz Foundation Youth in Care Cost of Living Award (new)*
- The Stephens Family Undergraduate Research Awards in Organic and Sustainable Food Systems (new)
- Scholarship Beyond Boundaries (new)*
- Caroline Anderson-Zsolnay Women's Basketball Award (new)
- Chair in Transgender Studies Undergraduate Research Scholarship (revised)
- Chair in Transgender Studies Doctoral Degree Research Scholarship (revised)
- Chair in Transgender Studies Master's Degree Research Scholarship (revised)
- Chair in Transgender Studies Doctoral Degree Research Scholarship for Trans and Non-Binary Students (revised)
- Chair in Transgender Studies Master's Degree Research Scholarship for Trans and Non-Binary Students (revised)
- Dennis, Jerome, and Peter Zachary Award in Ukrainian Studies (new)*
- Elizabeth (Betty) Valentine Prangnell Scholarship (revised)*
- Freedom 55 Financial Fitness and Community Wellness Award (new)

* Administered by the University of Victoria Foundation

b. Graduate Certificate in Heath Terminology Standards Program Proposal
BOG-Jan31/17-32   Summary Full

MOTION:
THAT the Board of Governors approve, subject to funding, the establishment of a proposed Health Terminology Standards Graduate Certificate program effective immediately.

c. Status Report on Capital Projects BOG-Jan31/17-01

d. CARSA Building and Parkade Closeout Report BOG-Jan31/17-20

7. Finance Committee (Ms. Ida Chong)

a. University of Victoria Staff Pension Plan Investment Performance Report for the Period Ended September 30, 2016 – BOG-Jan31/17-08

b. University of Victoria Staff Pension Plan Policy on Delegated Signing Authorities BOG-Jan31/17-25

MOTION:
THAT the Board of Governors approve the attached University of Victoria Staff Pension Plan Policy on Delegated Signing Authorities effective January 30, 2017.

   c. **University of Victoria Staff Pension Plan Statement of Investment Policies and Goals** BOG-Jan31/17-26

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

Pro Forma Motion: *That the above motions be approved by the Board of Governors by consent.*

REGULAR

8. **Operations and Facilities Committee (Ms. Cathy McIntyre)**

   a. **Update on Draft Sexualized Violence Prevention and Response Policy**

   b. **Indigenous Plan 2017-2022** BOG-Jan31/17-31

   c. **Update on Development of Indigenous Law Program Proposal** BOG-Jan31/17-36

   d. **Sustainability Policy (GV0800) - Update** BOG-Jan31/17-02

       MOTION:
       THAT the Board of Governors approve the updates to Sustainability Policy GV0800.

   e. **UVic Child Care Services After School Care Program Update**

9. **Finance Committee (Ms. Ida Chong)**

   a. **Update – Short Term Investment Policy FM5200** BOG-Jan31/17-22

       MOTION:
       THAT the Board of Governors approve the amended Short Term Investment Policy 5200 attached as Appendix 1.

10. **President's Report**

   a. **External Relations Update** BOG-Jan31/17-21

11. **Other Business**

12. **Adjournment**

UNIVERSITY OF VICTORIA
BOARD OF GOVERNORS
Tuesday, November 29, 2016, 11:00 a.m.
Senate and Board Chambers

OPEN BOARD

DRAFT SUMMARY RECORD

Present: Ms. Daphne Corbett (Acting Chair), Mr. Nav Bassi, Ms. Sara Maya Bhandar, Prof. Jamie Cassels, Dr. Hélène Cazes, Ms. Ida Chong, Ms. Daphne Corbett, Ms. Lindsay LeBlanc, Ms. Isobel Mackenzie, Dr. Ana Maria Peredo, Ms. Tracy Redies, Ms. Shelagh Rogers, Dr. David Zussman, Dr. Julia Eastman (Secretary)

Invitation: Ms. Carmen Charette, Ms. Gayle Gorrill, Dr. Valerie Kuehne and Ms. Teresa Watson

Welcome

1. **Approval of Agenda**

    MOTION: (C. McIntyre/ D. Zussman)
    THAT the agenda of the open session of the regular meeting of November 29, 2016 be approved.

    CARRIED

2. **Summary Record**

    Regular Meeting of September 28, 2016

    MOTION: (L. LeBlanc/N. Bassi)
    THAT the summary record of the open session of the regular meeting of September 28, 2016 be approved.

    CARRIED

3. **Business Arising**

    There was none.

4. **Remarks from the Chair**

    Ms. Corbett welcomed Mr. Lukenchuk and Ms. Van Ruyven to the meeting.

5. Correspondence

a. Correspondence re. Childcare Afterschool Program

Ms. Corbett acknowledged correspondence received in relation to the UVIC Childcare Afterschool Program which had been considered by the Board. Ms. Corbett explained that due to privacy reasons and the personal nature of the information contained in the letters, the latter had not been posted on the Board website.

<u>**CONSENT**</u>

6. Compensation and Review Committee (Ms. Tracy Redies)

a. **Compensation for Interim Executive Officers** BOG-Nov29/16-17

> **MOTION:**
> *THAT the Board of Governors approve the proposed amendment to the Procedures for Interim Executive Appointments.*

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

a. Academic Program Proposals:

> **(i) Proposal for Graduate Certificate in Indigenous Nationhood**
> BOG- Nov29/16-23
>
> **MOTION:**
> *THAT the Board of Governors approve, subject to funding, the establishment of a Graduate Certificate in Indigenous Nationhood, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.*

> **(ii) Proposal for M.A. in Germanic and Slavic Studies – Holocaust Studies**
> Stream BOG-Nov29/16-24
>
> **MOTION:**
> *THAT the Board of Governors approve, subject to funding, the establishment of a Master of Arts in Germanic and Slavic Studies - Holocaust Studies Stream, effective immediately, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.*

b. New and Revised Awards BOG-Nov 29/16-21

> **MOTION:**
> *THAT the Board of Governors approve the new and revised graduate and undergraduate awards set out in the attached documents and listed below:*
>
> - May Yuen Memorial Scholarship*
> - Roger Odlum Scholarship in Law
> - Innis Christie Entrance Scholarship*

- Dairyland Vikes Athletic Award
- Kutzschan Graduate Scholarship in Philosophy*
- Robert J Murphy Travel Award in Greek and Roman Studies*
- Anne and Ivor Williams Spain and Latin America Scholarship*
- Canadian History Scholarship*
- Maurice William Summerhayes Memorial Fund
- 50th Anniversary Humanities Entrance Scholarship*
- 50th Anniversary Social Sciences Entrance Scholarship*
- 50th Anniversary Vikes Entrance Scholarship*
- Artes Y Letras Scholarship*
- David Harris Flaherty Scholarship *
- Dax Gibson Memorial Award in Gender Studies*
- Dr. Ken and Barbara Thornton Award*
- Edward Philip Oscapella Scholarship in Music*
- Jesse Short-Gershman Memorial Scholarship*
- Michael Miller Scholarship*
- Riley Jane Elhom Memorial Scholarship in Civil Engineering*
- Sherry Lovine Sagris Memorial Bursary in Art Education
- Simba Technologies Inc. Scholarship*
- Urbanecology.ca Scholarship
- William Petrie Scholarship*
- Henry & Marian Thiel International Business Bursary*
- Maureen McLeod Scholarship in Geography
- Joan Watson Memorial Scholarship
- The Leeder Family Memorial Bursary in Economics*
- The Leeder Family Memorial Bursary in Education – Elementary*
- The Leeder Family Memorial Bursary in Education – Secondary*
- The Leeder Family Memorial Bursary in Mathematics*
- Coast Capital Savings Entrepreneurship Scholarship
- E&S Theatre Scholarship
- MBA Pay It Forward Award*
- British Columbia Provincial Court Judges Association Bursary
- Chair in Transgender Studies Undergraduate Research Scholarship
- Eli Pasquale Basketball Award
- Gwyn Morgan "Be An Engineer" Bursary
- Union Club Scholarship
- Maureen De Burgh Memorial Scholarship
- Humanities Graduate Entrance Scholarship
- Wendy M Gedney Bursary in Elementary Education
- Tevlin Gleadle Curtis Scholarship in Employment Law
- Chair in Transgender Studies Doctoral Research Scholarship for Trans and Non-Binary Students
- Chair in Transgender Studies Master's Degree Research Scholarship for Trans and Non-Binary Students
- Jeffrey Rubinoff Scholar in Art as a Source of Knowledge Travel Award
- Jeffrey Rubinoff Scholar in Art as a Source of knowledge Bursaries*
- Jeffrey Rubinoff Scholar in Art as a Source of Knowledge Fellowship*
- James A Mossey (SM) Award*
- Edra Ferguson Graduate Scholarship*
- Elaine Gallagher Award*

- Chair in Transgender Studies Doctoral Research Scholarship
- Chair in Transgender Studies Master's Degree Research Scholarship
- Davidson Graduate Award in Russian and Slavic Studies
- Barbara J Shenton Scholarship

* Administered by the University of Victoria Foundation

c. **Status Report on Capital Projects** BOG-Nov 29/16-13

d. **Continuing Studies Building Expansion Closeout Report** BOG-Nov29/16-20

e. **Report on Student Financial Aid** BOG-Nov29/16-02

f. **Due Diligence Reports – Facilities Management** BOG-Nov29/16-14

Pro Forma Motion: *That the above motions be approved by the Board of Governors by consent.*

CARRIED

REGULAR

8. **Operations and Facilities Committee (Ms. Cathy McIntyre)**

   a. **2016-17 Enrolment Analysis** BOG-Nov29/16-01

   Ms. McIntyre reported that the committee had received the Enrolment Analysis report and UVic had exceeded all targets for the year.

   b. **UVic Child Care Services After School Care Program** BOG-Nov29/16-26

   Ms. McIntyre provided an update regarding the UVic Child Care After School Care (ASC) Program. She advised that correspondence received from concerned parents/organizations had been read and the contents considered. Ms. McIntyre said that the Chair of the Operations and Facilities Committee had received a report on the status of the ASC program at its meeting on November 28th and noted that consultations regarding the future of the program were or would soon be underway. The Committee encouraged the administration to continue to investigate all feasible options and to provide the Committee with an update at the next Board of Governors meeting scheduled for January 30th and 31st, 2016.

   c. **Emergency Planning at the University of Victoria** BOG-Nov29/16-16

   Mr. Rob Johns, Manager of Emergency Planning provided the Board with a presentation on the Status of Emergency Planning at UVic and an overview of Emergency Services. Mr. Johns responded to questions from Board members regarding back-up power. Ms. Corbett expressed interest in a briefing on the Board's role in an emergency and the opportunity to participate in a training exercise.

9. **Finance Committee (Ms. Ida Chong)**

   a. **Signing Authority Policy (FM5100) and Purchasing Services Policy (FM5105)**
   BOG-Nov29/16-11

   Ms. Chong briefly summarized the information provided to the Committee. She noted that the new Signing Authority Policy was intended to ensure there is clarity on commitment and approval authority starting with the Board of Governors and delegated authority from the Board. Ms. Chong also stated that one small change in the Purchasing Policy is to increase the dollar amount above which Purchasing is required to be involved. She noted that the policy complies with related regulations. She also stated that a comprehensive review of the Purchasing Policy is planned at which point more substantive changes to the policy are expected.

   MOTION: (I. Chong/H. Cazes)
   THAT Board of Governors approve the revised Signing Authority Policy FM5100 and the revised Purchasing Services Policy FM5105.

   CARRIED

10. **President's Report**

    a. **External Relations Update** BOG-Nov29/16-29

    Ms. Charette summarized the External Relations update with regards to communications and marketing. With the focus of engaging the campus in moving forward in the upcoming new year, Ms. Charette noted that many activities are underway for 2017.

    a. **President's Report**

    - Prof. Cassels expressed thanks for the participation and engagement at the Joint Senate and Board Retreat held the previous evening. The event which focused on the history and context of university governance had been productive and successful. Prof. Cassels also expressed thanks to those Board members who participated in Fall Convocation.

    - Prof. Cassels commented on the renaming of the former Administrative Services Building to the new Michael Williams Building in honor of the late Michael Williams, a major friend and benefactor of the university.

    - Prof. Cassels provided a debrief on the Canadian First Research Excellence Fund (CREF) competition.

    - Prof. Cassels said that UVic would continue to pursue the Ocean-Climate Nexus Science Program.

    - Prof. Cassels spoke about the Computer Science, Technology and Engineering Proposal which is now in the hands of the Ministry of Advanced Education for consideration. He also provided an update on the progress of the Working Group on Sexualized Violence Policy and Programs and highlighted several past and upcoming events.

11. Other Business

There was none.

12. Adjournment

There being no other business, the meeting was adjourned at 11:44 a.m.

University of Victoria

Board of Governors
PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-8101 | F 250-721-6223 | uvic.ca/universitysecretary

January 23, 2017

To: The Board of Governors

From: Julia Eastman, University Secretary

Re: Correspondence re Child Care Services at UVic

As you will recall, correspondence with respect to the proposed closure of the afterschool childcare program was received and considered by members of the Operations and Facilities Committee at their meeting in November 2016. At that time, seven letters concerning child care services at UVic were received by my office.

Since the November 2016 meeting, two additional letters have been received, addressed to the Chair of the Board of Governors or Members of the Board of Governors, with the request to share the letters at the open session of the Regular Board Meeting. These two letters are attached to the Open Board Agenda and will also be brought to the attention of the Operations and Facilities Committee.

Chair of the Board of Governors
c/o the Office of the University Secretary
University of Victoria
Administrative Services Building
PO Box 1700 STN CSC
Victoria, British Columbia, V8W 2Y2

January 12, 2016

Dear Ms. Corbett and President Cassels,

I encourage the Board of Governors to review and reconsider the strategic relevance of UVic's "ASC Conversion Strategy". This strategy is detailed in the Vice President Academic and Provost's November 16, 2016 letter on After School Care to the Board of Governors [1].

The Vice President Academic and Provost's November 16 letter to the board stated that "While the ASC program is incredibly important for the families that utilize the service, the decision to repurpose this space for full day care allows the university to meet institutional demand from students, staff, and faculty for full day 3-5 year-old care".

The Provost's statement in this letter effectively argues that advancing the interests of some people on our campus at others' expense is in the best interests of our University *in aggregate*—it optimizes resources since it is in the interests of some or *most* people. This is because the "ASC Conversion Strategy" focusses UVic's resources on removing barriers other than academic and creative potential for people without children and people with very young children, all of whom are important constituents of our campus.

But including *only* these people at UVic is not our mandate. UVic's mandate is inclusive of *all* people—it commits its Board of Governors to acting in the best interests of our University *as a whole*. The Board of Governors is obligated to support the academic and creative potential of a diverse student body of all backgrounds (Objective 2), without discriminating against a particular constituent of people (as per UVic's Policy on Human Rights, Equity and Fairness and the BC Human Rights Code).

The proposed ASC conversion strategy makes UVic Child Care Services inaccessible *in principle* for a particular constituent of people. As such, the ASC conversion strategy limits these parents' access to academic capital and professional opportunities (with children born between 2005 and 2012) on the prohibited grounds of family status [4].

Parents of these children—many of them school-aged children—will not reach their academic and creative potential as a result [5]. Although objectives 16, 24, and 26 of UVic's Strategic Plan emphasize the support of student engagement beyond typical classroom learning for students of all backgrounds, the lack of affordable After School Care in our community will become a barrier to admission for parents in effect as well as principle [6].

UVic's proposed reduction of care options for all children amount to *inequitable* barriers to the retention of students with children under 10, depending on the birth dates of their children [7]. The barriers the "ASC Conversion Strategy" introduces to work and study for a particular constituent of people on campus is not equitable. It is not fair. It is not inclusive.

It is the Board of Governors' responsibility to advance its institutional values, and to determine an optimal use of its resources *according to these goals of the university* (37d).

I encourage the Board's members to support changes to our university that uphold our commitment to diversity, equity and inclusion. In any event, I request that the Board suggest an outcome that is in the best interests of the university *as a whole* in this case.

I also request that the Office of the President considers and articulates the ways in which Student Affairs intends to advance the first two objectives of our Strategic Plan in this case.

Sincerely,

Jonathan Faerber

References:

[1] University of Victoria Board of Governors Draft Agenda (November 29, 2016)
[2] UVic's Policy on Human Rights, Equity and Fairness
[3] BC Human Rights Code
[4] High Stakes: The impacts of child care on the human rights of women and children
[5] Who Cares? The Experiences of Students with Children at the University of Victoria
[6] Strategic Plan: A Vision for the Future – Building on Excellence
[7] B.R v. K.K. 2015 BCSC 1658

January 16, 2017

Dear Members of the Board of Governors,

I am requesting that the Board support an expansion of University of Victoria Child Care Services that retains all existent spaces and programming for children ages 0-12. UVic Child Care Services is well positioned to continue removing barriers to admission and retention of students with post-kindergarten and pre-kindergarten children (Objective 2).

The ASC program provides excellent care for my children, and its people exemplify the community that UVic strives to foster—a diverse, inclusive, and welcoming community of engaged learners, workers, and researchers (Objective 17). Indeed, the rich culture and heritage is a product of decades of work by many dedicated people. It is irreplaceable.

Without a comprehensive 0-12 child care program, I and other students with children in school or starting school during our studies cannot access the best opportunities for success at UVic. If the ASC program is discontinued, students who require care for their school-aged children between the hours of 8AM and 5:30PM will be unable to participate in many experiential learning programs that sets UVic apart from other institutions. In addition, if we cannot study full time, this will jeopardize our eligibility for student loans, on-campus housing, work-study programs, and other financial support that help make university studies affordable.

As it stands, the proposed child care strategy risks exclusion of and harm against students depending on when and where their children attend school. There are not enough services to meet this requirement of care for students living within the catchment of Frank Hobbs and Campus View Elementary Schools, and their children are not eligible for After School Care programs outside of this catchment. If UVic is serious about removing barriers to the admission and retention of students other than academic and creative potential, UVic Child Care Services should continue to remove these barriers to work and study for students with school-aged children as well as pre-kindergarten children who require this care between the hours of 8 and 5:30PM. Excluding or further disadvantaging underrepresented learners in our institution on the prohibited grounds of family status undermines the university's commitment to diversity, inclusion, and equity (Objective 1).

The proposed conversion strategy will reduce overall enrollment at UVCCS, reduce the number of years a student can receive child care support from the university, and reduce the number of students eligible to apply for child care at UVic. I therefore ask the Board to direct UVCCS to adopt a long-term expansion plan that retains and builds on existent spaces and programming.

Sincerely,

Mari Imahori
Undergraduate Student

University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

January 30, 2017

To: Operations and Facilities Committee

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

cc: President and Vice-Chancellor

Meeting Date: January 30, 2017

Subject: New and Revised Awards

Basis for Jurisdiction: - University Act, 27(2)(k)
                               - Senate meeting of December 2, 2016 and January 6, 2017

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: At its meeting on December 2, 2016 and January 6, 2017, Senate approved the attached new and revised graduate and undergraduate awards. Senate recommends that the Board of Governors approve these awards.

Background:

The attached awards were reviewed by Senate Committee on Awards and recommended for approval to Senate. At the meeting on December 2, 2016 and January 6, 2017, Senate approved the 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.

Recommendation:

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

- Helen Pitt Fine Arts Scholarship (new)

- Spiritbear Foundation Scholarship in the School of Child and Youth Care (new)

- The Stephens Family Graduate Research Awards in Organic and Sustainable Food Systems (new)

- Albert Hung Chao Hong Scholarships in International Business and Entrepreneurship (revised)*

- Barry Gough Scholarship in History (new)*

- Constance Ann Pettit Scholarship (revised)*

- Helen Pitt Fine Arts Bursary (new)

- Mischa Weisz Foundation Youth in Care Cost of Living Award (new)*

- The Stephens Family Undergraduate Research Awards in Organic and Sustainable Food Systems (new)

- Scholarship Beyond Boundaries (new)*

- Caroline Anderson-Zsolnay Women's Basketball Award (new)

- Chair in Transgender Studies Undergraduate Research Scholarship (revised)

- Chair in Transgender Studies Doctoral Degree Research Scholarship (revised)

- Chair in Transgender Studies Master's Degree Research Scholarship (revised)

- Chair in Transgender Studies Doctoral Degree Research Scholarship for Trans and Non-Binary Students (revised)

- Chair in Transgender Studies Master's Degree Research Scholarship for Trans and Non-Binary Students (revised)

- Dennis, Jerome, and Peter Zachary Award in Ukrainian Studies (new)*

- Elizabeth (Betty) Valentine Prangnell Scholarship (revised)*

- Freedom 55 Financial Fitness and Community Wellness Award (new)

* Administered by the University of Victoria Foundation

MEMORANDUM   **University of Victoria**

TO: Secretary of Senate   **DATE:** November 3, 2016
University Secretary's Office

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

RE: **Awards Recommended to Senate for Approval**

_____

              Lori Nolt

2016/2017 Senate Committee on Awards
J. Walsh (Chair), S. Banerjee, C. Schallie, K. Barnes,
H. Hallgrimsdottir, J. Wood, S. Timayo, J. Fortin, M. Runtz, A. Cirillo,
Y. Rondeau, N. Greengoe, L. Nolt, F. Canjura

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

HELEN PITT FINE ARTS SCHOLARSHIP (NEW-GS)
A scholarship of $1,000 is awarded to an academically outstanding Visual Arts graduate student with an emphasis in painting, sculpture, printmaking, drawing or photography. Preference will be given to students from Vernon, BC.

SPIRITBEAR FOUNDATION SCHOLARSHIP IN THE SCHOOL OF CHILD AND YOUTH CARE (NEW-GS)
One or more scholarships are awarded to academically outstanding graduate students in the School of Child and Youth Care who are conducting research that benefits children, youth and families. Students working in early years settings, youth services, mental health and/or family

support programs are eligible. Selection of the recipients will be made by the Graduate Awards Committee upon the recommendation of the School of Child and Youth Care.

THE STEPHENS FAMILY GRADUATE RESEARCH AWARDS IN ORGANIC AND SUSTAINABLE FOOD SYSTEMS (NEW-GS)

Two graduate awards of $10,000 each will be awarded to outstanding UVic graduate students pursuing innovative research in the areas of organic food, sustainable food systems, community and agricultural development, food security, or environmental stewardship in agriculture.

ALBERT HUNG CHAO HONG SCHOLARSHIPS IN INTERNATIONAL BUSINESS AND ENTREPRENEURSHIP* (Revised-UG)

Two or more scholarships of $3,000 each, payable at $1,500 per year, are awarded to academically excellent undergraduate students, one entering the International Business specialization and one entering the Entrepreneurship specialization in the Faculty of Business. To receive scholarship renewals, recipients must maintain a grade point average of 7.0 or better. A student whose grade point average falls between 6.5 and 7.0 may file a written appeal with the Faculty of Business to seek special consideration for renewal of the scholarship. No renewal is considered if a student's grade point average falls below 6.5. This award may be given to a graduating student.

BARRY GOUGH SCHOLARSHIP IN HISTORY* (NEW-UG)

One or more scholarships are awarded to academically outstanding undergraduate students entering 2nd or 3rd year majoring in History who have declared an interest in Imperial and/or British Columbian history.

CONSTANCE ANN PETTIT SCHOLARSHIP* (REVISED-UG)

Scholarships of at least $750 $1000 each will be awarded to academically outstanding undergraduate students entering third or fourth year in a major or honours program in the Department of French. Nominations are to be made by the Department of French.

HELEN PITT FINE ARTS BURSARY (NEW-UG)

One or more bursaries, not to exceed $5,000 in total, are awarded to Visual Arts undergraduate students, with an emphasis in painting, sculpture, printmaking, drawing, or photography. Preference will be given to students from School District 22 (Vernon, BC).

MISCHA WEISZ FOUNDATION YOUTH IN CARE COST OF LIVING AWARD* (NEW-UG)

One or more awards are given to recipients of the Youth in Care Award to offset living expenses, such as computers, books, housing, etc. (Youth in Care Award recipients are students who demonstrate financial need and who are living or have lived as youth in care in British Columbia.)

THE STEPHENS FAMILY UNDERGRADUATE RESEARCH AWARDS IN ORGANIC AND SUSTAINABLE FOOD SYSTEMS (NEW-UG)

One or more undergraduate awards of up to $5,000 in total will be awarded in the form of a research stipend, to provide the student with the resources to conduct their field research in collaboration with UBC's Faculty of Land and Food Systems (preferred) or, if UBC is unable, with another institution/organization chosen by UVic in consultation with the Stephens Family.

SCHOLARSHIP BEYOND BOUNDARIES* (NEW-UG)

One or more scholarships are awarded to academically outstanding undergraduate honours, major, or minor students in any faculty whose academic interests are interdisciplinary in nature. Applicants will submit a description of their interdisciplinary work (i.e. honours thesis, directed studies, interdisciplinary studies, etc.), as well as a letter of recommendation from a professor to support the applicant's ability to make connections between different academic disciplines and capacity for critical thinking.

CAROLINE ANDERSON-ZSOLNAY WOMEN'S BASKETBALL AWARD (NEW-UG)

One or more awards are given to new or entering students competing on the Vikes Varsity Women's 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 by the Director of Athletics and Recreation in consultation with the Varsity Head Coach and the Manager of Athletics.

MEMORANDUM   **University of Victoria**

TO: Secretary of Senate   **DATE:** December 8, 2016
University Secretary's Office

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

RE: **Awards Recommended to Senate for Approval**

Lori Nolt

2016/2017 Senate Committee on Awards
J. Walsh (Chair), S. Banerjee, C. Schallie, K. Barnes,
H. Hallgrimsdottir, J. Wood, S. Timayo, J. Fortin, M. Runtz, A. Cirillo,
Y. Rondeau, N. Greengoe, L. Nolt, F. Canjura

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

CHAIR IN TRANSGENDER STUDIES UNDERGRADUATE RESEARCH SCHOLARSHIP (REVISED-UG)

Two or more $500 scholarships will be awarded to two academically outstanding undergraduate students entering third or fourth year and pursuing trans-related research, in any field, including activity of a creative or performative activity. type, in any field of study. Preference Priority will be given to students who self-identify as trans or non-binary identified students, and further preference will be given and/or to students who demonstrate financial need.

Students will submit an application, a 250 word statement about their research, a current copy of their CV, unofficial transcript, one academic letter of recommendation and an optional 250 word personal statement to the office of the Chair in Transgender Studies. Selection for the award will be made by the Graduate Awards Committee upon recommendation from the Chair in Transgender Studies Awards Committee.

CHAIR IN TRANSGENDER STUDIES
DOCTORAL <u>DEGREE</u> RESEARCH SCHOLARSHIP (REVISED-GS)

One or more $5,000 scholarships will be awarded to current or entering~~,~~ academically outstanding doctoral <u>degree</u> students pursuing trans-related research~~,~~ <u>in any field,</u> including ~~activity of a~~ creative or performative <u>activity.</u> ~~type, in any field of study~~. ~~Preference~~ <u>Priority</u> will be given to <u>students who self-identify as</u> trans or non-binary ~~identified students~~, <u>and further preference will be given</u> ~~and/or~~ to students who demonstrate financial need.

~~Students will submit an application, a 500-word statement about their research, a current copy of their CV, unofficial transcript, one academic letter of recommendation and an optional 250-word personal statement to the office of the Chair in Transgender Studies. Selection for the award will be made by the Graduate Awards Committee upon recommendation from the Chair in Transgender Studies Awards Committee.~~

CHAIR IN TRANSGENDER STUDIES MASTER'S DEGREE RESEARCH SCHOLARSHIP (REVISED-GS)

Two or more $1,000 scholarships will be awarded to current or entering academically outstanding master's students pursuing trans-related research~~,~~ <u>in any field</u>, including ~~activity of a~~ creative or performative <u>activity.</u> ~~type, in any field of study.~~ ~~Preference~~ <u>Priority</u> will be given to <u>students who self-identify as</u> trans or non-binary ~~identified students~~, <u>and further preference will be given</u> ~~and/or~~ to students who demonstrate financial need.

~~Students will submit an application, a 500-word statement about their research, a current copy of their CV, unofficial transcript, one academic letter of recommendation and an optional 250-word personal statement to the office of the Chair in Transgender Studies. Selection for the award will be made by the Graduate Awards Committee upon recommendation from the Chair in Transgender Studies Awards Committee.~~

CHAIR IN TRANSGENDER STUDIES
DOCTORAL <u>DEGREE</u> RESEARCH SCHOLARSHIP FOR TRANS AND NON-BINARY STUDENTS (REVISED-GS)

One or more $5,000 scholarships will be awarded to current or entering, academically outstanding <u>doctoral degree students who self-identify as</u> trans or non-binary ~~identified doctoral student(s)~~ pursuing research, <u>in any field,</u> including ~~activity of a~~ creative or performative <u>activity.</u> ~~type, in any field of study.~~ Preference will be given to students who demonstrate financial need.

~~Students will submit an application, a 500-word statement about their research, unofficial transcript, a current copy of their CV, one academic letter of recommendation and an optional 250-word personal statement to the office of the Chair in Transgender Studies. Selection for the award will be made by the Graduate Awards Committee upon recommendation from the Chair in Transgender Studies Awards Committee.~~

CHAIR IN TRANSGENDER STUDIES MATER'S DEGREE RESEARCH SCHOLARSHIP FOR TRANS AND NON-BINARY STUDENTS (REVISED-GS)

Two or more $1,000 scholarships will be awarded to current or entering, academically outstanding <u>master's degree students who self-identify as</u> trans or non-binary ~~identified master's students~~

pursuing research, <u>in any field</u>, including ~~activity of a~~ creative or performative <u>activity.</u> ~~type, in any field of study.~~ Preference will be given to students who demonstrate financial need.
~~Students will submit an application, a 500-word statement about their research, unofficial transcript, a current copy of their CV, one academic letter of recommendation and an optional 250-word personal statement to the office of the Chair in Transgender Studies. Selection for the award will be made by the Graduate Awards Committee upon recommendation from the Chair in Transgender Studies Awards Committee.~~

DENNIS, JEROME, AND PETER ZACHARY AWARD IN UKRAINIAN STUDIES* (NEW-UG)

One or more awards of at least $1,000 each are awarded to undergraduate students of Ukrainian language and/or culture courses. Recipients will be nominated by the Department of Germanic and Slavic Studies. Preference will be given to students who, in descending order of priority:
(a) are continuing their studies of Ukrainian language and/or culture in the summer academic term through an accredited program in Ukraine.
(b) were academically outstanding in a Ukrainian language and/or culture course in the previous term.

ELIZABETH (BETTY) VALENTINE PRANGNELL SCHOLARSHIP* (REVISED-UG)

Two ~~undergraduate~~ scholarships~~, one to a female and one to a male,~~ <u>to two students of different genders,</u> are awarded to academically outstanding undergraduate ~~First Nations~~ Indigenous students majoring in Visual Arts. <u>Preference will be given to students</u> with an interest in ~~native~~ <u>indigenous</u> <u>visual</u> art~~. in the Department of Visual Arts.~~

FREEDOM 55 FINANCIAL FITNESS AND COMMUNITY WELLNESS AWARD (NEW-UG/GS)

An award is given to two academically outstanding graduate, or 3rd or 4th year undergraduate students who are active members of a Vikes Recreation Club or Vikes Varsity team at the University of Victoria. Students must demonstrate community involvement, volunteerism or participation in a community based social improvement program. Eligible Vikes Varsity team students must also meet all U Sport eligibility requirements. Award recipients will be selected by the Director of Athletics and Recreation in consultation with the Managers of Athletics and or Recreation.

**University
of Victoria**

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR ACTION

January 13, 2017

To: Operations and Facilities Committee

From: Dr. Nancy Wright, Associate Vic-President Academic Planning (Interim Vice-President Academic and Provost)

cc: President and Vice-Chancellor

Meeting Date: January 30, 2017

Subject: Graduate Certificate in Health Terminology Standards Program Proposal

Basis for Jurisdiction: Senate Committee on Planning meeting November 3, 2016
Senate meeting December 2, 2016

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 proposed Health Terminology Standards Graduate Certificate program. effective immediately.

Background:

Overview/nature of the Academic Program

The School of Health Information Science at the University of Victoria is the oldest and first school in Canada to offer undergraduate education in the field of health informatics. Over the years, the School has expanded to include a number of graduate programs through different delivery methods in response to increasing demands for more advanced health informatics education and training.

Anticipating a rising demand for health terminology expertise, the Canadian Health Information Management Association (CHIMA) partnered with the Canadian College of Health Information Management (CCHIM) and Canada Health Infoway in 2013 to develop a business case for a health terminology professional certification in Canada.

With 30+ years of experience in a broad range of educational programs and delivery methods, the School is well poised to take on a lead role to establish a professional certificate program in health terminology standards. Currently no such professional certificate program is being offered anywhere in Canada. The closest one is the Postgraduate Microprogram in Health Informatics Standards offered by the Centre for Continuing Education at Sherbrooke University in Quebec, which is aimed mostly at French-speaking residents in Quebec.

Our proposed Graduate Certificate Program is unique in that we plan to partner with employer organizations and industry mentors to provide students with experiential field projects in terminologies. This feature is not part of the Sherbrooke program. In addition, the School encourages qualified students to pursue an MSc degree in health informatics concurrently with the professional certificate in terminologies. As such, our program will have stronger and broader appeal to working healthcare and IT professionals across the country and abroad.

Distinctive Characteristics

The Graduate Certificate in Health Terminology Standards proposed by the School will be amongst the first program in Canada being offered in a flexible format to working healthcare and IT professionals in the health sector across the country. Its goal is to provide practical knowledge and skills for those wishing to pursue or advance their careers in the specialized area of health terminology standards.

Alignment with the University's Mission and Strategic Plan

This Graduate Certificate is aligned with the 2012 UVic Strategic Plan. The alignment to specific sections of the UVic Strategic Plan is highlighted below:

The UVic mission to: (a) provide a high-quality learning and research environment; (b) integrating teaching, learning, research and civic engagement across the disciplines; and (c) employ our core strength to benefit our external communities- local, regionally, nationally and internationally – and promote civic engagement and global citizenship. The School is leveraging its health informatics expertise to address the community need for specialized knowledge and learning in terminology standards in the health sector.

• Context of changing environment for post-secondary education: As the need for higher education increases and the population ages, more and more people are seeking to upgrade their qualifications and expand their horizons, resulting in a growing demand for online education and community-based delivery of programs as well as for graduate education and lifelong learning. The School is the leader of online MSc education in health informatics in Canada aimed at working healthcare and IT

professionals in the health industry. The proposed Graduate Certificate is another example where the School has taken the lead in such offering.

Objective #18: to increase co-op, internship and other experiential learning opportunities for UVic students. The School's partnership with employer organizations and mentors in the health industry, and its experiential field project course within the program offer a unique networking and experiential learning opportunity for students pursuing the graduate professional certificate.

Objective #24: to support lifelong learning by increasing continuing education opportunities for on-campus and online adult and part-time learners. Through this certificate program the School reaffirms its commitment in offering lifelong learning opportunities for working professionals in the health industry through innovative flexible delivery methods tailored to adult part-time learners.

Objective #29: to engage the community through programs and activities that meet the mandate of the university and the needs of the community. The School has been actively engaged with the HI/HIM community to develop the terminology standards certification program and curricular content since its inception. This active participation ensures the proposed graduate certificate program can meet both the mandate of UVic and the needs of the HI/HIM community in Canada and abroad.

The Graduate Certificate is also closely aligned with the priorities, objectives and strategies described in the recently released UVic Strategic Research Plan. The areas of alignment are highlighted below:

Priority #2 Enhancing the integration of research and education - Health terminology standards represent an area where research is lacking especially in its implementation, use and impact in the healthcare system. The School has the unique opportunity to collaborate with working HI/HIM professionals who are enrolled in the certificate program to help advance the science and practice of health terminology implementation, use and impact in Canadian healthcare organizations. This effort is consistent with the objective of providing "every student with the opportunity to become engaged in the culture and activities of a research-intensive university" through the strategy of providing "on-campus and distance-learning research learning opportunities" and working with the School "to expand opportunities for student engagement in research" identified in the UVic Plan.

Priority #3 Expanding partnerships, innovation and entrepreneurship – The School has been actively engaged in health terminology research and education initiatives for close to a decade. One example is the 2006 report commissioned by the Canadian Institute for Health Information to examine the implications of SNOMED CT as a terminology standard on the secondary uses of administrative data in Canada. Another is the collaborative work with the Canadian Primary Care Sentinel Surveillance Network on an Infoway funded national project to examine the use of SNOMED CT in primary care electronic medical records. The current initiative to develop a pan-Canadian health terminology standards certification curriculum is the latest example of the School's commitment to work closely with stakeholder groups at the local, regional, national and international levels to advance terminology standards in Canada.

Demand and Availability

The target audience are individuals who wish to specialize in the area of health terminology standards. These individuals are mostly healthcare and IT professionals already working in the health industry, although some may be from other industries (e.g. IT) wishing to switch to healthcare for the first time. Most are seeking specialization and certification as a way of retooling and/or expanding their knowledge and skills in order to take on more senior or new role in their existing organization or elsewhere.

The prospective students will be drawn from the target audience as described above. These students can be from anywhere within Canada or abroad who wish to engage in part-time online learning as adult learners in the certificate program offered by the School. Some of these students will also be pursuing their MSc degree in health informatics concurrently at the School.

As for labor market demand, the 2014 CCHIM/CHIMA/Infoway business case report showed the projected employment growth during 2009-2014 in the occupational group for HIM-standards alone will be from 300 to 310-350 persons, with 110-300 requiring skill broadening. The demand has also been confirmed by 294 survey respondents within the HI/HIM community across Canada where close to 60% have expressed interest in pursuing a professional certification in terminologies.

Resource Implications

The projected enrolment plan is up to 26 students each year into this certificate program. In addition, it is anticipated that 3-5 students from our MSc program will also pursue the certificate concurrently. This will bring the steady state enrolment target for those pursuing only the graduate certificate option to 26 students per year.

Faculty Appointment Required:

• Two of the courses (HINF535, 597) will be taught by existing faculty Dr. Francis Lau; and
• Two courses (HINF536, 537) will be taught by two sessional instructors.

Staff Requirements:

• Teaching assistant - help with course preparation, logistics, marking and communication with Students;
• Administrative support - responsible for student registration, communication and logistics support; and
• Technical and system support – help set up and maintain software tools in UVic Research Computing Centre and teaching lab for creating, revising and maintaining terminology standards.

Space Requirements:

• Three of the courses (HINF535, 536, 597) are offered online via a web-conferencing software tool so they do not require physical classroom or lab space at Uvic; and
• HINF537 is offered both on-campus and online. The on-campus component is a 5-day workshop at UVic in one of the computer labs (e.g. HSD A160 or 170). The online component is done over a 3-week period via a web-conferencing software tool.

Library Requirements

We consulted with Ms. Rebecca Raworth from the UVic Library Services to ensure the current UVic collection can meet the course needs for this program.

Other Instructional Costs:

• SDO membership fees – annual fees for standards development organizations;
• Teaching resources – annual learning resource purchase including textbooks, manuals, standard Guides;
• Web-conferencing licence – annual fee for web-conferencing tool such as Web-Ex;
• Service/tool hosting – annual technical hosting fee from UVic research computing /data centre and other corporate hosting of terminology/data exchange tools;

- Workshop travel expense for instructor – flight, taxi, hotel and meals to bring instructor to Victoria for the 5-day workshop at UVic as part of the HINF537 course; and
- Workshop expenses – refreshments and room booking (e.g. University Club) for student networking activities during the 5-day workshop at UVic

<u>Other relevant factors</u>

The curriculum and learning outcomes for our program have been developed in accordance with the Canadian Terminology Standards Certification Program Curricular Content Draft Document that has recently been finalized by the Canadian College of Health Information Management (CCHIM). This final curricula content will be used in the accreditation of post-secondary educational institutions wishing to offer terminology standards as an area of specialization in their health sciences related disciplines.

Attachment(s):

- Memorandum to the Senate Committee on Planning
- Revised Graduate Certificate in Health Terminology Standards Program Proposal

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University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

To:	**OPERATIONS AND FACILITIES COMMITTEE**
From:	**VICE-PRESIDENT FINANCE AND OPERATIONS**
cc:	**President and Vice-Chancellor**

Meeting Date: **January 31, 2017**

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, 2017

1. Centre for Athletics, Recreation and Special Abilities (CARSA) and Parkade Buildings - Final
2. District Energy Plant
3. Queenswood

PROJECT:	CENTRE FOR ATHLETICS, RECREATION AND SPECIAL ABILITIES (CARSA) + PARKADE BUILDINGS - FINAL

Project No.: 08-7758, 10-9565
Project Architect: Cannon Design Architecture Inc.
Contractor: Campbell Construction Ltd.

BUDGET STATUS:	Approved Budget 29-Jan-2013	Approved Budget 28-May-2015	FINAL Forecast Costs 01-Nov-2016
Consulting	$ 7,404,000	$ 7,530,670	$ 7,530,670
Construction	$ 62,255,600	$ 64,265,700	$ 64,826,500
Completion	$ 4,680,900	$ 4,686,165	$ 4,152,830
Contingency	$ 1,332,300	$ 867,300	$ 0
Sub-Total	$ 75,672,800	$ 77,349,835	$ 76,510,000
HST (3.4%) / GST (1.65%)	$ 1,327,200	$ 1,350,165	$ 1,336,000
TOTAL PROJECT COSTS	**$ 77,000,000**	**$ 78,700,000**	**$ 77,846,000**

- Total forecasted Commitments to date are approximately $77,846,000.
- Forecast budget remaining unspent: C3 Completion $547,500 + C4 Contingency $306,500.

SCHEDULE STATUS:	Revised Target Date 29-Jan-2013	Actual / Forecasted Date 01-Nov-2016
CARSA & PARKADE		
Commence Schematic Design - Complete	Jan 2009	Jan 2009
Schematic Design - Complete	Apr 2009	May 2009
Design Development - Complete	Oct 2009	May 2010
Construction Documents - Complete	Jan 2011	Sep 2012
Tender - Complete	Dec 2012	Dec 2012
Construction Stage - Complete	Feb 2013	Feb 2013
Commissioning - Complete	Dec 2014	Mar 2015
Fit-up and Move In - Complete	Apr 2015	Apr 2015
MCKINNON BLDG RENOVATIONS		
Commence Construction - Complete	May 2015	Jul 2015
Construction Stage - Complete	Jul 2016	Aug 2016
Fit-up and Move In - Complete	Aug 2016	Aug 2016

Major Risks:

   None

PROJECT:	DISTRICT ENERGY PLANT	
Project No:	16-02534	
Project Consultants:	FVB Energy Inc.	
Construction Manager:	B. Cusano Contracting Inc.	

BUDGET STATUS:	APPROVED BUDGET 01-Sept-16	FMGT Forecast Costs 01-Jan-2017
Consulting	$2,888,770	$2,888,770
Construction	$13,900,000	$13,900,000
Completion	$1,900,000	$1,900,000
Contingency	$780,000	$780,000
Sub-Total	$19,468,770	$19,468,770
GST (1.65%)	$321,230	$321,230
TOTAL PROJECT COSTS	$19,790,000	$19,790,000

- Total commitments to date are approximately $4,900,000, representing 24.8% of the approved Budget of $19,790,000.

SCHEDULE STATUS:	Target Date 01-Sept-16	Actual / Forecasted Date 01-Jan-17
PHASE 1 – New Building w/1 Boiler, Underground Services, Transfer Station Reno's Connections (April 2016 to March 2018)		
Schematic Design - Complete	Jun 2016	Jun 2016
Design Development - Complete	Oct 2016	Oct 2016
Construction Documents	Mar 2017	Mar 2017
Tender	Apr 2017	Apr 2017
Construction Stage	Feb 2018	Feb 2018
Commissioning	Mar 2018	Mar 2018
Fit-up and Move In	Apr 2018	Apr 2018
PHASE 2 – Additional 2 Boilers, Transfer Station Reno's, Decommissioning Existing Plants (April 2018 TBD pending funding)		
Construction Documents	Apr 2018	Apr 2018
Tender	Jun 2018	Jun 2018
Construction Stage	Feb 2019	Feb 2019
Commissioning	Mar 2019	Mar 2019
Fit-up and Move In	Apr 2019	Apr 2019

Major Risks:

- Ministry funding provided on a fiscal year basis results in increased pressures on schedule.
- Ministry funding not made available.

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PROJECT:	QUEENSWOOD - OCEANS & CLIMATE CAMPUS	
Project No:	SIF 35338	
Project Consultants:	Dialog Architecture	
Construction Manager:	TBD	

BUDGET STATUS:	APPROVED BUDGET 01-August-16	Forecast Costs 31-Dec-2016
Consulting	$955,000	$955,000
Construction	$4,450,000	$4,450,000
Completion	$126,900	$126,900
Contingency	$1,354,475	$1,354,475
Sub-Total	$6,886,375	$6,886,375
GST (1.65%)	$113,625	$113,625
TOTAL PROJECT COSTS	$7,000,000	$7,000,000

- Total expenditures to date are approximately $159,462.23, representing 2.3% of the approved Budget of $7,000,000.

SCHEDULE STATUS:	Target Date	Actual / Forecasted Date
PHASE 1 – Base Building Demolition & Hazmat		
Preliminary Investigation & Design	Nov 2016	Dec 2016
Contract Documentation	Dec 2016	Jan 2017
Issue for BP, Tender & Award	Jan 2017	Jan 2017
Hazmat Remediation & Demolition	Apr 2017	Apr 2017
Substantial Completion	May 2017	June 2017
PHASE 2 – Base Building Upgrades		
Concept Development & Design	Dec 2017	Dec 2017
Contract Documentation	Mar 2017	Apr 2017
Issue for BP, Tender & Award	Apr 2017	May 2017
Mechanical, Electrical, Structural Upgrades	Nov 2017	Nov 2017
Substantial Completion	Dec 2017	Dec 2017
PHASE 3 – Interior and Tenant Improvements		
Programming and Space Planning	Jan 2017	Jan 2017
Interior Design Development	May 2017	May 2017
Issue for BP, Tender & Award	Aug 2017	Aug 2017
Interior Improvements	Dec 2017	Dec 2017

- Major Risk: Project requires rezoning.

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

To:	**OPERATIONS AND FACILITIES COMMITTEE**
From:	**VICE-PRESIDENT FINANCE AND OPERATIONS**
cc:	**President and Vice-Chancellor**
Meeting Date:	**January 31, 2017**
Subject:	**CARSA BUILDING AND PARKADE CLOSEOUT REPORT**
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:

Approval of project at May 2009 Board meeting. Regular status updates at every board meeting commencing June 2009 and ending January 2017.

Background:

A critical component of major projects on campus is the preparation of a Closeout Report. The purpose of the closeout report is to provide final reporting on project budget, scope and schedule as well as share lessons learned and recommendations for future projects. The project is completed by the Facilities Management Team with input from the building users.

Growth in the student population at the university with a corresponding increase in on-campus accommodation, combined with aging and inflexible existing buildings led to the recognition that a new building focusing on the latest programs in fitness, training and indoor sports was deemed a priory.

Based on similar services being provided by institutions of higher learning on the mainland, up island and in Victoria, it was felt that the university would have to take concrete steps to demonstrate its commitment to provide a modern and superior quality building – responding to student and user expectations. A new building would anchor and sustain ongoing development of student fitness and sporting levels helping create a foundation for student (and alumni) pride and a desire to create excellence in sports as well as studies.

Project Description:

The following statements provide an overall vision for the CARSA Building and Parkade project.

CARSA Building
The university was looking to reinvigorate and replace its aging facilities for student recreation, intramural competition, varsity athletics and high performance training. Some of these facilities were located in the Ian Stewart Centre and in the McKinnon Building. The CARSA Building would also build on its inclusiveness by accommodating the CanAssist program – to make it a facility that serves the widest possible spectrum of interests and abilities within the University and the wider community.

Parkade
In order to compensate for the loss of parking stalls caused by the construction of the CARSA Building and in order to add capacity, the university built a new Parkade building structure on the same site. This site was deemed appropriate as the Parkade would be interconnected with the CARSA Building and serve the McKinnon Building, the activities and functions at the University Centre, as well as the various sports fields in the immediate vicinity.

McKinnon Building
With the relocation of activities to the new CARSA building, renovations in the McKinnon Building would be possible to enhance and increase space for Education Physical Health and Exercixe for both teaching and research.

Future Aquatic facility
The site and design of this project must be able to accommodate, in the future, an aquatic facility with a swimming pool, hot tub and ancillary areas.

Sustainable Design Objectives
A significant objective was for the CARSA Building to demonstrate the university's strong commitment to sustainability, through its design and operation. A durable lifespan of at least 100 years was desired, with passive design features visible outside and inside the building. The building would be constructed to obtain Canadian Green Building Council LEED Gold certification, and exhibit superior energy efficiency particularly as the facility would be used 18 hours a day and 7 days a week.

Social Impact:
The new facility would also provide opportunities for relaxation, socialization and study for the students, university staff as well as the community at large.

The architectural and site development would engender a sense of pride in the university, the athletic, sporting and fitness programs that if offers, and promote the university as a preferred destination for new students looking to make choices on their destination for undergraduate and post-graduate education.

Procurement Strategy:

The delivery method utilized for the project was a design-bid-build process.

Consultants
In accordance with provincial procurement policy requirements, the university publicly solicited consultant teams through a Request for Proposal process. The highest scoring proponent, Cannon Design and their sub-consulting team of engineers were secured for this project.

Contractors
In accordance with provincial procurement policy requirements, the university publicly tendered the project to General Contractors using an industry standard CCDC2 Contract with university General and Supplemental Conditions. The university's standard bidding process was used for the selection of the General Contractor. Campbell Construction Ltd. was the successful, compliant, low bidding General Contractor for the project.

Schedule & Milestones:

CARSA & Parkade	Target Date	Actual Date
Commence Schematic Design - Complete	Jan 2009	Jan 2009
Schematic Design - Complete	Apr 2009	May 2009
Design Development – Complete*	Oct 2009	May 2010
Construction Documents - Complete	Jan 2011	Sep 2012
Tender - Complete	Dec 2012	Dec 2012
Commence Construction	Feb 2013	Feb 2013
Commissioning - Complete	Dec 2014	Mar 2015
Fit-up and Move In - Complete	Apr 2015	Apr 2015
McKinnon Building Renovations		
Commence Construction	May 2015	Jul 2015
Construction Stage - Complete	Jul 2016	Aug 2016
Fit-up and Move In - Complete	Aug 2016	Aug 2016

*This phase impacted by delay caused by municipal approvals of the parkade's design.

Budgets & Costs

	Approved Budget 29-Jan-2013	Approved Budget 28-May-2015	Final Forecast Cost 01-Jan-2017
Consulting	$7,404,000	$7,530,670	$7,530,670
Construction	$62,255,600	$64,265,700	$66,584,485
Completion	$4,680,900	$4,686,165	$2,394,845
Contingency	$1,332,300	$867,300	$0
Sub-Total	$75,672,800	$77,394,835	$76,510,000
HST (3.4%)	GST (1.65%)	$1,327,200	$1,350,165	$1,336,000
Total Project Costs	**$77,000,000**	**$ 78,700,000**	**$77,846,000**

The CARSA project, when approved, was to be funded by a combination of university reserves, an internal loan to Athletics and Recreation, parking and foods revenue, government funding and fund raising dollars. During the course of the project, however, it was determined that the fund raising objective of $18.5M was not achievable and the target was revised to $4.0 - 4.5M, with the gap of $14-$14.5M to be funded by:

- $8.0M from the sale of Dunsmuir
- $2.5M from the unallocated funds within funds received from Heritage Realty Property Ltd.
- $3.5 - $4.0M university capital reserve,

The additional capital reserve funding, as well as the funds from UVic properties, have been transferred to the project. With the completion of the sale of Dunsmuir, the actual proceeds are now known and will be transferred to the project upon sale completion. As well, during the project, the university was able to secure additional funds from government beyond those anticipated.

With the above changes, the CARSA project was funded as follows:

Funding Source	Revised Budget	Actual Funding
Internal loan funded by user fees	$21.1	$21.1
Fund Raising	$18.5	$4.3
UVic capital investment	$22.0M	$23.7
Government	$1.0M	$3.8M
Parking reserve / revenue	$15.7	$15.7
Food service reserve	$0.4M	$0.4M
Dunsmuir proceeds	-	$6.3M
Heritage	-	$2.5M
	$78.7	$77.8

The project was completed 1% below the revised budget. The savings were used to reduce the UVic capital investment amount.

Issues' Management & Communication:

From the beginning of the design process Facilities Management maintained quality control procedures. Throughout the construction of the project, Facilities Management upheld the demand for high quality construction standards to be monitored and delivered by the Consultant Team and Construction firms. Project Management Services uses clear, transparent communication methods to ensure clarity of project outcomes and efficient management of issues.

Project Successes | Lessons Learned:

User Comments

- FMGT successfully managed multiple challenges and moving targets
- Branding program was well executed
- Walk of Excellence was well executed
- Significant effort by all stakeholders to open on time and budget
- The physical activity spaces are very good (dedicated studios, weight room, climbing wall)
- High community feedback and positive regional and national profile
- Facility acceptance and usage is strong
- Partnership with CanAssist is well recognized

Project Challenges | Lessons Learned:

User Comments, Challenges

The Program of Requirements was not prepared by a sports specialist but by a separate space

programming firm. The Program as prepared was at times not congruent with the necessary building design being developed.

- The loss of the sports architect on the design team early in the project resulted in significant design errors, omissions and issues, including:

  o Fieldhouse size miscalculation
  o Performing Gym wood floor design
  o Bleachers had to be custom designed to allow space for game layout
  o Hydrotherapy tubs required maintenance room below grade resulting in a confined space maintenance requirement
  o Glazed guardrail around Performance Gym concourse was inadequately detailed

- Multiple changes in design architects resulted in loss of continuity and project context. The Victoria office of Cannon Design closed when the project proceeded into construction:

  o Project Manager and User Team workloads increased substantially as they were addressing gaps in design, errors and omissions
  o Universal accessibility was compromised, e.g., VIP lounge does not have adequate viewing
  o Lack of natural lighting to interior ATRS offices
  o Consultation process with Saanich midway through the design phase resulted in delays, additional costs and less than optimal parkade structure
  o Certain features, e.g., the climbing wall and sound system, were excluded from the design
  o Ease of maintenance of building was not carefully considered

- Impacts from changes in funding and design, including:

  o Addition of parkade building to the project squeezed the footprint of the CARSA Building and forced it closer to the playfields
  o Removal of the universal accessible ramps in the building compromised convenient disabled access
  o Wayfinding in the building is not simple and easy

- Silos and lack of transparency, including:

  o Lack of mechanical system understanding and impact on operations
  o Projects that rely on fundraising require a more comprehensive consultation process
  o Lack of transparency on how the project budget was spent
  o Systems and Network Services need to be integrated early in the planning stages

- Campus Security felt that it did not have an appropriate opportunity to participate in the design of the parkade

Facilities Management Recommendations | Lessons Learned:

The Project team identified a number of matters which worked well and should be repeated and/or suggested improvements to better assist implementation of future Projects.

- Unfortunately, on this project, the Design Team did not meet the university's requirements on assurances of expert staff being available to service the Project. Selection and appointment process of the Architect and consultant team must provide better assurances on the availability of required expert personnel to satisfactorily service the project
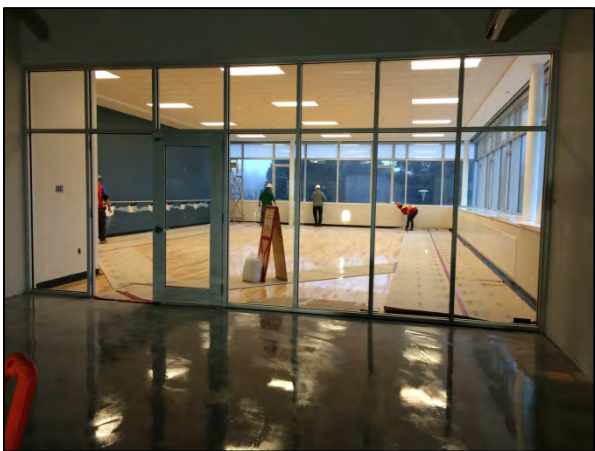
throughout its life. The Consultant team must be continuously assessed for compliance with requirements of the RFP for Design Services, and to ensure that these services are being provided in a timely and satisfactory manner. Any concerns regarding these services must be promptly escalated to FMGT Management and appropriate action taken to mitigate and resolve them.
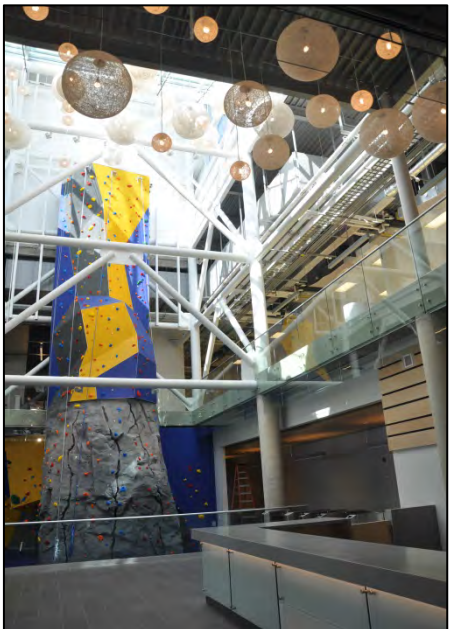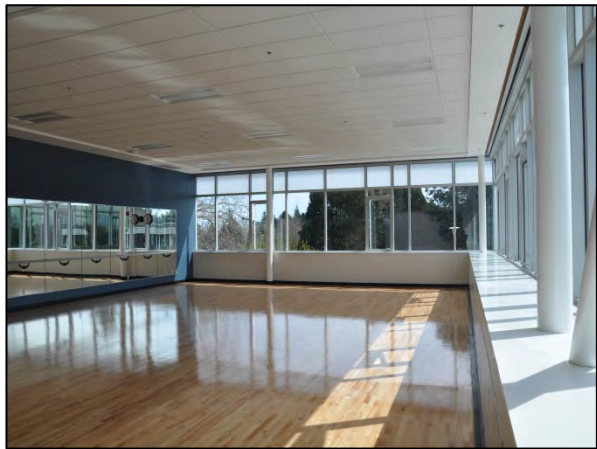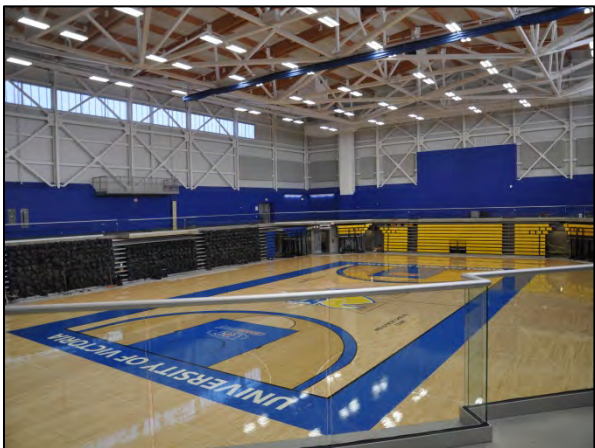
- The development of the Program of Requirements for this Project was prepared by a non-Sports consultant. Development of the Program of Requirements should be under the responsibility of the Architect, and completed by appropriate specialists. Such requirement should be clearly stated in the RFP for Design Services. The sign off of the completed Program by the User Team must be based on a clear understanding of the Program, as developed and acceptance of same.

- There was inadequate early consultation with the municipal authority in advance of submitting the design for permit approvals. The Architect must ensure adequate and timely pre-consultation with the municipal authority. There should be advance and ongoing dialogue between the Architect's office and the local Authority having Jurisdiction, with regards to the approved Schematic Design presented to them for their information, understanding and informal comments. This preview of the design could mitigate later concerns on approval by the Authority. It would also be useful to hold public open houses and information sessions, where neighbours and interested persons may view proposed designs and offer comments. Such steps could mitigate public concerns about the project design, and assist in obtaining municipal approvals in a timely manner.

- At appropriate milestone opportunities, the Architect could have presented the developed design solutions to the User Team. The design should be presented and explained to the Users at specific milestones so that it is clearly understood, and demonstrated that it meets their operational and other needs. Several presentations may be necessary, at the end of the Schematic Design phase, Design Development phase and as the final details of the projects are assembled, so that access, wayfinding, security, millwork details, audio visual services and other related matters are clearly understood and accepted by the User Team. Where relevant, the quality of materials, finishes, equipment, lighting, etc., intended to be incorporated into the Project must be clear to the Users.
- Similarly, the design should be presented in a timely manner to Facilities Management (and Shops) so that the concept of the design, proposed equipment and associated placement is understood, future maintenance issues addressed and feedback/approval obtained.

- The inclusions/exclusions in the project budget for items relevant to the User should be explained to the User Team as early as practicable. These items include the costs for the following:

  o Telephone systems
  o Audio visual and sound systems, incl. monitors and projectors
  o Quality of fittings include (e.g. lockers, score boards, etc.)
  o New furniture costs
  o Move costs
  o Wall graphics, special branding and donor signage
  o Cash allowances for User related purchases, etc.

Attachment:

Photos of CARSA project

BEFORE, DURING AND AFTER SITE PHOTOS:

University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

To: **FINANCE COMMITTEE**

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

cc: **President and Vice-Chancellor**

Meeting Date: **January 31, 2017**

Subject: **University of Victoria Staff Pension Plan Investment Performance Report for the Period Ended September 30, 2016**

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 (previously called 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; and Macquarie Infrastructure. A second infrastructure manager, JP Morgan Asset Management, was engaged in the fall of 2016, with an anticipated call for funds in early 2017. The investment committee added a second infrastructure manager in order to be able to fully meet the approved asset allocation to infrastructure. The fund with only the current manager would never reach the full 10% allocation given capital returns and the time to get fully invested in new projects. The JP Morgan fund has existing assets.

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, 2016. The total fund gained 9.4% for the one year period ended September 30, 2016, exceeding its benchmark of 8.1% and also exceeded its benchmark on a 4 year and 10 year basis.

Over the longer term, holding less Canadian Equities in the fund in favour of Global Equities and an allocation to Real Estate and Infrastructure, has driven the level of absolute performance in the fund. While further increasing the size of the Global Equity allocation at the expense of bonds or infrastructure would have increased the absolute return over 5 years, it is notable that the Real Estate and Infrastructure allocations have acted to reduce volatility. As a result, the Staff Plan's [1]risk-adjusted return compares favourably with the broader universe.

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, 2016.*

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[1] Risk adjusted return is a concept that refines an investment's return by measuring how much risk is involved in producing that return, which is generally expressed as a number or rating.

Appendix A - University of Victoria Staff Pension Plan Performance
as of September 30, 2016

| | Market Value (000's) | Asset allocation | | | Fund performance | | | |
		% of portfolio	Policy % bench-mark	% allow-able range	YTD	1 Yr	4 Yrs	10 Yrs
	($)	(%)			(%)	(%)	(%)	(%)
Total Fund	255,236	100.0	100.0		5.4	9.4	9.7	6.6
Total Fund Benchmark					5.1	8.1	8.4	6.1
CPI + 3.5% p.a.					4.5	4.9	4.9	5.2
Canadian Equity	32,990	12.9	13.0	8 - 18	18.8	17.0	7.2	4.1
S&P/TSX Composite					15.8	14.2	7.8	5.3
Foreign Equity	76,845	30.1	27.0	22 - 32	-1.1	8.7	18.6	6.9
MSCI World Ex Canada Net					-.06	9.1	17.9	6.3
Canadian Fixed Income	100,633	39.4	40	30 - 50	6.4	7.4	4.9	6.0
FTSE TMX Universe Bond					5.3	6.3	4.1	5.2
Real Estate	23,158	9.1	10.0	0 - 15	3.9	5.5	7.1	n/a
CPI + 4.0% p.a.					4.9	5.4	5.4	
Infrastructure	21,610	8.5	10.0	0 – 15	8.0	18.9	11.4	n/a
CPI + 5.0% p.a.					5.6	6.4	6.4	

NOTES:
- All returns shown are gross of fees, except infrastructure, which is net of fees.
- Current Total Fund Benchmark: 13% 'S&P/TSX Composite Index + 27% 'MCSI World Ex Canada Net' + 40% 'FTSE TMX Universe Bond' + 10% 'CPI + 4%' + 10% 'CPI + 5%'

Source: 2016 Willis Towers Watson University of Victoria Staff Pension Plan - Performance Monitoring Report for Periods Ending September 30, 2016

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

To: FINANCE COMMITTEE

From: Vice-President Finance and Operations

cc: President and Vice-Chancellor

Meeting Date: January 31, 2017

Subject: University of Victoria Staff Pension Plan Policy on Delegated Signing
                   Authorities

Basis for Jurisdiction: Section F.5(a) of the Staff Pension Plan Governance Policy grants
the Governance Committee the power to adopt and maintain the Policy on Delegated Signing
Authorities, subject to the approval of the Board of Governors.

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 is critical.

Previous Consultation:
University of Victoria Staff Pension Plan Governance Committee

Recommendation:
THAT the Finance Committee recommend to the Board of Governors that the Board of Governors approve the attached University of Victoria Staff Pension Plan Policy on Delegated Signing Authorities effective January 30, 2017.

Background:

The original version of the Staff Plan Policy on Delegated Signing Authorities was approved by the Board of Governors at its March 27, 2012 meeting. *The Categories of Authority Section C*, added in this revised version, closely reflects the 'Category Guide' contained in the "Certificate of Authorized Signatories" required by the Trustee/Custodian, which was previously appended to the original policy. This revision neutralizes the language to allow the policy to survive a change in Trustee/Custodian; however, both the signatories (by virtue of position) and the levels of authority assigned to the signatories, remain unchanged from the original policy. While there have been no substantive changes in the policy, the format of the policy has been significantly altered in order to be consistent with other policies developed recently. As such, a track changes version has not been provided.

Attachment: University of Victoria Staff Pension Plan Policy on Delegated Signing Authorities.

Planned Further Action:

- Implementation of policy

University of Victoria Staff Pension Plan

POLICY ON DELEGATED SIGNING AUTHORITIES

Governance Committee
and
Investment & Administration Committee

Effective Date: 2012 March 27
Amended Date: 2017 January 30

A. INTRODUCTION

The University of Victoria Staff Pension Plan Governance Policy grants the Governance Committee the power to adopt and maintain the Policy on Delegated Signing Authorities, subject to the approval of the Board of Governors.

B. SIGNING OFFICERS

1. The Staff Pension Plan shall have six authorized signing officers named as follows
   - (a) The Vice-President, Finance and Operations
   - (b) The Associate Vice-President, Financial Planning and Operations
   - (c) The Director of Pensions
   - (d) The Manager, Pension Administration
   - (e) The Associate Vice-President, Human Resources
   - (f) The Treasurer

2. The Manager, Pension Administration, shall provide the authorized signing officers with supporting documentation with respect to anywhere a signature is required.

3. The Manager, Pension Administration, with support from Pension Services staff, is responsible for preparing payment requisitions and the supporting documentation. In these circumstances it is recognized that it is impractical, and sometimes impossible, for signatories other than the Manager, Pension Administration to verify in full detail the supporting documentation, or in many cases the exact dollar amount of a payment. The responsibility of other signatories is to ensure 1) that full and complete documentation exists; 2) that the requisition is made out to the correct payee, and 3) that the dollar amount of the payment is consistent with expected payments in similar circumstances, for example in the case of a pension payout, that the amount is similar to that paid to other members with similar career paths

C. CATEGORIES OF AUTHORITY

1. The signing officer(s) identified as:

    (a) (a)-(d) in clause **B.1** are authorized to direct the following:

    i. To sign legal documentation to bind the Pension Plan/Plan Sponsor (Note: this authorization may be given Only to direct employees of the Pension Plan/Plan Sponsor).

    ii. To direct the Trustee/Custodian to settle security transactions and make disposition of Fund assets for settlement purposes and to advise the Trustee/Custodian of Pension Plan/Plan Sponsor action decisions relating to investments, including directions for proxy voting.

    iii. To direct the Trustee/Custodian to pay fees, expenses, costs and charges from the Fund (including, but not limited to, payments to consultants, lawyers, investment managers, the Trustee/Custodian (as Trustee, custodian or in any other capacity acting for the Fund, to any other custodian, out-of-pocket expenses).

    iv. To provide notification to the Trustee/Custodian of the appointment of Investment Managers and other agents; to provide notification of the termination of an Investment Manager and direction as to any changes in the management of Fund assets.

    v. To provide directions to the Trustee/Custodian with respect to account opening, account maintenance, or account termination.

    vi. To direct the Trustee/Custodian to carry out non-financial transactions including such matters as changes to statement frequencies and reporting periods, and changes to access rights or account maintenance in one of the Trustee/Custodian secured access channels.

    vii. To direct the Trustee/Custodian to enter into and settle foreign exchange transactions.

    viii. To direct the Trustee/Custodian to make payment of benefits out of the Fund.

    ix. To provide such information with respect to contributions to be remitted to the Fund including information as to timing and amount of such contributions as the Pension Plan/Plan Sponsor may be required by applicable legislation to provide to the Trustee/Custodian.

    (b) (e) and (f) in clause **B.1** are authorized to direct ii, iii, iv, vii and viii under clause C.1

2. All of the categories in this Section C require two signatories, except for ix, which requires one signatory. For payments in the amount of $150,000 or greater, only one signatory may be an employee of Pension Services (i.e, the Director of Pensions, or the Manager, Pension Administration).

D. APPROVAL OF POLICY

I hereby certify that this Policy was approved and adopted by the Governance Committee on the _____ day of _____, 2016.

Per: _____

Kane Kilbey

Chair of the Staff Pension Plan Governance Committee

BACKGROUND FOR AMENDMENTS

- January 30, 2017

  The Categories of Authority (Section C) was added in the version amended on January 30, 2017, to closely reflect the 'Category Guide' contained in the *"Certificate of Authorized Signatories"* required by the Trustee/Custodian, which was previously appended to the original policy; the amendment allows the policy to survive a change in Trustee/Custodian.

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

To: **FINANCE COMMITTEE**

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

cc: **President and Vice-Chancellor**

Meeting Date: **January 31, 2017**

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 following 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 to ensure relevance. The following changes A and C are housekeeping to better reflect the 4% expected return and section C has been updated to provide clarity that asset mix also considers volatility.

Section 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 ~~three and one-half percentage~~ four percentage points in excess of the Canadian Consumer Price Index. This 4.0% real return objective….]

B - Combined Fund Primary Objective and Asset Mix Guidelines
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"

Section IV – MONITORING AND CONTROL
C – Performance Measurement

Combined Fund Benchmark
The primary objective for the Fund is to earn CPI + 4.0% ~~a rate of return that exceeds the rate of return earned on a benchmark portfolio~~. 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:
[….]

The following changes have been requested by the investment manager and accepted by the committee:

Section II – ASSET MIX AND DIVERSIFICATION POLICY
G - Other Investments
- […..]
- ~~exchange-traded equity index futures contracts provided such contracts are not used for speculative purposes or on a leveraged basis~~
- 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;
  o such instruments are not used for speculative purposes or on a leveraged basis; and
  o 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."

Note:
The Investment Manager notified the Investments & Administration Committee of their intention to expand its use of derivative in the public equity pooled funds and the Committee agreed to make the necessary amendments to the SIP&G in order to avoid an administratively burdensome situation where notification and written permission is required for each instance.

Section II – ASSET MIX AND DIVERSIFICATION POLICY
H – Minimum Quality Requirements
The leverage on overall real estate holdings is not to exceed ~~30%~~ 35% of the value of the overall real estate portfolio

Note:
The Investment Manager provided the Investments & Administration Committee with a revised real estate product description which indicates that debt to market value is limited to 35% effective January 1, 2016, as compared to 30% maximum leverage allowed in the SIP&G. After confirming the adequacy of this ratio, the Committee agreed to make the necessary revisions to the SIP&G.

Section IV – MONITORING AND CONTROL
C – Performance Measurement

Active Manager Benchmarks
Foreign equities = MSCI World ex-Canada Net Index (Cdn. $) + ~~0.75%~~ 1.0% net of fees

Note:
The adjustment to the performance benchmark for the fund's foreign equities reflects the Investment and Administration Committee's instruction to bcIMC to invest 100% in active funds (the previous benchmark added +75 bps was more appropriate for an approximate 50/50 split between active and indexed funds.)

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 26, 2016~~ <u>January 31, 2017</u>

Approved by the Board of Governors

_____
Chair

_____
Vice President Finance and Operations

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    Compliance Reports
    Legislative Constraint

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, 1.3% for 1990 and 1991, 1.5% for 1992 through 1999 and 1.7% thereafter, and 2.0% of the five-year final average earnings above the final average YMPE. Retirement benefits are indexed to CPI up to a maximum of 3.0% per annum.

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 ~~three and one-half percentage~~ 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. 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.

COMBINED FUND BENCHMARK AND ASSET COMPONENT RANGES			
	Minimum %	Benchmark* %	Maximum %
Equities			
Canadian equities	8	13	18
Foreign equities	22	27	32
Total Equities	30	40	50
Fixed Income			
Bonds	30	40	50
Mortgages	0	0	5
Short term investments	0	0	15
Alternatives			
Infrastructure/private equity	0	10	15
Real estate	0	10	15
TOTAL FUND		100	

The Fund will aim to manage the volatility of the assets relative to the liabilities to mitigate the risk of underfunding. The Fund will consider both the return and volatility objectives when setting the asset mix"

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).

MANAGER REBALANCING GUIDELINES (% of Market Value) – excluding Infrastructure assets			
Manager	**Minimum %**	**Target %**	**Maximum %**
Fixed Income Manager	40.0	45.0	55.0
*Canadian Equity Manager(s)	9.0	14.0	19.0
Foreign Equity Manager	25.0	30.0	35.0
Real Estate Manager	0.0	11.0	17.0

*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 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.

FIXED INCOME MANAGER			
	Minimum %	Benchmark* %	Maximum %
Bonds	85.0	100.0	100.0
Mortgages	0	0	10
Short term investments	0	0	15
TOTAL		100	

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

* Effective November 2008

CANADIAN EQUITY MANAGERS			
	Minimum %	Benchmark* %	Maximum %
Canadian equities	90.0	100.0	100.0
Short term investments	0	0.0	10.0
TOTAL		100.0	

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

FOREIGN EQUITY MANAGER			
	Minimum %	Benchmark* %	Maximum %
Foreign equities	90	100	100
Short term investments	0	0	10
TOTAL		100	

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

* Effective 1 July 2005

REAL ESTATE MANAGER			
	Minimum %	Benchmark* %	Maximum %
Canadian real estate	90	100	100
Short term investments	0	0	10
TOTAL		100	
Investments in pooled funds are deemed to be fully invested in that pooled fund's asset class even though the pooled fund may have cash reserves. * Effective 1 October 2007			

E – Foreign Currency Hedging

The Fixed Income Manager, the 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 contracts provided such contracts are not used for speculative purposes or on a leveraged basis~~
- 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" 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 ~~30%~~ 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 or 15% of the related equity portfolio for that 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% ~~a rate of return that exceeds the rate of return earned on a benchmark portfolio~~. The combination of market indices forming the benchmark has been set to achieve an expected return of CPI + 4.0% at the date the asset mix was implemented. The benchmark consists of the following market index total returns weighted as indicated:

COMBINED FUND BENCHMARK*	
S&P/TSX Composite Index	13
MSCI World ex-Canada Net Index (Cdn. $)	27
FTSE TMX Canada Universe Bond Index	40
CPI plus 4% per annum	10
CPI plus 5% per annum	10%[1]
	100%

- 30 November 2010

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[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:

FIXED INCOME MANAGER BENCHMARK*	
FTSE TMX Canada Universe Bond Index	100%

- effective 1 December 2008

CANADIAN EQUITY MANAGERS BENCHMARK*	
S&P/TSX Composite Index	100%

* effective 1 December 2008

FOREIGN EQUITY MANAGER BENCHMARK*	
MSCI World ex-Canada Net Index (Cdn. $)	100%

* effective 1 October 2007

REAL ESTATE MANAGER BENCHMARK*	
CPI plus 4% per annum	100%

- effective November 30, 2010

INFRASTRUCTURE MANAGER BENCHMARK*	
CPI plus 5% per annum	100%

* effective 1 April 2008

The benchmark performance objectives for the active Managers are tailored to the specific mandate established for each Manager. Accordingly, the asset class performance objectives may change over time. Currently, the objectives are as follows:

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. $) + 0.75% 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

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[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 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.

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

		GUIDELINES	POLICY COMPLIED WITH YES/NO*
		%	
ASSET MIX (at Market Value)			
BONDS		85 - 100	
MORTGAGES		0 –10	
SHORT TERM & CASH		0 – 15	
CONSTRAINTS			
EQUITIES	- Publicly traded on recognized securities market		
	- Diversification	Max 15% of the market value of an equity portfolio in any single holding	
	- Concentration	Max 10% of the voting or public float stock of any corporation	
		Max 10% of the market value of a pooled fund	
BONDS	- Quality	Min "BBB"	
		"B" to "BB" permissible as part of diversified pool	
	- Quantity	Except for federal or provincial bonds, max 10% in one issuer.	
		Except for federal or provincial, max 10% of a bond issue	
		Max 15% of bond portfolio market value in bonds rated "BBB"	
		Max 5% in high yield bonds	
	- Foreign Pay	Max 15% of market value of bond portfolio	
MORTGAGES	- Yield	Net yield should exceed Government of Canada bonds of a similar term by 1%	
SHORT TERM INVESTMENTS	- Minimum Quality	"R-1" rating	
DERIVATIVES		Limited to currency futures, currency futures and forward currency exchange contracts for defensive purposes	
OTHER INVESTMENTS	- Prior Approval Required		
OTHER	- Statutory Requirements	Must meet requirements for eligible investments outlined in the Pension Benefits Standards Act (BC).	
		Must meet requirements for eligible investments outlined in the Income Tax Act (Canada).	
CONFLICTS OF INTEREST	- Disclosure	Conflicts of interest (if any) disclosed to the Committee Chair	

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

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

_____   _____

Signature and Title   Company Name

UNIVERSITY OF VICTORIA STAFF PENSION PLAN
CANADIAN EQUITY FUND MANAGEMENT
COMPLIANCE REPORT FOR THE PERIOD FROM _____ TO _____
(date)   (date)

		GUIDELINES %	POLICY COMPLIED WITH YES/NO*
ASSET MIX (at Market Value)			
EQUITIES		90 – 100	
SHORT TERM & CASH		0 – 10	
CONSTRAINTS			
EQUITIES	- Publicly traded on recognized securities market		
	- Diversification	Max 15% of the market value of an equity portfolio in any single holding	
	- Concentration	Max 10% of the voting or public float stock of any corporation	
		Max 10% of the market value of a pooled fund	
SHORT TERM INVESTMENTS	- Minimum Quality	"R-1" rating	
DERIVATIVES		Limited to equity index options	
OTHER INVESTMENTS	- Prior Approval Required		
OTHER	- Statutory Requirements	Must meet requirements for eligible investments outlined in the Pension Benefits Standards Act (BC).	
		Must meet requirements for eligible investments outlined in the Income Tax Act (Canada).	
CONFLICTS OF INTEREST	- Disclosure	Conflicts of interest (if any) disclosed to the Committee Chair	

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

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

_____   _____

Signature and Title   Company Name

UNIVERSITY OF VICTORIA STAFF PENSION PLAN
SPECIALTY FOREIGN EQUITY MANAGEMENT
COMPLIANCE REPORT FOR THE PERIOD FROM _____ TO _____

(date)   (date)

	GUIDELINES			POLICY COMPLIED WITH YES/NO*
	%			
ASSET MIX (at Market Value)				
FOREIGN EQUITIES		90 - 100		
SHORT TERM & CASH		0 – 10		
CONSTRAINTS				
EQUITIES	- Publicly traded on recognized securities market			
	- Diversification	Max 10% of the market value of the equity portfolio in any single holding		
	- Concentration	Max 10% of the voting or public float stock of any corporation		
		Max 10% of the market value of a pooled fund		
SHORT TERM INVESTMENTS	- Minimum Quality	"R-1" rating		

DERIVATIVES		~~Limited to equity index futures, c~~ Currency futures and forward currency exchange contracts 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."		

OTHER INVESTMENTS	- Prior Approval Required			
OTHER	- Statutory Requirements	Must meet requirements for eligible investments outlined in the Pension Benefits Standards Act (BC).		
		Must meet requirements for eligible investments outlined in the Income Tax Act (Canada).		
CONFLICTS OF INTEREST	- Disclosure	Conflicts of interest (if any) disclosed to the Committee Chair		

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

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

_____   _____

Signature and Title   Company Name

UNIVERSITY OF VICTORIA STAFF PENSION PLAN
SPECIALTY FOREIGN EQUITY MANAGEMENT
COMPLIANCE REPORT FOR THE PERIOD FROM _____ TO _____
(date)   **(date)**

UNIVERSITY OF VICTORIA STAFF PENSION PLAN
REAL ESTATE MANAGEMENT
COMPLIANCE REPORT FOR THE PERIOD FROM _____ TO _____

		GUIDELINES	POLICY COMPLIED WITH YES/NO*
		%	
ASSET MIX (at Market Value)			
REAL ESTATE		95 – 100	
SHORT TERM & CASH		0 – 5	
CONSTRAINTS			
REAL ESTATE		- Canadian real estate partial or full ownership - Canadian real estate-related securities	
	- Leverage	Max 30% of the market value of the real estate portfolio	
SHORT TERM INVESTMENTS	- Minimum Quality	"R-1" rating	
DERIVATIVES		Not permitted	
OTHER INVESTMENTS	- Prior Approval Required		
OTHER	- Statutory Requirements	Must meet requirements for eligible investments outlined in the Pension Benefits Standards Act (BC).	
		Must meet requirements for eligible investments outlined in the Income Tax Act (Canada).	
CONFLICTS OF INTEREST	- Disclosure	Conflicts of interest (if any) disclosed to the Committee Chair	

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

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

_____   _____

Signature and Title   Company Name

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 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.

**University
of Victoria**

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

January 12, 2017

To: Operations and Facilities Committee

From: Dr. Nancy Wright, Associate Vice-President Academic Planning (Interim
                            Vice-President Academic and Provost)

cc: President and Vice-Chancellor

Meeting Date: January 30, 2017

Subject: Indigenous Plan 2017-2022

Basis for Jurisdiction: Strategic Plan, Objective 3 and 20 i)

Strategic Relevance: The University of Victoria's Strategic Plan commits to building and
strengthening respectful relations with First Nations communities locally, provincially and nationally
(Objectives 20 i)). The Indigenous Plan provides a framework for creating an extraordinary and
dynamic learning environment for students (Objective 3) to support and encourage intercultural
understanding. The Indigenous Plan furthers UVic's longstanding commitment to enhance
educational opportunities for Indigenous students, and to develop new initiatives and programs of
education, research, outreach and engagement with Indigenous communities.

Previous Consultation: See Appendix D, which is attached to the Indigenous Plan.

Background: The Indigenous Plan is presented for information to the Board of Governors.
The President approved the Indigenous Plan on January 6, 2017.

The Indigenous Plan outlines on page 35 the communications and consultations process that commenced in November 2015 and continued into the fall semester of 2016. The planning and development of the Indigenous Plan to date has involved twenty-three consultations, including six meetings with Indigenous community representatives, with one meeting involving representatives from four different Indigenous community organizations, and one public event, the CUVIC conference on 28 to 29 April 2016. Access to a draft of the Indigenous Plan has been available on the university website to members of the campus and regional Indigenous communities since March 2016. Feedback from Indigenous community leadership, particularly the Elders' Voices to whom the draft Indigenous Plan was presented on September 22, 2016, encouraged the university to proceed with the Indigenous Plan.

The initial intention of our then AVP Academic Planning, Dr. Katy Mateer, was to create an "Indigenous Academic Plan" that focused only on matters concerning the curriculum and related academic issues. Consultation with faculty and staff encouraged Dr. Mateer and those working with her to address academic issues within a more holistic context that related academic matters to students, faculty and staff, education, governance and research. The Indigenous Plan represents these as five (5) subtopics or "strands" that will guide implementation of new and enhanced initiatives that respond to the recommendations of report of the Truth and Reconciliation Commission (2016).

Summary: The Indigenous Plan is a living document, one that reflects our collective thinking about how to improve and enhance Indigenous programming across campus. It will be a basis for ongoing conversations and consultations as new opportunities arise.

Planned Further Action: An Implementation Steering Group with Indigenous leadership will be convened to work with the Associate Vice-President Academic Planning following the presentation of the Indigenous Plan to the Board of Governors and Senate.

Attachment(s): Indigenous Plan 2017-2022

Indigenous Plan

2017 - 2022

University
of Victoria

Approved January 6, 2017

Table of Contents

Acknowledgement

We acknowledge and respect the Lkwungen-speaking peoples on whose traditional territory the university stands and the Songhees, Esquimalt and <u>W</u>SÁNEĆ peoples whose historical relationships with the land continue to this day.

Message from the President

As President of the University of Victoria, I am pleased and proud to introduce our first Indigenous Plan that reiterates our university's longstanding commitment to, and unique relationship with, the First Peoples of Canada. The different iterations of our university strategic plan have consistently affirmed our ongoing commitment to increasing educational access and success for Indigenous students. This Plan builds on these commitments and on all our earlier work and achievements.

We now draw further inspiration from the Truth and Reconciliation Commission's report published in 2015. We reaffirm our commitment to act on the recommendations to enhance educational opportunities for Indigenous students, and to further develop initiatives and programs of education, research, outreach and engagement with an Indigenous focus. We understand that the commitment to reconciliation also involves ensuring that UVic is a racismfree, inclusive environment that embraces the many diverse cultures present in the broader university community. Universities have a responsibility to ensure that students, faculty and staff are knowledgeable about the history of abuse and racism with respect to the Indigenous peoples of Canada, and the enduring and negative impacts of colonialism. Our university, like other institutions that are part of today's Canada, needs to consider how colonizing structures and relationships continue to impact Indigenous students. We will provide opportunities and venues to foster intercultural understanding and connection, and to be a catalyst for reconciliation through courageous conversations and actions.

We will continue to increase the number of Indigenous students enrolled in, and graduating from, all faculties and programs at UVic. Through our processes of academic planning and in our new Strategic Research Plan we have affirmed the goal of developing programs of education and research directly relevant to the First Peoples of Canada. In particular, the university is committed to providing its students with diverse academic learning environments, curricula and approaches to research within which Indigenous cultures, histories and knowledge are embedded. Our programs and initiatives are enriched by active partnerships among students, faculty and staff, and Indigenous community members and leaders.

UVic has long been known for its commitment to civic and community engagement. We are grateful for the support, friendship, collaboration and encouragement we receive from the First Peoples in our region and beyond, and acknowledge and respect the First Peoples on whose traditional territory our university resides. This Plan also traces pathways forward to enhance and grow these relationships into our shared future.

This first Indigenous Plan places Indigenous students, faculty, staff and their communities at its heart and will guide our work over the coming years. It reiterates how our university strives to integrate and honour Indigenous cultures, histories, beliefs and ways of knowing and being into our strategic planning, curriculum, teaching, research and operations. It sets out ambitious goals and assigns accountability for these goals. Good hearts, good minds and a spirit of authentic and genuine engagement were core to the approach used in developing this Plan. This will advance our shared belief that post-secondary education can make a difference in how we live together in this world.

Message from Dr. Robina Thomas, Director, Indigenous Academic and Community Engagement, and Ruth Young, Director, Office of Indigenous Affairs

We raise our hands and say huy tseep q'u/meegwetch (thank you) to everyone who has helped lay the foundation for this Plan and who has participated in consultations, reviews and discussions on the drafts of this document.

As the Directors and Co-chairs of the First Peoples House, we are pleased that the University has made this commitment to Indigenous students, staff, faculty and communities, and see this as an important step toward meaningful change. We are committed to the ongoing work of decolonizing and indigenizing the university both inside and outside the classroom, while recognizing the collective responsibility of the entire campus community in the ongoing process of breathing life into the values and visions shared in this Plan.

In this spirit, we reflect on the teachings of Songhees Elder, Dr. Skip Dick, and are reminded that by honouring the stories and histories of our ancestors, we honour the paths of those yet to come. It is our hope that this Plan will be a means by which members of the campus community can find their place and their role in the work to be done.

It has been an honour to engage with so many people in the process of developing this Plan, and we look forward to collaborating with you on the hard work to come.

Robina Thomas
Director, Indigenous Academic and Community Engagement

Ruth Young
Director, Office of Indigenous Affairs

Introduction to the Plan

As this is the University of Victoria's first Indigenous Plan, it is important to begin with an acknowledgement of the role that educational institutions, including post-secondary institutions, have played in the perpetuation of colonial systems, both historically and in contemporary times. One hundred and fifty thousand Indigenous children were sent to residential schools in Canada and many others attended Indian day schools. Between 1876 and 1985, Status Indians in Canada automatically lost their federal recognition upon earning a university degree or becoming a professional, such as a doctor or lawyer. The intergenerational impacts of these decisions remain the legacy of many Indigenous students who seek higher education today. The University makes a commitment to reconciliation that involves recognizing how colonizing structures and relationships impact Indigenous students.

The University of Victoria's Indigenous Plan builds upon initiatives and programs of education, research, outreach and engagement with an Indigenous focus. The university has had a longstanding commitment to Indigenous education through programs in different areas, such as Indigenous Governance, Aboriginal Health Leadership, Social Work, Child and Youth Care, Education and Law. An interdisciplinary minor in Indigenous Studies and programs in Indigenous Language Revitalization and Indigenous Fine Arts as well as courses across many academic units address Indigenous history, culture and language. Additionally, the university has made efforts to increase Indigenous student recruitment and retention through student support programs, including the LE,NONET program, which provides bursaries, mentoring, emergency travel funding, and community-based internships.

> LE,NONET (pronounced "le-nong-it") is a SENĆOŦEN word that literally means "paddling a canoe in a storm and making it through to the other side". In a more figurative sense, LE,NONET can also be taken to mean "success after enduring many hardships." We acknowledge with gratitude and respect the late Earl Claxton Sr. (YELḰÁTŦE), SENĆOŦEN Knowledge Keeper of the Tsawout First Nation, and Elder John Elliott (STOLȻEŁ) of the Tsartlip First Nation, for sharing this information.

The University of Victoria makes a commitment to education that redresses the historical and continued barriers that Indigenous peoples have faced in accessing and participating in postsecondary education. The University of Victoria's Strategic Plan commits to building and strengthening respectful relationships with First Nations communities locally, provincially, nationally and around the world in order to recruit and retain Indigenous students. We recognize that Indigenous students bring diverse perspectives to UVic, from across Canada and around the world to create a rich educational environment that benefits all who experience it. This Plan is built around an expectation that Indigenous and non-Indigenous faculty, staff and students will work together to realize its goals.

This Indigenous Plan provides a framework for achieving these goals. It respects the values of both the university and local Indigenous communities. This Plan aims to make the university a better place, not only for Indigenous people but also for all people – students, faculty and staff alike. We have a shared responsibility for living the Plan's values. Acknowledging and addressing colonization are important means to support our goal of reconciliation between Indigenous and non-Indigenous peoples. Further, this Plan aims to create a nurturing and collaborative environment that values intercultural understanding, which enables us to work across difference.

This Indigenous Plan should be considered a living document, one that reflects our best thinking about what is needed to improve and enhance Indigenous programming across campus. It will be a basis for ongoing conversations and consultation about changing circumstances and new opportunities; its core components – its principles and values –will provide a foundation upon which to develop.

The university's Strategic Plan focuses on four key areas: People, Quality, Community and Resources. Goals in these areas include "recruiting and retaining a diverse group of exceptionally talented students, faculty and staff and supporting them in ways that allow them to achieve their highest potential" and "offering high quality programs of teaching, research and support." They also include "establishing UVic as a recognized cornerstone of the community, committed to the sustainable social, cultural and economic development of the region and the nation." Additionally, the Strategic Plan identifies a need to "generate resources from both public and private sources to allow us to achieve our objectives and steward our resources in a sustainable fashion." These four key areas – People, Quality, Community and Resources – and their associated goals are foundations that animate the Indigenous Plan. Further, the Indigenous Plan reflects the university's commitment to create dynamic learning that deeply engages students in experiential learning, offers programs of teaching and research that have a vital impact and builds an extraordinary environment that promotes mutual respect, understanding and commitment.

Dynamic Learning: Students have the opportunity to learn about Indigenous history, culture, knowledge, language and governance through hands-on, relevant learning experiences, research opportunities, and local, provincial, national and international engagement with Indigenous communities. Faculty, staff and Indigenous community members will play a critical role in indigenizing and decolonizing learning opportunities available to students.

Vital Impact: Students and faculty, through their teaching, research and community engagement, have an impact on issues that matter to Indigenous peoples and their communities and to the physical, social and political environments in which they live. A commitment to social justice, self-governance, social and environmental sustainability, health and wellness, and strong economies for Indigenous peoples and communities are at the core of our commitment to supporting and facilitating meaningful change.

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. Elders and other members of Indigenous communities work together with students, staff and faculty to promote mutual respect, understanding and commitment.

Why cedar?

Cedar is sacred to many Indigenous peoples, particularly Coastal Nations. An important aspect of working with cedar is working together and knowing that at all stages you must work with a good mind and a good heart, always remembering your teachings, your birthright and your ancestors. Weaving cedar is always a purposeful activity; the pulling together of cedar strands to weave a headband, a basket, a cape, a rope, or a hat requires weaving together many strands to create a stronger, more durable and lasting tool that will serve the community. In the same

way that several strands of cedar are woven together to make a headband, a number of different strands have been woven together in this Plan to create a tool for the UVic community.

We encourage you to think about the metaphor of weaving and the multi-faceted nature of this work as you read and consider this Indigenous Plan. How do you imagine your final creation? How does thinking in this way enable you to work in a good way and with a good heart?

Weaving an Indigenous Plan

In preparing this Plan, we were guided by First Peoples' work with cedar since time immemorial. We want to keep at the forefront of the creation and implementation of this Plan, the historical and contemporary protocols and values of the local Indigenous peoples with whom we work,

including collaborative, shared work done with a good heart. In so doing, we aim to ensure this Plan honours the teachings and land of the Coast Salish peoples. We also acknowledge that this Plan touches many Indigenous peoples from what is now known as Canada, including First Nation, Inuit, Métis, and urban Indigenous peoples, as well as Indigenous peoples from around the globe who are connected with UVic.

Creating the Plan: Weaving Together Foundational Teachings and Plan Components with Elders, Knowledge Keepers and Community

In this Plan, we have chosen to highlight four foundational values or teachings that are common among the Coast Salish peoples. Many people, Indigenous and non-Indigenous, may also share similar teachings and values. These foundational values provide a framework to guide our work. As important as these values are the Elders, knowledge keepers and community members whose wisdom continually guides us in all our work.

Lkwungen typeface -- Remember our ancestors/birthright
Lkwungen typeface -- Work Together
Lkwungen typeface -- Bring in your good feelings
Lkwungen typeface – Be prepared for all work to come

Combined, these teachings ensure the work that we do creating and implementing this Plan is intentional, purposeful and done with a good mind and heart. These values are not only *what* we will do, but also *how* we will move forward with this Plan.

In this Plan, each teaching is woven together, along with five strands of activity and purpose (students, faculty and staff, research, education, and governance), to create goals and priorities for action. Doing so reinforces the work we will do in the months and years to come.

Lkwungen typeface **-- Remember our ancestors/birthright**

Coast Salish peoples have always used the lands, sea, creeks and rivers that make up what is now called Victoria and the southern end of Vancouver Island, to live, learn, meet, trade and prosper. They are stewards of this land where we gather to learn and share knowledge. This teaching reminds us to respect the ancestors by understanding the history of Indigenous peoples in Canada. Our Elder Dr. Skip Dick reminds us that it is important always to respect and

honour the territory where we are. It is equally important for everyone to remember and honour their own cultures, histories and teachings.

Lkwungen typeface **-- Work Together**

We are stronger when we work together. While individual strands of cedar are strong on their own, they are stronger when braided together. For this Indigenous Plan to succeed, we will need to work together.

Lkwungen typeface **-- Bring in your good feelings**

The work of creating this Plan has followed this teaching. Through a process of meaningful engagement, faculty, staff, students and members of local Indigenous communities worked together with a good mind and spirit. Moving forward, UVic is committed to building and maintaining open, mutually respectful and productive relationships with Indigenous communities in order to engage in activities and conversations that lead to mutual understanding and a set of shared goals.

Lkwungen typeface **– Be prepared for all work to come**

Bringing the Plan to life will be challenging and will require the commitment, goodwill and engagement of the entire university community. It will also require the UVic community to prepare and plan ahead as we work towards the goals in this Plan.

Elders, Knowledge Keepers and Community

Elders are the caretakers of cultural wisdom. They are pivotal in protecting the Indigenous ways of knowing and being that have been passed down to them for generations from the ancestors. The cultural wisdom of Elders defines and informs the manner in which Indigenous people live in the modern world. Elders know it is their responsibility to share their guiding wisdom with students, staff, faculty and the broader community.

When we speak of community, we mean not only connecting and belonging but also being accountable and responsible. Maintaining strong links with community reinforces cultural values and beliefs. Indigenous communities use the term Knowledge Keepers to identify those people in a position to share cultural knowledge, skills and expertise.

Meaningful and respectful relationships with community are imperative to the design and implementation of this Plan. Because Elders, Knowledge Keepers and community are so integral to this Plan, they are placed here, in between the guiding principles and the five strands of the Plan, to recognize how they bind everything together.

The Five Cedar Strands

The Indigenous Plan has five cedar strands, with goals and actions associated with each one:

1. Students
2. Faculty and Staff
3. Education
4. Research
5. Governance

Strand 1 - Students

Students are at the core of the university's mission and goals. Objective 3 of the University of Victoria's Strategic Plan – *A Vision for the Future: Building on Excellence* – is "to continue to increase the number of Indigenous students graduating from Faculties across UVic, building on our commitment to and our unique relationship with the First Peoples of Canada." We want students to come to UVic and to succeed on whatever pathway they choose. We want students to engage meaningfully with and to respect the protocols and practices of local Indigenous peoples while strengthening and practising their own cultural ways of knowing and being.

Over the past ten years, there has been steady growth in the number of Indigenous students at UVic, from just over 600 students in 2004-05 to well over 1,200 students in 2014-15 of whom approximately 80% are undergraduate students and 20% graduate students. Combined, these students represented approximately 5% of the total student population at UVic in 2014-15.

Indigenous students are enrolled in every faculty at the University of Victoria, and are pursuing a wide range of academic programs at both the undergraduate and graduate level (see Appendix C). We want students to feel welcomed to our academic community and supported in their studies. Our goal is to have students be successful in their courses and in their academic programs of choice. We want them to achieve their goals and to achieve the university-wide learning outcomes established for undergraduate students. We also believe that introducing students to Indigenous history, including the impacts of colonization, Indigenous ways of knowing and being and Indigenous culture will enrich their educational experience. Doing so will provide students, faculty and staff an opportunity to develop the diverse knowledge, skills, attitudes and capacities necessary to live respectfully in an engaged and inclusive society.

We recognize the enduring effects of systemic racism, social policies and law on Indigenous people and communities. Many Indigenous people have felt the impact of these legacies, including former youth in care.   We are committed to ensuring our curricula do not perpetuate colonial and / or racist content or perspectives.

In order to pursue their education, many Indigenous students must leave their family and community. UVic aims to support Indigenous students making the transition to university. The Elders participating in Elders' Voices and as Elders-in-residence at UVic support Indigenous students through challenging times and help students reconnect with their own teachings and practices. Indigenous students are also supported by a variety of services offered through the Division of Student Affairs (Indigenous-focused orientation, advising, mentoring), Co-operative Education and Career Services (through a dedicated Indigenous Co-op and Career staff member), and through programs offered both within the First Peoples House (e.g., Campus Cousins) and Faculties (e.g., dedicated Indigenous student support in Education, Human and

Social Development, Law, and Social Sciences). A goal of this Plan is to assess and, when appropriate, extend these support programs and services.

Goals and Actions:

1) Increase recruitment, retention and success of Indigenous students across academic programs of study and programming that supports transition and pathways to university.

   a. Enhance of the role of Elders-in-Residence to build greater capacity for culturally appropriate teaching and learning
   b. Formalize Indigenous Knowledge Keeper programming to build greater capacity for culturally appropriate teaching and learning
   c. Support pre-university as well as other outreach programs for Indigenous youth (e.g., Science Venture, a summer preparation term)
   d. Further develop support and mentorship programs that connect current and future Indigenous students with other students, faculty or staff (e.g., Campus Cousins, Mini University)
   e. Advise and mentor Indigenous students across points of contact, including recruitment, outreach, admission and/or pre-admission in order to consistently build connections and relationships
   f. Increase the number of reserved seats, access programs, preferential selection, and other opportunities to increase Indigenous student enrolment across campus

2) Create a warm, welcoming and respectful learning environment and sense of place.

   a. Support development of a community that is accepting of diversity, and inclusive of Indigenous ways of knowing and being
   b. Provide opportunities for students to learn about the history of Indigenous peoples and the enduring impacts of colonization on individuals, families, and communities
   c. Further develop and enhance processes to deal with racism and discrimination at the university to support Indigenous students to safely address such concerns

3) Ensure stable institutional support for Indigenous student services.

   a. Continue to develop support for the LE,NOṈET program, and work towards sustainability for this programming through the enhancement of funding, bursaries and support for community internships
   b. Increase the number of student scholarships, fellowships and bursaries for Indigenous students
   c. Expand availability of supports to Indigenous students, whether they are studying on campus, online, or in community
   d. In keeping with the Council for the Advancement of Standards in Higher Education (CAS) set standards for the development and delivery of services to Indigenous students
   e. Map support services for Indigenous students across UVic to assess potential gaps or needs as a means of retaining Indigenous students

4) Provide opportunities to recognize Indigenous students' identity.

    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

    b. Increase the involvement and support of Elders and Knowledge Keepers in student programming

    c. Develop opportunities to bring international Indigenous perspectives into the curriculum and explore new international Indigenous education and research exchange opportunities

    d. Profile the success of Indigenous students on websites and in UVic publications

Strand 2: Faculty and Staff

Indigenous faculty and staff are essential to providing high-quality educational, research and community-engaged experiences. They are inspirational role models for future generations of students. Investing in resources that support and recognize their talent is necessary for UVic to realize the goals of both its 2012 Strategic Plan and this Indigenous Plan. At present the university employs approximately 90 Indigenous people, including approximately 25 faculty members, and many more in professional, instructional and support roles.

Indigenous faculty and staff play an important role in leading and supporting indigenization of the curriculum. They also provide advice based on their knowledge of, and respect for, cultural traditions and protocols. As such, their involvement is vital to support both this Plan and the university's response to the Truth and Reconciliation Commission's Calls for Action. Given UVic's location on southern Vancouver Island, there is value in fostering a complement of faculty and staff from local Coast Salish and other First Nations of the region.

It is also important to recognize that Indigenous students participate in academic programs and access services from units across campus. As a result, many non-Indigenous faculty members play an important role in the education, mentoring and support of Indigenous students.

Goals and Actions:

1) Increase the recruitment, retention and success of Indigenous staff.

    a. Support units and faculties to recruit and hire Indigenous staff, including members of Coast Salish and First Nations in our region, in accordance with the University of Victoria Employment Equity Plan 2015-2020

    b. Ensure when hiring personnel in each Faculty, department and school to ensure that policies and processes related to equity hiring are implemented, including the opportunity for Indigenous self-identification and, when appropriate, preferential and limited hiring

    c. Recognize Indigenous staff in their reviews and performance evaluations for their significant contributions to university activities and programming for Indigenous students

2) Provide professional development opportunities and recognition to non-Indigenous staff to foster understanding of Indigenous history and culture.

   a. Extend access to Indigenous Cultural Acumen Training (ICAT) as a resource for front-line staff so they become more aware of the history of Indigenous peoples in Canada, including colonial policies and practices
   b. Recognize staff in their reviews and performance evaluations for their significant contributions to university activities and programming for Indigenous students

3) Increase the recruitment, retention and success of Indigenous faculty across the university.

   a. Identify opportunities to employ Indigenous graduate students as Teaching Assistants (TA) or Research Assistants (RA) as well as for sessional work
   b. Continue to provide an Indigenous mentor to newly hired Indigenous faculty
   c. Encourage Faculties and departments to consider how reappointment, tenure, promotion and merit can encourage and recognize the work of faculty involved in Indigenous teaching, curriculum development and leadership

4) Support and recognize the research and scholarship of Indigenous faculty.

   a. Encourage Faculties and Departments to develop criteria for merit, tenure and promotion to ensure that Indigenous faculty are recognized and valued for their unique contributions to community-engaged and community-based research
   b. Support and develop faculty-level and university-wide venues, such as the newly approved Centre for Indigenous Research and Community Led Engagement (CIRCLE), that support Indigenous and non-Indigenous faculty undertaking Indigenous research and scholarship

5) Support faculty to develop greater knowledge of Indigenous history and culture.

   a. Work with the Learning and Teaching Centre to develop mechanisms that support the indigenization and decolonization of our university curricula and pedagogy and new faculty orientation programming
   b. Continue development and delivery of the Indigenous Cultural Acumen Training (ICAT) programming for faculty
   c. Encourage, and provide opportunities for, faculty to participate in professional development opportunities about decolonization

Strand 3: Education

The university offers a broad range of high-quality academic programs enriched by a strong research culture in both the liberal arts and sciences, as well as in professional programs (business, education, engineering, law, health and human service-related professions). Most UVic students participate in experiential learning as part of their academic programming. As well as disciplinary knowledge, undergraduate students are given the opportunity to achieve university-wide learning outcomes. These include, among others, intellectual, academic and practical skills in inquiry, analysis, and problem solving, critical, innovative and creative thinking, and effective written, visual and oral communication. These learning outcomes also emphasize personal and social responsibility capacities, including informed civic engagement, intercultural knowledge and sensitivity, and ethical reasoning and action.

Over the past two decades, the university, in conjunction with committed leaders of academic and community engagement programs and Indigenous faculty and staff, has developed and delivered a broad range of academic programs with an Indigenous focus. Several of the university's programs, as indicated in Appendix A, have Indigenous content and scholarship at their heart and emphasize Indigenous epistemologies. Many programs that focus on the education and training of professionals, who will work closely with Indigenous people and communities, are committed to ensuring that students are made aware of the history of Indigenous peoples in Canada and how past and current laws, policies and practices have systematically disadvantaged Indigenous people. This approach is central to programs in Child and Youth Care, Indigenous Education, Law, Public Health and Social Policy, and Social Work. This commitment is consistent with, and responds to, the recommendations of the Truth and Reconciliation Commission.

Many academic units have also made commitments to support curricula that emphasize, value and integrate contemporary and historical Indigenous knowledge. These units offer a significant number of courses and experiential learning opportunities in Indigenous history, culture, art, and other matters (e.g., Anthropology, Continuing Studies, English, Environmental Studies, Gender Studies, Geography, History, Political Science, Theatre, and Visual Arts). The Gustavson School of Business offers non-credit programming in Indigenous entrepreneurship. These programs can contribute to developing intercultural understanding and competency.

The university's programs should be inclusive and respect participants. Communication of Indigenous content and concepts is most effective when integrated into the design of programs. Indigenous faculty, Knowledge Keepers, Elders and communities can perform an important role in guiding program development. In addition to campus-based programs, thoughtful delivery of programs in community, through cohort models, with face-to-face and/or distance delivery, provides greater opportunity for Indigenous learners to participate in educational endeavours while remaining in community and fulfilling personal, family and community responsibilities. When working in Indigenous communities, engaging with Elders, Knowledge Keepers and other community leaders is essential. Resources must be committed to support work in communities and land- and water-based teaching and learning.

Goals and Actions:

1) Ensure the quality, sustainability and relevance of the university's Indigenous academic programs.

a. Ensure that students in professional programs who will serve and interact with Indigenous peoples and communities become knowledgeable about Indigenous history and culture and the impact of colonial practices on Indigenous peoples and communities

b. Continue to work with Indigenous students and communities to identify areas of educational programming that would be of interest and value to them, such as an Indigenous-focused Foundation Year through the Faculty of Continuing Studies

c. Review existing programs to ensure that they are of high quality and that they are meeting Indigenous student and community needs

d. 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

e. Develop an Indigenous Studies Major to complement the existing Indigenous Studies Minor

2) Develop opportunities for UVic students to gain a better understanding of Indigenous peoples, history and culture, and the impact of colonization.

a. Develop opportunities for students to gain intercultural acumen competency related to Indigenous culture and history

b. Work with the Learning and Teaching Centre and academic units to support a framework to indigenize curricula in order to enable students to gain knowledge of Indigenous epistemologies and histories

c. Offer faculty professional development opportunities about how to indigenize and decolonize pedagogy and curricula

d. Highlight in campus publications and promotional materials opportunities for students to learn about Indigenous histories and issues

e. 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

Strand 4: Research

UVic is a research-intensive university where research excellence is demonstrated in Faculties through scholarship, innovation, professional practice, artistic expression and community engagement. As articulated in its 2012 Strategic Plan, the university is committed to providing a high-quality research environment, supporting faculty in integrating research and learning, and creating opportunities for students to engage in research that benefits external communities. These commitments are further strengthened in the university's Strategic Research Plan (20162021), which highlights the university's long-standing relationships with Indigenous partners and identifies Indigenous research as one of UVic's eight dynamic research capabilities.

"**Indigenous research** is grounded in the knowledge and traditions of diverse Indigenous peoples, explores past and present interactions between Indigenous and non-Indigenous peoples, and considers ways in which those relationships might be reordered and restructured to secure a better future.

Indigenous researchers apply culturally and methodologically appropriate approaches to answering questions and addressing issues most relevant to Indigenous peoples at local, regional, and international levels."

— Strategic Research Plan

Many faculty and academic units engage in research and scholarship with an Indigenous focus. Areas of interest include Indigenous health, residential schools, Indigenous governance and laws, child welfare, economic development, international Indigenous issues, Indigenous history on the west coast, and west coast literature and art, among others.

UVic recognizes that research in Indigenous communities or involving Indigenous peoples must be conducted in a respectful and culturally appropriate manner following protocols regarding:
- entering community sites,
- engaging with communities, Elders and Knowledge Keepers, ☐
    acknowledging cultural knowledge and cultural property, and ☐
    disseminating research findings.

The university's Centre for Indigenous Research and Community Led Engagement (CIRCLE) is a multi-faculty research centre that embraces Indigenous knowledge. CIRCLE aims to support faculty and students to ensure research involving Indigenous communities and their lands is conducted respectfully and meets the highest standards of ethics and scientific rigour.

Goals and Actions:

1) Establish and promote culturally appropriate and inclusive definitions, guiding principles and protocols for research with Indigenous participants, in Indigenous communities or on Indigenous lands to ensure respectful and appropriate conduct of research.

2) Identify and promote funding opportunities for Indigenous research initiatives, through workshops, training, and other support specific to Indigenous research, to engage faulty members across fields and disciplines.

3) Identify resources for Indigenous research chairs, graduate student scholarships and postdoctoral fellowships.

4) Identify, promote and support opportunities for undergraduate students, graduate students and postdoctoral fellows to be involved in Indigenous research initiatives.

5) Promote internationalization of Indigenous research by enhancing relations with Indigenous communities around the world.

Strand 5: Governance

Governance that provides structures and processes to support Indigenous students, faculty and staff, and to engage with Indigenous communities is a foundation for the implementation of this Plan. The delineation of responsibilities for the implementation of the Indigenous Plan is essential to ensuring the realization of its goals.

Goals and Actions:

1) Review and potentially revise the governance structure for Indigenous programming, initiatives, and engagement.
    a. Review and potentially restructure the Office of Indigenous Affairs and its leadership positions to provide more clarity in roles and responsibilities including responsibilities in regard to the implementation of this Plan
    b. Develop an Indigenous Community Engagement Council to provide a forum for discussion among UVic leadership, local Chiefs and community leaders
    c. Develop an Indigenous Plan Steering Working Group with Indigenous leadership to provide advice about this Plan's goals and ensure institutional accountability
    d. Promote shared accountability for the goals of the Indigenous Plan across the university by aligning its implementation into the processes of appropriate governance and planning mechanisms of the Senate, Board, and Integrated Planning
    e. Continue to use the Indigenous Academic Advisory Council (IAAC) as a venue to engage Indigenous and non-Indigenous faculty and academic leaders on matters related to the Indigenous Plan
    f. Consider establishing one or more academic positions or units to support Indigenous academic programs and provide clear lines of reporting and accountability
    g. Develop a protocol for working with Elders and Knowledge Keepers
    h. As appropriate, develop additional governing or advisory bodies that ensure representation of Indigenous students, local community members and Elders

2) Identify venues for communicating priorities and opportunities internally and with external partners, including Indigenous communities, government, and funding agencies.

    a. Develop an effective communication strategy (including a strong online presence) for ensuring the exchange of, and access to, information about Indigenous initiatives and events
    b. Develop a coordinated approach and commitment to fundraising to support Indigenous students, programming and initiatives
    c. Develop an Indigenous community communication strategy that helps keep local communities updated on current initiatives, events, programs, and activities
    d. Collaborate with faculty to identify important research or project outcomes that should be profiled for community, non-governmental agencies, or funders

Moving to Action: Implementation

The goals of this Plan range in focus from the strategic and aspirational to the operational. This Plan will have achieved success when Indigenous students are enrolled in increasing numbers and succeed in programs across Faculties, when Indigenous faculty members and staff are recruited, retained, and flourish in their academic, research and service-related endeavours. More broadly, this Plan will have succeeded when Indigenous peoples, history and culture are not only reflected in but also understood and respected throughout our campus community.

The process for the implementation of this Plan will align with existing and new processes including annual academic resource planning, Integrated Planning, fundraising priority-setting, Enhanced Planning Tools, and the UVic Edge. Implementation will require continued engagement and guidance from key UVic governance groups including Deans' Council, the Council of Centre Directors and the Research Advisory Committee. In relation to student recruitment, retention and experiential education opportunities, the Division of Student Affairs and Co-operative Education and Career Services will provide both support and guidance. Initiatives requiring approval by Senate and the Board of Governors will follow the appropriate policies and procedures. The priorities, goals and strategies implemented in any given year will be subject to resource considerations. Constraints and opportunities will be balanced over the five-year duration of the Plan with the overall objective of establishing a sustainable foundation for future planning extending beyond this initial five-year period.

An Indigenous Plan Steering Working Group, reporting to the Associate Vice President Academic Planning, will be convened to oversee implementation after the Plan is approved. Going forward, the Working Group will be responsible for monitoring implementation of the Indigenous Plan, establishing baseline metrics, identifying timelines and providing an annual report on progress made on Plan goals.

Postscript

Within months of committing to the development of university's Indigenous Plan, the report of the Truth and Reconciliation Commission (TRC) was released. Through the TRC, courageous Indigenous people across Canada told the stories of discrimination and racism that underlay the system of Indian Residential Schools, and the myriad ways those practices affected and continue to affect Indigenous people, families and communities. The TRC report also highlighted the critical role that educational institutions need to play in disseminating knowledge of this history and the obligation we have to move through understanding to action, to redress inequalities, racism, and the enduring impacts of colonization on the health, welfare and economic prosperity of Indigenous peoples and communities. The university aspires to help create a more equitable and just future by working in partnership with Indigenous students, staff, faculty and communities.

As the TRC report asserts, "Reconciliation must support Aboriginal peoples as they heal from the destructive legacies of colonization that have wreaked such havoc in their lives. But it must do even more. Reconciliation must inspire Aboriginal and non-Aboriginal peoples to transform Canadian society so that our children and grandchildren can live together in dignity, peace, and prosperity on these lands we now share" (p. 8).

UVic is known for its commitment to civic and community engagement. Our programs of education and research are enriched by active partnerships among students, faculty and staff,

and Indigenous community members and leaders. We take seriously our responsibility to provide opportunities and venues to foster intercultural understanding and connection and to be a catalyst for reconciliation. We believe this Plan builds on our efforts to engage in mutually supportive, productive and respectful relationships. The Plan provides a vision to help integrate understandings of Indigenous realities, cultures, histories and beliefs into our strategic planning, curricula and operations. Indigenous histories and cultures should be reflected throughout the campus and Indigenous thought and knowledge must inform our teaching and scholarly activity in order to remove barriers to education faced by Indigenous students. This Plan provides us with a framework for moving forward with our communities, faculty, staff and students as partners in realizing our vision and goals.

The Process of Creating the Indigenous Plan

The Director of Indigenous Academic and Community Engagement and the Associate Vice President Academic Planning were tasked with organizing the development of this Plan.

The initial stage of Planning involved examining the work of the Indigenous Academic Advisory Council, which has been the voice of Indigenous faculty and staff on campus for a number of years. After reviewing and summarizing the work of this Council, a draft discussion document was created to guide the work of a number of members of Council who participated in a retreat in October 2015.

This group developed a series of potential goals and objectives, and established the initial strands of the Plan. This draft Plan was then reviewed by the full membership of the Indigenous Academic Advisory Council, and revisions and amendments were made to reflect a consensus among participants.

Consultations on the draft Indigenous Plan took place with the Executive, Deans' Council, the President's Advisory Council and academic leaders from Faculties and Senate. A campus-wide open house took place in January 2016. Additional consultations were held with Chairs and Directors of academic units, the Division of Student Affairs, the Native Students Union, the Learning and Teaching Centre, Co-operative Education and Career Services, and University Libraries. Community consultation was a key part of developing the Plan. A list of consultation sessions is included in Appendix D. Ongoing conversations within the university and with Indigenous faculty, students, staff and Elders as well as local Indigenous communities will be an integral part of the implementation of the Plan to ensure it is a living document that responds to new opportunities and challenges.

Appendix A: Overview of Indigenous-focused academic programs

Faculty of Education

Undergraduate Programs Diploma in Indigenous Language Revitalization
The Diploma in Indigenous Language Revitalization is a two-year program that aims to assist people who want to build on their Indigenous language proficiency, better understand the contexts in which Indigenous languages can be successfully taught, as well as gain some basic teaching skills. This may include people who are interested in a credential that will allow them to teach a First Nations language in a First Nation administered school or a BC public school. (A First Nations Language Certificate must be sought from the BC Ministry of Education through the support of the student's local Language Authority). The Diploma in Indigenous Language Revitalization is delivered in a community-based, cohort-driven model, and which ladders into the Bachelor of Education in Indigenous Language Revitalization.

Bachelor of Education in Indigenous Language Revitalization
The Bachelor of Education in Indigenous Language Revitalization can also be offered as a community-based, cohort-driven program. It is designed for BC Indigenous community members who want to learn their language and become teachers of their language and in their language. The Bachelor of Education in Indigenous Language Revitalization is targeted towards those who want to become professional K-12 teachers in hopes of teaching in either a First Nations administrated or public school. Students will continue building their language capacity to ensure they are qualified to teach in an immersion context if desirable. Students enter this program after completing a Diploma in Indigenous Language Revitalization or the equivalent approved coursework. On completion of their Diploma, students enroll in two to three years of additional coursework to complete their Bachelor of Education.

Graduate Programs Indigenous Communities Counselling

The Department of Educational Psychology and Leadership Studies in partnership with Indigenous Education in the Faculty of Education and community partners have collaborated to develop a unique graduate counselling program that is relevant to and consistent with the values and traditions of Indigenous communities. The program requirement for the projectbased MA degree is a minimum of 25.5 units of study. The thesis-based MA degree is a minimum of 28.5 units of study. This program is community-based and developed with the support and guidance of local Aboriginal communities
Seven key values and principles, developed together with Indigenous community partners, educators, and helping professionals, guide the program framework and delivery:
- •The Indigenous paradigm as central
- •The sacred and the spiritual dimension
- •The ancestral dimension
- •Stories, ceremony, culture, language, and communal healing
- •The earth and our relatives
- •The circle
- •Counselling vocation and practice

Graduate programs in Indigenous Language Revitalization

The Graduate programs in Indigenous Language Revitalization within Indigenous Education are partnership programs with the Department of Linguistics within the Faculty of Humanities. They are full-time programs delivered in a flexible format, with a laddered structure and flexible entry opportunities. Courses are offered variously as summer institute programs, and blended formats combining face-to-face course delivery and distance learning, minimizing the on-campus requirements. As these are cohort-based programs, all candidates for the Indigenous Language Revitalization programs must move together through the sets of courses. Graduate programs include:

Graduate Certificate in Indigenous Language Revitalization
The certificate is based on 6.0 units of course work and includes a small-scale community-based project, usually completed within two terms. It ladders into the Masters of Art and Masters of Education in Indigenous Language Revitalization.

Masters of Arts in Indigenous Language Revitalization
This program is 16.5 units and designed to be completed over two calendar years. Students culminate their program completion with the defense of a thesis.

Masters of Education in Indigenous Language Revitalization
This program is 16.5 units and designed to be completed over two calendar years. Students culminate their program completion with a project.

Faculty of Fine Arts

Undergraduate Programs

Certificate Program in Foundations in Indigenous Fine Arts
This certificate program is offered through the Faculty of Fine Arts in co-operation with the En'owkin International School of Writing and Visual Arts in Penticton, BC. The program is designed primarily for mature Indigenous students who wish to develop specialized skills in creative writing and/or visual arts in an Indigenous context. Students may complete the program on a part-time basis but must successfully complete at least 13.5 units of course work over a period of two to six years.

Interdisciplinary Programs

Undergraduate Programs

Indigenous Studies Minor

The Faculty of Humanities and the Faculty of Social Sciences jointly offer an interdisciplinary program in Indigenous Studies intended to provide both Indigenous and non-Indigenous students with a core program incorporating Indigenous world-views and ways of knowing.

This is a general program leading to the Bachelor of Arts degree. Students may obtain a minor by completing the requirements for the general program together with a major or honours program, or other degree program, in another department or faculty.

The core program will prepare any student intending to enter a vocation jointly serving Indigenous and non- Indigenous peoples. It will further prepare Indigenous students enrolled in professional programs at the University of Victoria who are Planning to serve in Indigenous communities. Students in the program are required to take the introductory course (IS 200) and the unit capstone course (IS 400) plus 7.5 units of approved 300-and 400-level courses.

Faculty of Humanities

Undergraduate Programs

Certificate in Aboriginal Language Revitalization

The Certificate in Aboriginal Language Revitalization (CALR) is offered in partnership between Department of Linguistics, and the Division of Continuing Studies, in partnership with the En'owkin Centre, Okanagan Nations. The certificate is designed to support the teaching and continuation of Indigenous languages in the schools and in the community.

Participants in the certificate program must complete six core courses and three elective courses. Students must take an elective course in an Aboriginal language or demonstrate other comparable experience such as proficiency in an Aboriginal language. The CALR is designed as a one-year program, primarily delivered in community, and in most cases in a cohort model. It is possible to ladder coursework on the certificate toward a diploma or degree program (Bachelor's, Master's or PhD).

The goal of the program is to develop understanding of the complex dynamics of language loss, maintenance, and recovery while also providing practical strategies for work in Aboriginal communities to preserve and revitalize threatened languages. This program is designed to honour traditional knowledge and practices, to recognize and accommodate the realities and needs of diverse communities, and to provide a foundation for both language revitalization activities and for further study in linguistics, education, and/or cultural resource management.

The core courses are offered in Summer Institutes at the En'owkin Centre in Penticton or at the University of Victoria, and at varying times during the year at other locations. Elective courses are offered at the En'owkin Centre, at the University of Victoria, or in community settings.

Faculty of Human and Social Development

Undergraduate Programs

Diploma in Aboriginal Health Leadership
This program is offered through the School of Public Health and Social Policy (PHSP) and the Faculty of Human and Social Development. Offered subject to funding, the diploma is a twoyear, part-time, community-based program consisting of 18 units of course work offered at third and fourth year levels. The program has been designed to attend to the unique knowledge, skills and abilities required for health leadership within the context of Aboriginal people and communities. Applicants will be expected to have completed Grade 12 or equivalent. Ideally, applicants will have some post-secondary experience working in the health and social service sector; however, all applicants will be considered based on educational preparation and work experience. The program is offered using a blended learning approach, including distance education and in-community course offerings. Students attend a gateway onsite at UVic for an introduction to the program, and then take online courses, and two course-based on-sites in the community, one in year one and one in year two.

Diplomas in Indigenous Community Development and Governance

Delivery of this program is subject to enrolment and funding. The Diploma in Indigenous Community Development and Governance consists of 12 courses, taken two courses per term, over two years (six terms). Coursework is completed primarily online with some intensive faceto-face components. Further information is available at:
http://www.uvic.ca/hsd/publicadmin/undergraduate/future-students/undergradprograms/index.php

Bachelor of Social Work
The School of Social Work offers a program of studies leading to the degree of Bachelor of Social Work (BSW) that is fully accredited by the Canadian Association for Social Work Education. Graduates are employed in a wide range of government and voluntary organizations such as family and children's services, residential care facilities, community centres, mental health clinics, home health care, hospitals, women's services, corrections and Indigenous social services.
Blended learning is the dominant approach to learning used at the school. This means those courses are taught through both web-based delivery and face-to-face contact with students.

1. Indigenous social work specialization
This specialization is a concentration within the BSW program and provides opportunities for Indigenous BSW students to focus their undergraduate program on preparing for leadership roles as helpers and healers in Indigenous communities and various Indigenous organizations. Students will co-create learning environments with other Indigenous students and faculty in the school.

2. Indigenous (child welfare) specialization
The intent of this specialization is similar to the Indigenous specialization with an emphasis on the wellbeing of Indigenous children, families and communities. Admission to the specialization is limited to Indigenous students of North America.

Diploma in Child and Youth Care in Indigenous Communities
The School of Child and Youth Care has responded to the child and youth care needs of specific cultural groups through the development of community-based, culturally sensitive course work. Certain specific admission criteria apply to applicants in this program. The diploma ladders into the 60-unit degree program in child and youth care.

Option One: Distance Learning. Students pursuing their diploma through the first option must be recommended by the appropriate Indigenous community review body for admission.

Option Two: Community Partnership. Students following option two will follow those criteria specified in a memorandum of agreement with each Indigenous organization. This course work is available only through specific Indigenous community partnerships. Completion of the two years CYC course work also allows the student to apply to the BC provincial government for certification and registration as an Early Childhood Educator, having met the requirements for basic and post-basic Certificates in Early Childhood Care and Education (ECCE) in BC.

Option Two: Community Partnership Bachelor of Child and Youth Care with an Indigenous Specialization
This stream is open to all Child and Youth Care students. The following courses must be completed to meet the requirements for the Indigenous stream. In addition to Core CYC courses, students enrolled in the Indigenous Stream take:

Diploma in Aboriginal Health Leadership

This program is offered through the new School of Public Health and Policy and the Faculty of Human and Social Development. The diploma is a two-year, part-time, community-based program consisting of 18 units of course work offered at third and fourth year level. The program has been designed to attend to the unique knowledge, skills and abilities required for health leadership within the context of Aboriginal people and communities. It is expected that students may have experience working in the health and social service sector and wish to further their education.

The Diploma in Aboriginal Health Leadership is a two-year, part time, community-based program consisting of 18 units of course work offered at third and fourth year level. The program is offered using a blended learning approach, including distance education and in community course offerings. Students are required to attend one onsite component at UVic; a gateway onsite provides an introduction to the program, and learning strategies (online learning) and two course based on-sites in the community, one in year one and one in year two.

Applicants will be expected to have completed Grade 12 or equivalent. Ideally applicants will have some post-secondary experience, however all applicants will be considered based on educational preparation and work experience.

Graduate Programs

Graduate Certificate in Indigenous Nationhood

The Graduate Certificate in Indigenous Nationhood provides an opportunity for students to specialize and focus on the intersections of governance, politics and law from a multidisciplinary perspective. The certificate comprises coursework from Indigenous Governance, Political Science and Law. A central aim of the certificate is to train students at an advanced level in the theoretical, methodological and applied aspects of the emerging field of Indigenous Nationhood in ways that will enable them to be future researchers and engaged community members and scholars.

The Indigenous Nationhood graduate certificate can be taken as a complementary program to a Masters or PhD in Indigenous Governance or as a stand alone program through Interdisciplinary Studies in the Faculty of Graduate Studies.

The Indigenous Nationhood graduate certificate program is currently being finalized and we plan to open it for applications later in 2017.

Master of Social Work, Indigenous Specialization (BSW Entry)
This is a specialized program of studies leading to the Master of Social Work (MSW) degree for social workers working in Indigenous social settings. Social workers working for and with Indigenous organizations work in a fundamentally different historical, cultural and administrative environment to those working for non-Indigenous settings. The Indigenous specialization is designed to provide social workers working in Indigenous communities with the opportunity to develop their knowledge and skills within this context. The MSW-Indigenous specialization degree requires a minimum of 15 units and completion can be through either a thesis or course-based option.

Students accepted into the foundation year without a BSW can request permission to complete the advanced year of their MSW degree within the Indigenous specialization.

The intake for the Master of Social Work with an Indigenous Specialization program at the University of Victoria is September of every other year. The program is offered through a combination of a summer institute and web-based instructional delivery. Students within the specialization will begin the (September) fall session by taking SOCW 521 and 523.

The MSW Indigenous specialization requires a BSW degree with a B+ (6.0) average as a minimum requirement for admission to the program. The admissions selection process is competitive. Not all students who meet the minimum requirements will be admitted. All candidates must have the equivalent of at least two years of full-time post-baccalaureate professional experience in an Indigenous social service setting. The distinctive feature of this specialized program is the requirement that this practice must be with an Indigenous social service setting

Master of Social Work Advanced (BSW Entry)
The Master of Social Work (MSW) program at the University of Victoria is offered by distance delivery for BSW holders. The Advanced MSW requires a BSW degree with a B+ (6.0) average as a minimum requirement for admission to the program. The admissions selection process is competitive. Not all students who meet the minimum requirements will be admitted. All candidates must have the equivalent of at least two years of full-time post-baccalaureate

professional experience in a human service organization. Students accepted into the MSW Advanced Program will be expected to come to campus for a late August/early September intensive.

Master of Social Work Foundation (non-BSW entry)
This program entry is offered every second calendar year (odd years). Students accepted into the Foundation MSW Program will take both foundation core courses on campus. Entry to the Foundation MSW requires a BA degree with a B+ (6.0) average as a minimum requirement for admission to the program. The admissions selection process is competitive. Not all students who meet the minimum requirements will be admitted. All candidates must have the equivalent of at least two years of full-time professional experience in a human service organization. All updated information on our programs, delivery and applications can be found on the School of Social Work's website.

Master of Arts in Indigenous Governance
The Master of Arts in Indigenous Governance (MAIG) is an multi-disciplinary program focused on traditional structures and ways of governance and encompassing the values, perspectives, concepts, and principles of Indigenous political cultures. Through teaching and research that respects both western and Indigenous traditions, methods, and forms of knowledge, students are provided with a strong foundation of basic and applied scholarly research with an emphasis on the nature and context of Indigenous governance and Indigenous-State relations in Canada and internationally. Website: http://www.uvic.ca/hsd/igov/index.php

Appendix B: Overview of Indigenous student services and supports

Overview of admission programs

• The University of Victoria welcomes applications from Aboriginal peoples of Canada, including those of First Nations, Métis and Inuit ancestry including non-status Aboriginal.

• We consider applications on an individual basis from Aboriginal peoples of Canada who don't qualify under other categories of admission. The senate committee on admission, reregistration and transfer will consider each applicant's educational history and non-educational achievements that indicate an ability to succeed at university. The Faculties of Education, Human and Social Development and Law hold a percentage of their seats for Aboriginal students.

Special access:

The University of Victoria is interested in extending university-level learning opportunities to residents of British Columbia who may not qualify under the regular categories of admission. The number of applicants admitted under this category is limited by the availability of university resources. Admission under the special category is not automatic. An applicant for admission under the special category must meet the following criteria:

• The applicant is at least 23 years of age by the beginning of the session applied, for and • The applicant's academic achievements have been significantly and adversely affected by health, disability, or family or similar responsibilities.

The Senate Committee on admission, re-registration and transfer selects candidates for admission on the basis of: • their educational history
• non-educational achievement that indicate an ability to succeed at university

Applicants in this category must submit two special access reference forms from persons specifically able to assess the applicant's potential for academic success. References from relatives will not be accepted. Applicants must be able to document the nature and extent of their circumstances, and demonstrate the impact these have had on their educational achievements.

Note: Applicants who have attempted a full year or equivalent of university-level courses are not eligible to apply under this category. Applicants under this category must also meet the prerequisites for the program they wish to enter.

2. First Nations, Métis and Inuit:
The university welcomes applications from Aboriginal peoples of Canada, including those of First Nations, Métis and Inuit ancestry (including non-status Aboriginal). Applications from Aboriginal peoples of Canada who do not qualify under the other categories admission will be considered on an individual basis by the senate committee on admission, re-registration and transfer. The committee will consider each applicant's:
• educational history
• non-educational achievements that indicate an ability to succeed at university

Applicants who choose to apply under the "special access" or "First Nations, Métis and Inuit" category must submit two reference forms from persons specifically able to assess the applicant's potential for academic success. If possible, one reference should be from a recognized Aboriginal organization. References from relatives will not be accepted. Applicants must also submit a personal letter outlining their academic objectives.

Faculty of Education

Indigenous Education within the Faculty of Education offers space and support for Indigenous students with a dedicated Indigenous Student lounge, and Indigenous Education Advisor/Coordinator who acts as a resource and advocate for Indigenous students in the faculty.

The Faculty of Education is committed to increasing the number of students with First Nations, Inuit and Métis ancestry in our programs and therefore encourages applications from Indigenous people. In recognition of the BC Ministry of Education's mandate to increase access for Indigenous students, the Faculty of Education has developed special access initiatives:

1. Reserved Seats: 5% of the positions in all the faculty's undergraduate programs will be held for Indigenous applicants who meet the Faculty of Education's minimum program entrance requirements and Indigenous application requirements.
2. Exceptional admission: Exceptional students who do not meet the standard faculty requirements may be eligible for admission through a case-by-case review process.

Eligibility for special access: o To be eligible for a reserved seat and/or exceptional admission, an applicant will need to submit the admissions application form for Indigenous students (available from teacher education advising or the School of Exercise Science, Physical and Health Education) in addition to the general admissions application or application to the School of Exercise Science, Physical and Health Education. o Applicants will be considered for placement in the programs on an individual basis, taking into account such factors as Indigenous identity, academic performance, employment history, relevant experience with young people, evidence of participation within an Indigenous community and a letter of reference.

Faculty of Law

The Faculty of Law desires that the number of people of First Nations, Métis and Inuit backgrounds among the ranks of the legal profession increase substantially and, accordingly, encourages inquiries and applications from Aboriginal people.

Applications from Canadian Aboriginal people will be considered on an individual basis, taking into account such factors as academic performance, results of the LSAT, employment history, and letters of reference, and past, present and future connection with the Aboriginal community. Applicants with less than three academic years of post-secondary education are rarely offered admission.

If an applicant's academic background is deemed appropriate, the admissions committee may make an offer of admission conditional upon successful completion of the Program of Legal Studies for Native People, conducted by the Native Law Centre at the University of Saskatchewan. The faculty fully endorses this program, and considerable weight is placed upon

First Nations, Métis and Inuit
The University of Victoria welcomes applications from Aboriginal peoples of Canada, including those of Rirst Nations, Métis and Inuit ancestry (including non-status Aboriginal).

Applications from Aboriginal peoples of Canada who do not qualify under the other categories of admission will be considered on an individual basis by the senate committee on admissions, reregistration and transfer.

The committee will consider each applicant's:

• educational history
• non-educational achievements that indicate an ability to succeed at university.

Applicants who choose to apply under the "Special Access-First Nations, Métis and Inuit" category must submit two reference forms from persons specifically able to access the applicant's potential for academic success. If possible, one reference should be from a recognized Aboriginal organization. References from relatives will not be accepted. Applicants must also submit a personal letter outlining their academic objectives.

Indigenous seats in the Faculty of Law

First Year J.D Aboriginal Applicant Category:
The Faculty of Law desires that the number of people of First Nations, Métis and Inuit backgrounds among the ranks of the legal profession increase substantially and, accordingly, encourages inquiries and applications from Aboriginal people.

Applications from Canadian Aboriginal people will be considered on an individual basis, taking into account such factors as academic performance, results of the LSAT, employment history, letters of reference, and past, present and future connection with the Aboriginal community. Applicants with less than three academic years of post-secondary education are rarely offered admission.

If an applicant's academic background is deemed appropriate, the admissions committee may make an offer of admission conditional upon successful completion of the Program of Legal Studies for Native People, conducted by the Native Law Centre at the University of Saskatchewan. The Faculty fully endorses this program, and considerable weight is placed upon the evaluation submitted by its director.

Indigenous Student Support Centre in the Faculty of Human and Social Development
As part of an ongoing commitment to supporting the success of Indigenous students, the Faculty of Human and Social Development (HSD) has launched an Indigenous Student Support Centre. The ISSC works closely with the First Peoples House and other Indigenous services on campus and ISSC staff are culturally grounded ambassadors both at UVic and within local communities. Navigating through your University experience can be overwhelming at times. The ISSC is here to help you succeed by being available to provide that extra support you may need.

The ISSC is responsible for supporting on-campus and distance Indigenous students enrolled in HSD schools:

• Nursing
• Public Administration
• Child and Youth Care
• Social Work
• Health Information Science
• Public Health and Social Policy
• Indigenous Governance

What We Can Do for You
• Provide cultural, emotional, and academic support
• Access to resources
• Quiet study space
• Offer a snack
• Weekly Talking Circle

• Elders in Residence
• Events for Indigenous students to connect and unwind

Indigenous Advisor

Our Indigenous Advisor Shauna Underwood is Coast Salish from the Tsawout First Nation in WSÁNEĆ and the Samish Tribe in Washington, with roots in the Nez Perce Tribe in Idaho. As a recent graduate of HSD's Child and Youth Care program, Shauna understands student needs and concerns. She is available for a wide variety of support including assisting with academic issues by acting as a liaison with HSD schools, connecting students with internal and external resources, as well as emotional and cultural support.
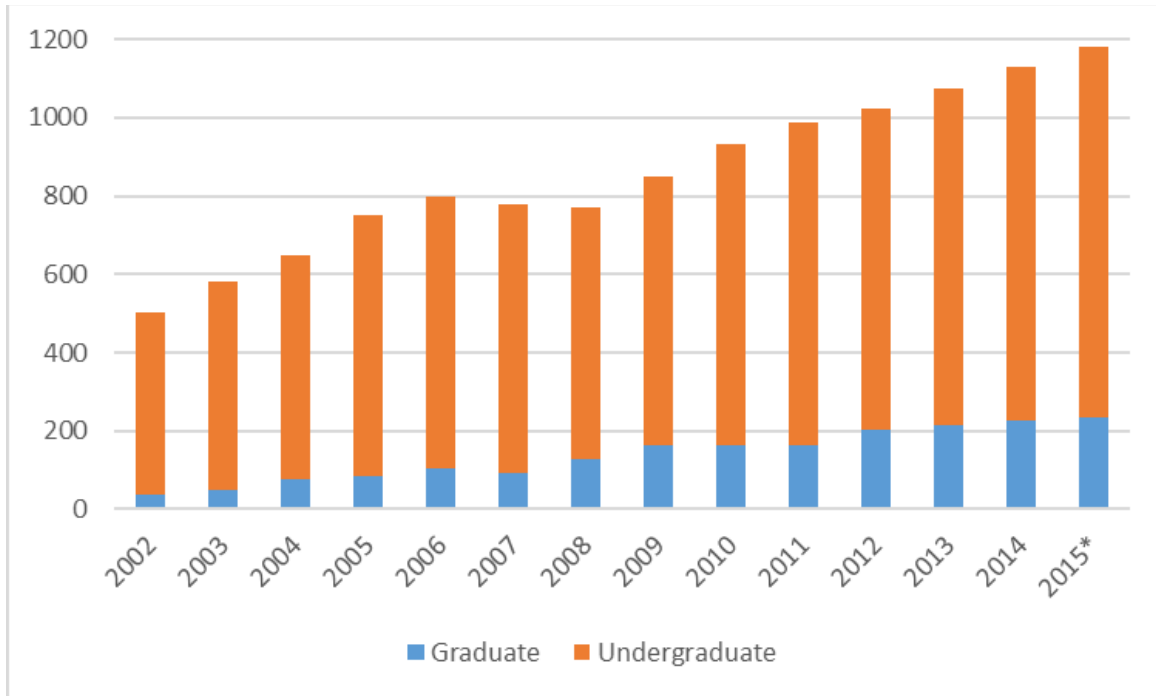
Whether you are in need of academic support, need to debrief about a class, or simply feel like a cup of tea, Shauna is here for you.

Connect with Shauna by email (hsdia@uvic.ca), phone (250-472-5431), or drop by the Centre anytime. We are open from 8:30am to 4:30pm Monday to Friday and are located in the HSD Building, Room B211.
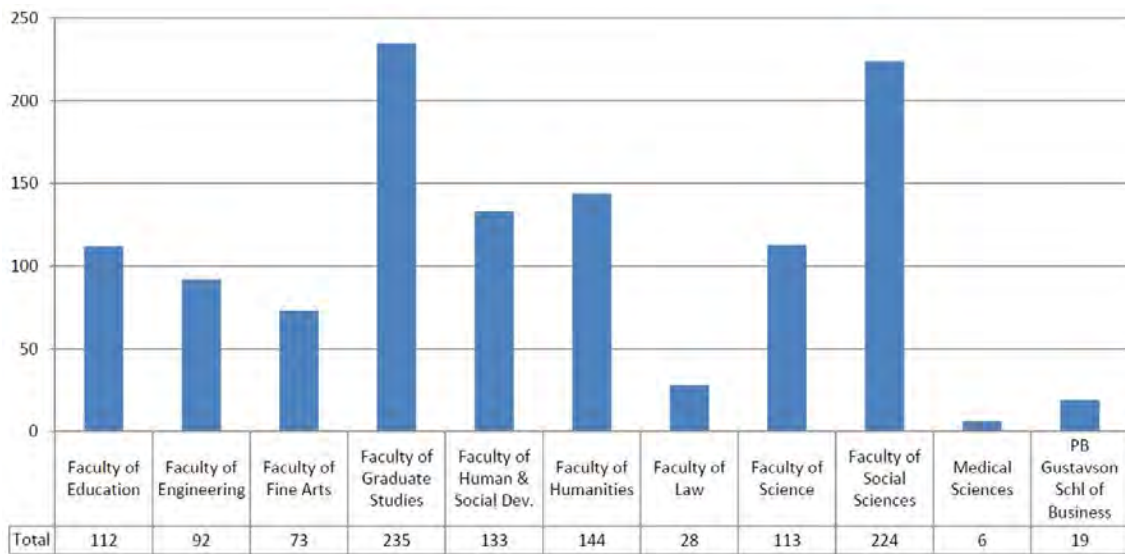
Distance Students

Our services are available to you at a distance. We can support you in ways such as connecting you with Elders and tutors.

Appendix C Indigenous Student Enrolments 2002-2015

Graduate ■ Undergraduate ■

Indigenous Student Enrolments by Faculty 2015-2016

	Faculty of Education	Faculty of Engineering	Faculty of Fine Arts	Faculty of Graduate Studies	Faculty of Human & Social Dev.	Faculty of Humanities	Faculty of Law	Faculty of Science	Faculty of Social Sciences	Medical Sciences	PB Gustavson Schl of Business
Total	112	92	73	235	133	144	28	113	224	6	19

Appendix D Communication and Consultation

Campus Communication and Consultation	Date
Indigenous Academic Advisory Council	November 2015
Provost and President	January 2016
Indigenous Plan Consultation Event (campus-wide, half day consultation	January 2016
International Academic and Research Planning Working Group	February 2016
Student Affairs	February 2016
Libraries	February 2016
Council of Centre Directors	March 2016
ASP Advisory Council Meeting	March 2016
CUE External Advisory Group	March 2016
Learning and Teaching Centre	March 2016
Indigenous Academic Advisory Council	March 2016
Chairs and Directors Meeting	March 2016
President's Advisory Council	March 2016
Deans' Council	April 2016
Integrated Planning Committee	April 2016
Executive Council	January 2017
Board of Governors	January 2017
Senate	February 2017
Off Campus Communication and Consultation	**Date**
CUVIC 2016 Conference	28-29 April 2016
Community Communication and Consultation	**Date**
Native Students' Union	8 April 2016
Camosun College	18 April 2016
WSANEC School Board (representatives of the four WSANEC communities)	23 June 2016
Victoria Native Friendship Centre (representatives from Victoria Native Friendship Centre, Métis Community Services, Surrounded by Cedar, M'akola Housing were invited)	27 June 2016
Songhees First Nation	6 July 2016
Elders' Voices	22 September 2016

University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

To:	Operations and Facilities Committee
From:	Nancy Wright, A/Vice-President Academic and Provost
	Carmen Charette, Vice-President External Relations
cc:	President and Vice-Chancellor
Meeting Date:	30 January 2017
Subject:	**Indigenous Law Program Proposal**

At the November board meeting, the President provided a brief verbal overview on engagement activities underway to promote and build support for a unique program in Indigenous Law at UVic. The President, the Dean of Law and the Executive Director, Community and Government Relations have been fully engaged through the fall with federal and provincial officials. Discussions are ongoing with further meetings to take place in early February in Ottawa. As reported in November, there continues to be strong support to establish this new program.

The purpose of this document is to provide background information to the Board on UVic's proposal for the creation of a dual degree program in Common Law and Indigenous Legal Orders and a national forum for research and education in Indigenous Law: the Indigenous Legal Lodge.

The Faculty of Law is currently finalizing the degree program proposal for faculty-level review and approval. The Board will receive the documents in due course for approval as per the established internal process for new degree programs. The plan would be to admit the first cohort in September 2018, subject to availability of funding.

THE PROPOSAL

This proposed initiative would be transformative – the first of its kind in the world – furthering Canada's engagement with Indigenous legal traditions and making it a global leader in this work. It will bring key players together to address the most fundamental challenges and opportunities facing Canada and Indigenous peoples and will share the lessons of that engagement throughout Canada and the world. Its impacts will be felt in resource management, social services, education and culture, and above all, the health and prosperity of Indigenous Peoples and the Canadian people generally.

This proposal responds to the recommendations of the Truth and Reconciliation Commission and builds on the Government of Canada's commitment to a nation-to-nation relationship with Indigenous peoples, who are increasingly exercising jurisdiction over their lands, resources, and affairs. In doing so, they seek to draw upon their own legal traditions and principles of social order. For enduring Indigenous self-government, there is a need to create strong institutions grounded in the communities they serve, run by individuals who have the skills to reason with Canadian law and Indigenous legal traditions. This program would have transformational effects in communities across Canada, realizing the Truth and Reconciliation Commission's hope that Indigenous and non-Indigenous peoples should live together in peace and prosperity.

The proposal consists of three major components:

1. Laying the foundation for a four-year dual-degree program through which students would acquire degrees in both the Common Law (JD) and Indigenous Legal Orders (JID). It is inspired by the McGill program, which teaches both the Common Law and the Civil Law, with intensive comparison across the traditions. Since Indigenous legal traditions are rooted in Indigenous communities, students will participate in practical, hands-on learning in field schools and work on Indigenous territories, learn from local knowledge holders and contribute to the operation of Indigenous institutions. As Indigenous legal traditions differ among themselves in their institutions and principles (though there are commonalities), students will be exposed to a representative sample of traditions, acquiring skills for accessing and working within different traditions. With each decade, 250 students would acquire the skills to translate, manoeuvre, and build institutions in our legally diverse country.

2. The creation of an Indigenous Legal Lodge – a national forum for critical engagement, debate, learning, public education, and partnership on Indigenous legal traditions and their use, refinement, and reconstruction today. This would both house the JD/JID program and be a gathering place for professional and community education on Indigenous legal traditions, a forum for exploring their contemporary nature and role, and a research institute promoting rigorous engagement Canada-wide with their various institutions and potential development.

3. All this supported by three Research Chairs in Indigenous Law. The Research Chairs would be leading scholars in the principles and institutions of Indigenous legal traditions. Their appointment would be aligned with UVic's Strategic Research Plan goals on research excellence, and they would be major contributors to the critical engagement, education, and research forged in the Indigenous Legal Lodge.

WHY UVic?

UVic has already made significant investment in Indigenous education. UVic invests more than $400,000 annually in Indigenous student support, invests another $500,000 in the Office of Indigenous Affairs, and offers outstanding work-integrated learning opportunities (co-ops, field schools, home-based learning) across Canada and abroad. Over the last decade our Indigenous student population has tripled to 1,200, and has more than a dozen outstanding Indigenous programs – in Indigenous language revitalization (a program of national reach and significance), Indigenous governance and community development, professional programs geared to Indigenous communities (social work, nursing, education, and law), Indigenous economic development, and entrepreneurialism. As an example, our community-based program in Indigenous language revitalization is widely accessible through a degree stream and a continuing education stream. The language revitalization program works to restore and preserve Indigenous languages across Canada, recognizing the integral role of language to culture and communities.

Nowhere has this national leadership been more evident than in Law, through the transformative work of John Borrows, Canada Research Chair in Indigenous Law and Val Napoleon, Law Foundation Chair in Aboriginal Justice and Governance. The Faculty of Law is home to the Indigenous Law Research Unit, established in 2012, which in that time has worked with over 40 communities across Canada to create robust tools, processes, practices, and institutions grounded in Indigenous legal traditions. Its leadership has been manifest in its delivery of the ground-breaking Akitsiraq program (which provided a full JD to a cohort of Inuit students in Iqaluit), its role in creating the National Consortium for Indigenous Economic Development, its pioneering structures of Indigenous student support, and its professional and public education coast to coast to coast.

FUNDING SOURCES

The JD/JID program and Indigenous Legal Lodge would require funding for start-up, capital costs, operating costs, research costs, and student financial support. UVic has consulted with Indigenous peoples, professional organizations, and governments; conducted a series of pilot projects; and begun to develop curriculum and program design, especially through the Indigenous Law Research Unit.

We are proposing to the Government of Canada that its contribution be in the range of $25-30M for the start-up costs and outreach, the Indigenous Legal Lodge facilities, and research. The provincial investment would be a total $1.8M in operating costs for 96 FTEs once the program reaches steady state. The Dean of Law has also been in discussions with foundations and private donors for support including student support and financial aid.

OUTCOMES

The JD/JID program and Indigenous Legal Lodge will have Canada-wide impacts:

1. **It directly answers the call of the Truth and Reconciliation Commission**

   Specifically, Call to Action 50 which states that *"we call upon the federal government, in collaboration with Aboriginal organizations, to fund the establishment of Indigenous law institutes for the development, use, and understanding of Indigenous laws and access to justice in accordance with the unique cultures of Aboriginal peoples in Canada."* The program and Indigenous Legal Lodge also speak to many additional Calls to Action, including public and professional education with respect to Indigenous peoples, laws, and forms of social organization; the affirmation of Indigenous governance and traditions within child welfare organizations; the obligation of post-secondary institutions to establish culturally competent programs that speak to the legacy of residential schools, including within law schools; and the recognition of the health care rights of Indigenous peoples within Canada's health care systems.

   Indeed, it will help us all to achieve the objectives identified in a long succession of Aboriginal justice inquiries and by the Royal Commission on Aboriginal Peoples. It also responds to the broader hope of reconciliation, as a relationship negotiated between Indigenous and non-Indigenous peoples. UVic can support the federal government in this fundamental work.

2. **It will train the next generation of Indigenous youth and Indigenous and non-Indigenous professionals in the skills necessary to support Indigenous governance, the duty to consult, and inclusive economic growth**

   Combined expertise in Canadian law and Indigenous legal traditions is necessary if we are to create land management codes that conform to Indigenous peoples' sense of who holds stewardship over what lands, through what institutions, with what rights and obligations. It is necessary if Indigenous peoples are to create appropriate business structures that create rights and obligations within communities while allowing for innovation and effective action. It is necessary if Indigenous peoples are to create child protection regimes that uphold their responsibilities to children, protect them from harm, and provide means of effective intervention, all in a manner that reflects the people's understanding of familial structure and obligations. It has immediate relevance to many of the great challenges of our time, including how to implement the UN Declaration of the Rights of Indigenous Peoples, how to address overlapping claims, how to discharge the fiduciary obligation of the Crown, and how to operationalize the duty to consult.

3. **It establishes a space for advancing the research and practice of Indigenous legal traditions across the country and internationally**

   The Indigenous Legal Lodge would be an engine for engagement with Indigenous reconciliation in universities and communities throughout Canada. It will play host to conferences, dialogues, research, and partnerships for both students and visitors and will project those workshops and that engagement into communities, public education, and professional development Canada-wide. In this, it will complement UVic's National Consortium for Indigenous Economic Development, which brings together leaders in Indigenous communities, business, and government to foster Indigenous communities' economic success and contribute to the national economy.

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

To: **OPERATIONS AND FACILITIES COMMITTEE**

From: **VICE-PRESIDENT FINANCE AND OPERATIONS**

cc: **President and Vice-Chancellor**

Meeting Date: **January 31, 2017**

Subject: **Sustainability Policy GV0800 - Update**

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.

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the updates to Sustainability Policy GV0800.

Background:

The Sustainability Policy was approved in March 2009. In accordance with the Policy on University Policies and Procedures, all university policies and associated procedures must undergo a review every seven years (or earlier if required).

The goal of the review is to refresh the Policy to reflect the *UVic Strategic Plan 2012* and other institutional plans, to align with the *Sustainability Action Plan: Campus Operation 2014-2019*, and to be up-to-date with similar policies at other Canadian higher education institutions.

The Office of Campus Planning and Sustainability (OCPS) conducted a review of the policy. In addition to considering the University's other recent plans, including the Strategic, Research, Campus, and Sustainability Action plans, a literature search on Sustainability and related policies from a selection of Canadian universities was carried out to determine trends and viewpoints with respect to sustainability within various campus communities.

A review of 22 Canadian universities' sustainability and related policies was conducted by OCPS, along with a literature review on Canadian higher education sustainability (HEI) policies. It noted that:

- Ten institutions have a dedicated Sustainability Policy, while 12 institutions have incorporated the concept or partial concept of sustainability into other policies
- The content of the policies was very similar to UVic's, especially the older ones; however, the newer ones were more up-to-date in content and included a specific focus on topics such as ethical purchasing, full-cost accounting, global citizenship, and reference to health and wellness.

Updated Policy:

Based on the review an updated Sustainability policy is attached which includes the following changes.

Purpose 1.00
Insert (first paragraph): "foster a university culture that supports and promotes the values and principles of sustainability"
- This statement demonstrates that UVic recognizes that in order to instill the practice of sustainability, it must be or become part of our community culture or our cultural norm. Sustainability as part of UVic's culture will offer personal and collective connection to sense of place and well-being.
Insert (first paragraph): "and just"
- Supports the Strategic Plan 2012 (see Mission statement)
Insert (second paragraph): "for existing and future initiatives"
- To demonstrate UVic's living in the present while considering activities that affect the future; shows commitment and responsibility
Insert (fourth paragraph): "heath and"
- The inclusion of "health" is included in more recent HEI sustainability policies
- The Higher Education Associations Sustainability Consortium (HEASC), stated that campus sustainability should of "necessity address all the dimensions of sustainability (health, social, economic and ecological) and all the sectors and functions of campus, including curriculum, facilities, operations, and collaboration with communities." (Association for the Advancement of Sustainability in Higher Education (AASHE), April 2008, p.6, Sustainability Tracking, Assessment and Rating System (STARS) for Colleges and Universities)

Definitions 2.02 Social Development
- Insert "health and" (see comments in Purpose, fourth paragraph)

Policy
Insert into 6.00: "thereby integrating sustainability principles in all levels of its strategic planning and within its administrative processes."
- Further supports the Purpose of the Sustainability Policy, the Mission and Objective 35 of the Strategic Plan 2012

Insert into 10.00: "and purchasing practices based on Social, Environmental and Financial considerations"
   • Utilizes the terminology applied by UVic Purchasing Services in their work.

Conclusion:

Itemized recommendations for adjustments to the 2009 Sustainability Policy are outlined, based on a review of similar policies in other institutions and discussion with the Executive Council, and in coordination with the University Secretary's Office.

The policy was prepared under the framework for the review of university policies and provides an updated direction on institutional sustainability that will meet the needs of the university community in 2017 and beyond.

Attachment: Sustainability Policy GV0800

SUSTAINABILITY POLICY

University Policy No: GV0800 ~~(1794)~~
Classification: Governance
Approving authority: Board of Governors
Effective date: ~~March 2009~~
Supersedes: ~~New~~ March 2009
Last Editorial Change:
Mandated review: ~~March 2016~~

PURPOSE

1.00 The University of Victoria has a responsibility and desire to educate members of the University Community to engage effectively as global citizens, steward our natural resources in a responsible manner, foster a university culture that supports and promotes the values and principles of sustainability, and work towards a sustainable and just future in cooperation with organizations at the local, provincial, national and global level.

This policy is an overarching framework for existing and future initiatives that serve to assist the University Community in incorporating Sustainability into decision making, and to provide a common understanding of what Sustainability means at the University of Victoria.

The university recognizes that one of the great challenges of our time is to make decisions that simultaneously consider and advance Ecological Balance, Economic Prosperity, and Social Development.

University Activities shall strive to embody approaches that enhance community health and well-being; further diversity and equity; restore or maintain the functioning of natural systems; and are fiscally responsible.

The purpose of this policy is to further the goals as set out in the University's Strategic Plan.

DEFINITIONS

2.00 **Sustainability** is the state of achieving the ecological balance that allows social development and economic prosperity to be achieved across generations.

 2.01 **Ecological Balance** is the equilibrium between, and coexistence of, all organisms and their environment.

 2.02 **Social Development** encompasses a commitment to create social opportunities for individuals and groups to enhance overall community health and well-being.

 2.03 **Economic Prosperity** is a financially healthy state.

3.00 **Activities** include, but are not limited to, the university's operations, practices, teaching, research, decisions, events, strategies, actions and planning.

4.00 **University Community** members include:
- all employees and registered students of the university;
- 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;
- any person holding a university appointment whether or not that person is an employee;
- members of the Board of Governors; and
- anyone residing on campus.

SCOPE

5.00 This policy applies to the Activities of the University of Victoria and members of the University Community.

POLICY

6.00 Sustainability supports the university's overarching goals as articulated in the Strategic Plan, thereby integrating sustainability principles in all levels of its strategic planning and within its administrative processes.

7.00 The university recognizes that Sustainability is a commitment to future generations. It requires the collective action of the University Community through long term planning, shared learning, grassroots activities, and institutional leadership.

8.00 Sustainability Activities will support the academic, teaching and research priorities and will draw upon the abilities and expertise of the University Community.

9.00 Each Vice-President has responsibility for Sustainability within their respective areas.

10.00 Sustainability Activities will require the balanced use of resources within budgetary parameters and will utilize life cycle assessments and purchasing practices based on Social, Environmental and Financial considerations.

11.00 The university will establish measurable Sustainability goals and monitor, evaluate and report on performance.

12.00 The university shall comply with and exceed where practical all applicable legislation, regulation and codes of practice related to Sustainability.

13.00 The university establishes and maintains strategic partnerships with communities, governments, corporations and other non-governmental organizations to develop and promote sustainable practices and to identify and address sustainability challenges.

14.00 The university will create mechanisms for input and advice on the implementation of the Sustainability Policy from across the University Community.

15.00 The university will communicate and promote this policy to members of the University Community.

AUTHORITIES AND OFFICERS

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

    i) Approving Authority: Board of Governors
    ii) Designated Executive Officer: President
    iii) Procedural Authority: Vice-President Finance and Operations, Vice-President Academic and Provost, Vice-President Research, Vice-President External Relations
    iv) Procedural Officer: Director of Campus Planning and Sustainability

RELEVANT LEGISLATION
Greenhouse Gas Reduction Targets Act (2008)
Local Government (Green Communities) Statutes Amendment Act (2008)

Note: and all other municipal and regional bylaws pertaining to operations.

RELATED POLICIES AND DOCUMENTS
Because of the integrated nature of sustainability, a number of University of Victoria policies are related to this policy. For a comprehensive list of policies, visit
https://www.uvic.ca/universitysecretary/policies/browse/classification/

OTHER DOCUMENTS
University of Victoria Campus Plan (January 2016)

Strategic Research Plan 2016-2021

Sustainability Action Plan: Campus Operations 2014-2019

A Vision for the Future - Building on Excellence: A Strategic Plan for the University of Victoria (February 2012).

University
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SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR DECISION

To:	**FINANCE COMMITTEE**
From:	**VICE-PRESIDENT FINANCE AND OPERATIONS**
cc:	**President and Vice-Chancellor**
Meeting Date:	**January 31st, 2017**
Subject:	**UPDATE - SHORT TERM INVESTMENT POLICY**
Basis for Jurisdiction:	**Short-Term Investment Policy, FM5200**

Recommendation:

THAT the Finance Committee recommend to the Board of Governors that the Board of Governors approve the amended Short Term Investment Policy 5200.

Background:

The University of Victoria's short term investments are managed according to the Short Term Investment Policy FM5200. This policy is reviewed regularly and was last updated in September of 2014.

Policy Update Considerations

In the current low interest rate environment with our mandate of optimizing risk-adjusted returns, we are continually reviewing investments which would further this goal. Recently, we considered working with an additional broker(s) to leverage higher interest rates, decrease commissions and increase diversification. Under the current policy, in order to add or change a broker or investment manager would require a change to policy FM5200 that would require approval by the Board of Governors. Upon reviewing other investment policy statements of peers (i.e. UBC, SFU, U of A), it

is not common to include brokers or investment managers in investment statement policies. One likely reason is that this requires significant time to get the necessary approvals. An inability to change an investment manager or broker could cause adverse consequences in the unlikely circumstance of a manager being in distress. In removing the actual brokers and investment managers, additional language is recommended for the policy to ensure the Board is notified subsequent to any broker or manager changes. To reflect best practice, the more significant amendments to the investment policy are highlighted below:

- To reflect best practice:

  - specific investment allocation targets have been include;
  - the overall investment benchmark is more clearly outlined;

- To allow for additional flexibility to adjust for market conditions:
  - the minimum range for bonds and mortgages has been adjusted to 0%;

- To remove the reference to specific investment managers and brokers;

- To improve reporting:
  - language added that ensures the Board will be informed at its subsequent meeting of any changes to investment managers or brokers; and
  - the semi-annual short-term investment reporting will include internal lending activities.

Attachment:
Appendix 1

Appendix 1 - SHORT-TERM INVESTMENT POLICY - UPDATED

University
of Victoria

SHORT-TERM INVESTMENT POLICY	**University Policy No.:** FM5200 (1480) **Classification:** Financial Management **Approving Authority:** Board of Governors **Effective Date:** June 2009 **Supersedes:** November 2008 **Last Editorial Change:** September 2014 **Mandated Review:**

BACKGROUND

1.00 The University of Victoria ("the University") has short-term investments from its operations that are apart from pensions and endowments that are professionally managed externally. The funds arise from operating, research and capital project financing received in advance, insurance reserves and from appropriations of funds set aside for equipment replacement and future initiatives including carryovers of funds not spent by departments in the fiscal year.

    1.01 The cash flows of the University are generally predictable and permit the investment of the short-term funds. A portion of the funds must be invested so that they are sufficiently liquid to meet periodic cash needs of $5 million or more on relatively short notice.

AUTHORITY

2.00 The funds are to be invested in accordance with Section 57 of the *University Act,* which states that "subject to a contrary intent expressed in a gift, devise bequest or trust, Section 15 of the Trustee Act does not apply to investments made by a board of a university and each board (a) may invest money belonging to the university and available for investment, and (b) must, when investing under paragraph (a), make investments that a prudent person would make."

INVESTMENT OBJECTIVES BASED ON RISK AND RETURN

3.00 The investment objectives are:

a)   to preserve capital;

b)   to provide liquidity by the investment of a portion of the Funds in liquid short-term investments that can be converted to cash with no risk of principal loss; and

c)   to provide yield at a low level of volatility by the investment of a portion of the funds in bonds.

INVESTMENT CONSTRAINTS

4.00   The investment constraints are:

a)   Liquidity

In light of the nature of the assets as per the asset allocation below a majority of the assets will be invested in cash and cash equivalents with an average duration of less than 90 days. This will minimize the liquidity risk that stems from the lack of marketability of an investment that cannot be bought or sold quickly enough to prevent or minimize a loss.

b)   Credit Quality

The Fund assets are to be invested at all times in a prudently diversified portfolio. Reference credit ratings for bonds are those as published and regularly reviewed and/or revised by recognized debt rating agencies, including DBRS, Standard & Poor's and Moody's.

The portfolio manager will be responsible for diversifying the bonds by type and by sector and for prudently and diligently managing credit risk. If downgrades occur it is expected the portfolio manager will closely monitor the situation and provide updates to the University administration.

The Vice-President Finance and Operations will develop investment manager guidelines for the universe bond mandate. These will be developed in conjunction with the investment managers to ensure consistency with applicable pooled funds. These guidelines will be reported to the Board as part of the semi-annually reporting on performance.

c)   Mortgages

The investment constraints established above for credit quality minima applicable to bonds shall by equivalency apply to the selection and weighting of credit quality applicable to mortgage holdings. The portfolio manager will be responsible for diversifying the mortgages by type and by geographic location and for prudently and diligently managing the risks associated with exposure to individual properties.

INVESTMENT MANAGERS

5.00

a)   Selection

The Vice-President Finance and Operations will appoint one or more suitably qualified external professional investment managers to manage the assets as outlined in Section 6. The selection of an Investment Manager will be made in a prudent manner, applying fair and reasonable identification, evaluation and selection standards, taking into account for a potential Investment Manager:

- the relevant experience and expertise
- suitability of investment style
- the structure of the organization
- turnover of personnel

- capacity and servicing capabilities
- investment performance record, including consistency of performance and risk
- investment management fees

b)   Duties and responsibilities

- exercise care, diligence and skill of a prudent investment counsellor and shall at all times act on a basis that is fair and reasonable
- adhere at all times to the Code of Ethics and Standards of Professional Conduct adopted by the Association of Investment Management and Research
- provide monthly reports of transactions and rates of return
- provide quarterly reports of portfolio holdings, results achieved and explanations of any shortfall from the benchmark
- inform the Vice President Finance and Operations promptly of any changes in the firms, including changes of ownership, senior investment personnel or investment style

AUTHORIZED INVESTMENTS AND LIMITS

The distribution of weights among asset classes will be determined based on the University's cash balances, near-term liquidity requirements and capital plans over the longer horizon. That in placing short-term investments, the Vice-President Finance and Operations be instructed to advance funds to be managed within the Fund benchmark and asset mix guidelines, as noted in the following tables. Should a large cash inflow or outflow occur resulting in a breach of the maximum and minimum percentages below, the University's treasury staff will advise the Vice President Finance and Operations of the breach and take the steps necessary to rebalance within the policy parameters in a prudent manner.

The distribution of weights among asset classes will be determined based on the University's cash balances, near-term liquidity requirements and capital plans over the long term horizon.

Benchmarks

Asset Class	Benchmark	Benchmark (%)
Money Market (Cash and Cash Equivalents)	FTSE TMX Canada 91-day T-Bill Index	55
Bonds	FTSE TMX Canada Short Term Bond Index	25
Mortgages	FTSE TMX Canada Short Term Bond Index + 100 basis points	20

Allocation Ranges

Asset Class	Minimum (%)	Target (%)	Maximum (%)

6

Money Market (Cash and Cash Equivalents)	40	55	70
Bonds	0	25	40
Mortgages	0	20	30

If there are any changes to investment managers or brokers, the Board will be informed at the subsequent meeting.

5.01   Currency (or Exchange Rate) Risk Management

The University recognizes that exchange rate risks are incidental to normal business operations. The University does not normally hedge against foreign currency transactions as a matter of general practice.

Where a specific transaction or group of transactions is to occur in a foreign currency and the amount of the transaction exceeds $50,000 USD the Vice President Finance & Operations may authorize the purchase of hedging products which are effective in managing risk and make hedging decisions based on the institution's objectives and tolerance for risk, rather than market conditions.

REPORTING

6.00   THAT a report of short-term investments be submitted semi-annually to the Board of Governors, including investment performance of the total fund relative to its benchmark. That a summary of the total outstanding internal loans shall be incorporated in the semi-annual short-term investments report submitted to the Board of Governors.

7.00   THAT the Vice-President Finance and Operations be authorized to exercise discretion in varying the application of the foregoing policy directives on the understanding that any such variations shall be identified in the semi-annual reports referred to above, but in no event shall investments be made in funds not authorized.

AUTHORITIES AND OFFICERS

The authorities and officers for this policy are:

i)   Approving Authority – Board of Governors
ii) Designated Executive Officer – Vice-President Finance and Operations

University of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

To:	Board of Governors
From:	Carmen Charette, Vice-President External Relations
cc:	President and Vice-Chancellor
Meeting Date:	31 January 2017
Subject:	EXTERNAL RELATIONS UPDATE

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 of our activities and strategic leadership in the following areas:

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

COMMUNICATING THE UVic MISSION AND STORY

Our media relations work with the *Globe and Mail* resulted in two end-of-year stories: one on UVic's Victoria Hand Project that uses 3-D printing to create low-cost prosthetics in developing countries; and the other on the pilot project in Health Services to reduce the wait times for students requiring psychiatric consultations. Shaw TV designated six time slots in January to air programming from UVic's naming event for the Michael Williams Building, and the Ocean Networks Canada recent funding announcement also resulted in extensive media coverage.

At mid-January, 177 UVic websites now reflect the Edge. Planning for a major rebuild of *uvic.ca* in 2018 has begun through monthly brainstorming sessions with stakeholders and formal project planning will be initiated in April. The "MyUVicLife" student blogs, which present an authentic view of the UVic experience from the perspective of 27 UVic students representing all faculties, were viewed more than 100,000 times in November, and 95,000 times in December.

The Edge Department and Unit Implementation team completed work with the Faculty of Social Sciences in December, producing a new Edge-consistent landing webpage, prospective student webpages, a career section, videos, photography, brochures and postcards. Similar work with the Faculty of Humanities began in September and is progressing.

The new *Edge of Achievement* Annual Review will be distributed at the end of January. Other Edge-driven communications and marketing pieces recently completed include:

- *Here's to 2017…from the Edge of What's Next* postcard mailed to 2,000 government, business, community leaders and donors that focused on recent successes in partnerships and encouraging more in the future;
- *Vital Impact: UVic's Research Edge* focused on the university's leadership, strengths and track record;
- Co-op and Career materials redesigned, bringing them into the Edge look, feel and language.

The completion of a Research Communications Plan for 2017-18 will assist in the promotion of UVic's research leadership and its capacity to tackle key societal issues in partnership with government and public and private sector partners.

The Edge brand awareness advertising campaign wraps up this month and will be followed by a survey of BC high school students and businesses, government, and community leaders in Metro Vancouver, to measure ad recall and effectiveness with these target groups.

The UVic Speakers Bureau, powered by volunteer faculty, staff and graduate students, and promoting the university's knowledge and expertise throughout southern Vancouver Island, finished the first half of its 2016-17 season on pace for another record-breaking year. At 278 bookings with community organizations and schools thus far, it is more than halfway to the all-time high it set in 2015-16 of 473 bookings and a cumulative audience of more than 16,000.

BUILDING MEANINGFUL PARTNERSHIPS

Municipal Government
Queenswood: Community consultations continue around the redevelopment of the Queenswood site, the new home of Ocean Networks Canada.

Provincial Government
Student Housing: On January 24, the Ministry of Advanced Education hosted UVic and other PSE in Vancouver to discuss and explore a range of student housing opportunities. Both UVic and BC Housing were invited to present.

Federal Government
Indigenous Law Program: Many meetings and conference calls with Indigenous and Northern Affairs Canada took place in November and December to speak about funding for the proposed Indigenous Law Program and Indigenous Legal Lodge.

Ocean Networks Canada: On January 9, the federal government, through the Canada Foundation for Innovation's Major Science Initiatives program, awarded Ocean Networks Canada $46.6 million over 5 years to support their ongoing work.

Liaising with the Office of the Vice-President of Research: The CGR office will be working closely with the Office of the Vice-President of Research in the coming months, to develop a government relations outreach plan for their Office that aligns with UVic's government relations framework and the Strategic Research Plan.

Visits to UVic: A number of key federal officials and special guests visited campus in November and December, including Universities Canada President Paul Davidson, Indigenous and Northern Affairs Deputy Minister Hélène Laurendeau, MP Hedy Fry, and SSHRC President Ted Hewitt. Each received a personalized campus tour informing their areas of interest and all provided overwhelming positive feedback about the work taking place at UVic.

Cabinet Shuffle: Prime Minister Trudeau shuffled his cabinet on January 10 and promoted UVic alumna Patty Hadju to Minister of Employment, Workforce Development, and Labour. The CGR office will reach out to her and the other new Ministers on relevant files.

Universities Canada: Chancellor Shelagh Rogers is the conference co-host of Converge 2017 in Ottawa on February 6-7. President Cassels is also attending this event, joining future innovators, creators, entrepreneurs and community leaders from Canada's universities, and thought leaders from across the country, in exploring what Canada can become in the next 50 years.

Media: President Cassels will be attending the 2nd Annual Globe and Mail Publishers Dinner on January 31 in Vancouver. The publisher and the editor-in-chief will host 30-35 key leaders from the west.

FOSTERING A CULTURE OF PHILANTHROPY

The university is well on its way to reaching its 2016/17 fundraising goal of $14 million with $11.2 million secured as at mid-January. The fundraising priority and goal setting process for the 2017/18 fiscal year is underway and should be completed before the end of March.

The Fund Development Review is near complete and the Global Philanthropic consultants are now gathering data from other Canadian universities for benchmarking purposes. The draft of the final report will be presented to the Alumni and Development External Review Committee on February 9. Findings and recommendations will be shared with university leaders over the coming months and an implementation plan developed. The results of the review will be presented to the Board in May.

CELEBRATING SUCCESS AND EXCELLENCE

The 10th annual Alumni Week takes place February 6-12 with a full schedule of events taking place on campus, around Victoria and in Vancouver, Calgary and Seattle celebrating the impact that UVic alumni have on their communities as thinkers, changers and difference makers. The following events may be of particular interest to Board members, and the Alumni Office would be pleased to assist with your registration to attend (alumdir@uvic.ca).

- ***Beyond Differences****: How to engage with the world's greatest challenges* – a lecture by UVic Human Rights Education Advisor Moussa Magassa, February 7
- ***In Conversation with UVic Chancellor Shelagh Rogers****, Reconciliation: a Personal Journey,* February 9
- ***Vikes for Life Alumni Night*** – *at* the men's and women's basketball games, February 10
- ***The Distinguished Alumni Awards*** – a highlight of the week on February 8 – with awards presented from each faculty, the Libraries, Continuing Studies and the Island Medical Program. Many of this year's distinguished recipients will be spending additional time engaging with campus through lectures, student mentoring or reconnecting with former classmates and professors.

ENHANCING COMMUNITY THROUGH CULTURAL AND OTHER ACTIVITIES

Canada 150 municipal partnerships: The CGR office continues to coordinate planning for the Canada 150 anniversary, and has joined the City of Victoria's Spirit of 150 Committee chaired by former Mayor Alan Lowe. We are sponsoring the City of Victoria Canada 150 celebrations, including the First Night Celebrations held on December 31, and other events from Aboriginal Day on June 21 through to Canada Day on July 1. The Canada 150 web page will be launched on February 1 (150 days before Canada Day) which will coincide with the release of a video created by students explaining what they hope Canada will be in another 50 years and how UVic is helping them make that a reality. Outreach continues campus-wide to explore additional opportunities for Canada 150.

City Studio: Discussions are ongoing with Mayor Helps and colleagues at Camosun and Royal Roads to generate more resources to support City Studio. There is significant support across the faculties here at UVic so we have indicated that we are prepared to contribute additional resources subject to further discussion with our partners. UVic has a fourth year course running right now, and Royal Roads has a graduate certificate in Community Development coming up later this spring.

Diverse presentations at Farquhar Auditorium coming up include *Starman: an Acoustic Celebration of the Music of David Bowie* on February 8; Juno award-winner Kiran Ahluwalia on February 26; and American folk music icon, Arlo Guthrie, on April 28.

Event planning support was provided for the 3rd Annual Mental Health Event on January 18, a free event that was hosted by the Office of Student Life, emceed by Chancellor Shelagh Rogers, and featured a powerful storytelling session with students sharing their own struggles and personal victories as they live and deal with mental illness. The Ceremonies and Events team is also providing consultative event support for the Victoria Leadership Awards on March 2 at Government House.

Exhibitions and activities of the Legacy Art Galleries serve both the academic and wider communities. Descriptions of the collections and details of their many programs and events may be explored on the [Legacy website](). Here are some examples of ways that Legacy is recognizing Canada's 150th and celebrating our country's diversity:

- A new workshop: **Open Eyes, Open Minds: Building Cultural Competency through Art,** in which students engage in a variety of dynamic and thoughtful activities with art from the collection to foster critical thinking.
- A major exhibition at the Legacy Downtown: **Ellen Neel: The First Woman Totem Pole Carver**, part of a yearlong focus on First Nations art and builds upon our recent collaboration with the City to hold a public Totem Pole forum.
- An exhibition that opened in January: **Who Was Grafton Tyler Brown,** delves into the career of the first African American artist to work in BC.

**University
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SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR ACTION

January 13, 2017

To:	Operations and Facilities Committee
From:	Dr. Nancy Wright, Associate Vic-President Academic Planning (Interim Vice-President Academic and Provost)
cc:	President and Vice-Chancellor
Meeting Date:	January 30, 2017
Subject:	Graduate Certificate in Health Terminology Standards Program Proposal
Basis for Jurisdiction:	Senate Committee on Planning meeting November 3, 2016 Senate meeting December 2, 2016

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 proposed Health Terminology Standards Graduate Certificate program. effective immediately.

Background:

Overview/nature of the Academic Program

The School of Health Information Science at the University of Victoria is the oldest and first school in Canada to offer undergraduate education in the field of health informatics. Over the years, the School has expanded to include a number of graduate programs through different delivery methods in response to increasing demands for more advanced health informatics education and training.

Anticipating a rising demand for health terminology expertise, the Canadian Health Information Management Association (CHIMA) partnered with the Canadian College of Health Information Management (CCHIM) and Canada Health Infoway in 2013 to develop a business case for a health terminology professional certification in Canada.

With 30+ years of experience in a broad range of educational programs and delivery methods, the School is well poised to take on a lead role to establish a professional certificate program in health terminology standards. Currently no such professional certificate program is being offered anywhere in Canada. The closest one is the Postgraduate Microprogram in Health Informatics Standards offered by the Centre for Continuing Education at Sherbrooke University in Quebec, which is aimed mostly at French-speaking residents in Quebec.

Our proposed Graduate Certificate Program is unique in that we plan to partner with employer organizations and industry mentors to provide students with experiential field projects in terminologies. This feature is not part of the Sherbrooke program. In addition, the School encourages qualified students to pursue an MSc degree in health informatics concurrently with the professional certificate in terminologies. As such, our program will have stronger and broader appeal to working healthcare and IT professionals across the country and abroad.

Distinctive Characteristics

The Graduate Certificate in Health Terminology Standards proposed by the School will be amongst the first program in Canada being offered in a flexible format to working healthcare and IT professionals in the health sector across the country. Its goal is to provide practical knowledge and skills for those wishing to pursue or advance their careers in the specialized area of health terminology standards.

Alignment with the University's Mission and Strategic Plan

This Graduate Certificate is aligned with the 2012 UVic Strategic Plan. The alignment to specific sections of the UVic Strategic Plan is highlighted below:

The UVic mission to: (a) provide a high-quality learning and research environment; (b) integrating teaching, learning, research and civic engagement across the disciplines; and (c) employ our core strength to benefit our external communities- local, regionally, nationally and internationally – and promote civic engagement and global citizenship. The School is leveraging its health informatics expertise to address the community need for specialized knowledge and learning in terminology standards in the health sector.

• Context of changing environment for post-secondary education: As the need for higher education increases and the population ages, more and more people are seeking to upgrade their qualifications and expand their horizons, resulting in a growing demand for online education and community-based delivery of programs as well as for graduate education and lifelong learning. The School is the leader of online MSc education in health informatics in Canada aimed at working healthcare and IT

professionals in the health industry. The proposed Graduate Certificate is another example where the School has taken the lead in such offering.

Objective #18: to increase co-op, internship and other experiential learning opportunities for UVic students. The School's partnership with employer organizations and mentors in the health industry, and its experiential field project course within the program offer a unique networking and experiential learning opportunity for students pursuing the graduate professional certificate.

Objective #24: to support lifelong learning by increasing continuing education opportunities for on-campus and online adult and part-time learners. Through this certificate program the School reaffirms its commitment in offering lifelong learning opportunities for working professionals in the health industry through innovative flexible delivery methods tailored to adult part-time learners.

Objective #29: to engage the community through programs and activities that meet the mandate of the university and the needs of the community. The School has been actively engaged with the HI/HIM community to develop the terminology standards certification program and curricular content since its inception. This active participation ensures the proposed graduate certificate program can meet both the mandate of UVic and the needs of the HI/HIM community in Canada and abroad.

The Graduate Certificate is also closely aligned with the priorities, objectives and strategies described in the recently released UVic Strategic Research Plan. The areas of alignment are highlighted below:

Priority #2 Enhancing the integration of research and education - Health terminology standards represent an area where research is lacking especially in its implementation, use and impact in the healthcare system. The School has the unique opportunity to collaborate with working HI/HIM professionals who are enrolled in the certificate program to help advance the science and practice of health terminology implementation, use and impact in Canadian healthcare organizations. This effort is consistent with the objective of providing "every student with the opportunity to become engaged in the culture and activities of a research-intensive university" through the strategy of providing "on-campus and distance-learning research learning opportunities" and working with the School "to expand opportunities for student engagement in research" identified in the UVic Plan.

Priority #3 Expanding partnerships, innovation and entrepreneurship – The School has been actively engaged in health terminology research and education initiatives for close to a decade. One example is the 2006 report commissioned by the Canadian Institute for Health Information to examine the implications of SNOMED CT as a terminology standard on the secondary uses of administrative data in Canada. Another is the collaborative work with the Canadian Primary Care Sentinel Surveillance Network on an Infoway funded national project to examine the use of SNOMED CT in primary care electronic medical records. The current initiative to develop a pan-Canadian health terminology standards certification curriculum is the latest example of the School's commitment to work closely with stakeholder groups at the local, regional, national and international levels to advance terminology standards in Canada.

Demand and Availability

The target audience are individuals who wish to specialize in the area of health terminology standards. These individuals are mostly healthcare and IT professionals already working in the health industry, although some may be from other industries (e.g. IT) wishing to switch to healthcare for the first time. Most are seeking specialization and certification as a way of retooling and/or expanding their knowledge and skills in order to take on more senior or new role in their existing organization or elsewhere.

The prospective students will be drawn from the target audience as described above. These students can be from anywhere within Canada or abroad who wish to engage in part-time online learning as adult learners in the certificate program offered by the School. Some of these students will also be pursuing their MSc degree in health informatics concurrently at the School.

As for labor market demand, the 2014 CCHIM/CHIMA/Infoway business case report showed the projected employment growth during 2009-2014 in the occupational group for HIM-standards alone will be from 300 to 310-350 persons, with 110-300 requiring skill broadening. The demand has also been confirmed by 294 survey respondents within the HI/HIM community across Canada where close to 60% have expressed interest in pursuing a professional certification in terminologies.

Resource Implications

The projected enrolment plan is up to 26 students each year into this certificate program. In addition, it is anticipated that 3-5 students from our MSc program will also pursue the certificate concurrently. This will bring the steady state enrolment target for those pursuing only the graduate certificate option to 26 students per year.

Faculty Appointment Required:

- Two of the courses (HINF535, 597) will be taught by existing faculty Dr. Francis Lau; and
- Two courses (HINF536, 537) will be taught by two sessional instructors.

Staff Requirements:

- Teaching assistant - help with course preparation, logistics, marking and communication with Students;
- Administrative support - responsible for student registration, communication and logistics support; and
- Technical and system support – help set up and maintain software tools in UVic Research Computing Centre and teaching lab for creating, revising and maintaining terminology standards.

Space Requirements:

- Three of the courses (HINF535, 536, 597) are offered online via a web-conferencing software tool so they do not require physical classroom or lab space at Uvic; and
- HINF537 is offered both on-campus and online. The on-campus component is a 5-day workshop at UVic in one of the computer labs (e.g. HSD A160 or 170). The online component is done over a 3-week period via a web-conferencing software tool.

Library Requirements

We consulted with Ms. Rebecca Raworth from the UVic Library Services to ensure the current UVic collection can meet the course needs for this program.

Other Instructional Costs:

- SDO membership fees – annual fees for standards development organizations;
- Teaching resources – annual learning resource purchase including textbooks, manuals, standard Guides;
- Web-conferencing licence – annual fee for web-conferencing tool such as Web-Ex;
- Service/tool hosting – annual technical hosting fee from UVic research computing /data centre and other corporate hosting of terminology/data exchange tools;

- Workshop travel expense for instructor – flight, taxi, hotel and meals to bring instructor to Victoria for the 5-day workshop at UVic as part of the HINF537 course; and
- Workshop expenses – refreshments and room booking (e.g. University Club) for student networking activities during the 5-day workshop at UVic

Other relevant factors

The curriculum and learning outcomes for our program have been developed in accordance with the Canadian Terminology Standards Certification Program Curricular Content Draft Document that has recently been finalized by the Canadian College of Health Information Management (CCHIM). This final curricula content will be used in the accreditation of post-secondary educational institutions wishing to offer terminology standards as an area of specialization in their health sciences related disciplines.

Attachment(s):

- Memorandum to the Senate Committee on Planning
- Revised Graduate Certificate in Health Terminology Standards Program Proposal

University of Victoria

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MEMORANDUM

Date: November 1, 2016

To: Dr. Nancy Wright; Chair, Senate Committee on Planning

From: Dr. Francis Lau; Professor, School of Health Information Science

Re: Proposed Health Terminology Standards Graduate Certificate program

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I am writing on behalf of the School of Health Information Science regarding our proposed Health Terminology Standards Graduate Certificate program.

We have been asked by the Canadian Health Information Management Association and the Canadian College of Health Information Management to create a 1-year certificate program in Health Terminology Standards. With the proliferation of electronic health record systems in health care there has been an increasing demand for information technology, information management and health care professionals who are knowledgeable in the appropriate use of clinical terminologies in these electronic systems.

Over the past year our School has worked closely with the eHealth community in Canada to develop a set of health terminology competency and curriculum standards. These standards have now been adopted by the Canadian College of Health Information Management for certification purposes. Based on this curriculum we have put together a 1-year Health Terminology Standards Certificate program for information technology, information management and health care professionals wishing to seek Canadian certification in the area of health terminology standards.

For admission, individuals with a baccalaureate degree in health or information technology related fields may apply to enroll in this Certificate program on its own or as part of our Master's Degree in Health Informatics. We are aiming for the first intake to commence in September 2017 with a target enrollment of 30 students at steady-state. For an overview of this program please refer to the Appendix. The full proposal has also been attached as a separate document for reference as needed.

I therefore request that the Senate Committee on Planning recommend the following motion to Senate:

That the Senate Committee on Planning recommends that Senate approve, subject to funding, the establishment of a proposed Health Terminology Standards Graduate Certificate program.

Appendix

A Proposed Graduate Certificate Program in Health Terminology Standards
School of Health Information Science, University of Victoria

Program Overview

The proposed Health Terminology Standards Graduate Certificate program is aimed at those working in eHealth with an interest in or a job related to health terminologies, interoperable electronic health record and/or coding and classification. The program is made up of 4 graduate level courses including an on-campus workshop for 6 units to be done in 12 months as shown below.

HINF 535 Health Information Standards (1.5 units)
HINF 536 Controlled Terminology Standards (1.5 units)
HINF 537 Health Information Exchange Standards (1.5 units)
HINF 597 Field Project in Health Informatics (1.5 units)

Sep-Dec, Winter Session	Jan-Apr, Winter Session	May, Summer Session	May-Aug, Summer Session
HINF 535, online	HINF 536, online	HINF 537, on-campus and online	HINF 597, online

HINF 535 Health Information Standards (1.5 units) - This course is a study of health information standards deployed and used in Canada and elsewhere. The standards to be examined are controlled terminology and data exchange standards that include SNOMED CT, ICD-10-CA/CCI, LOINC, nursing terminologies, HL7V2.x, HL7V3/CDA and HIE. The topics to be addressed include the nature of health information standards, their historical evolution and the lifecycles for standards from initial development, distribution to maintenance.

HINF 536 Controlled Terminology Standards (1.5 units) - This course is a study in the adoption and management of controlled terminologies in health care organizations. Terminology adoption covers the planning, design, implementation, use, support and evaluation of terminologies in health IT applications. Terminology management covers the development, publishing, distribution and maintenance of terminology content, services and tools as organizational assets. Examples of terminologies to be covered include SNOMED CT, ICD-10-CA/CCI, LOINC, NDC/DPD/ATC/RxNorm and nursing terminologies. Prerequisite: HINF535.

HINF 537 Health Information Exchange Standards (1.5 units) - This course is a study in the use of controlled terminologies for health information exchange (HIE) in health care organizations. It covers the planning, development, implementation, use, maintenance and evaluation of HIE standards, resources and tools. Examples of HIE standards to be covered include HL7, CDA, FHIR, DICOM, templates, IHE integration profiles, clinical information models and openEHR. Prerequisite: HINF535.

HINF 597 Field Project in Health Informatics (1.5 units) - The student is required to carry out a field project within one's area of specialization under the supervision of a faculty member. Instructor permission required.

Delivery Methods

The courses will be offered through blended delivery methods with online classes, on-campus workshops and a field project. The online classes will be offered over a 13-week period with weekly real-time web-conference sessions. The on-campus workshop will be offered over an intensive 5-day period with 3 additional weeks of online follow-up sessions. The field project will be offered over a 4-month period with weekly real-time web-conference sessions supplemented by one-on-one sessions as needed.

Admission Requirements

Applicants are required to have a baccalaureate degree in a health or information technology related field from an accredited university. Their backgrounds can include health professionals such as physicians, nurses, therapists and laboratory technologists, as well as information technology and information management professionals in the health sector. The graduate certificate program may be taken by students who are concurrently admitted to our MSc degree program in Health Informatics or by those admitted only for the certificate. Note that the certificate cannot be awarded retroactively. To be admitted, applicants must satisfy all regular admissions requirements of the UVic Faculty of Graduate Studies. In exceptional cases, those without a baccalaureate degree or equivalent but who can demonstrate significant (normally at least 15 years) relevant professional expertise or experience who wish to pursue only the certificate option may be admitted if they are recommended by the School.

Graduate Certificate in Health Terminology Standards
Program Proposal
October 25, 2016

Table of Contents

1. Identification of New Program

1.1 Program Name:	Graduate Certificate in Health Terminology Standards
1.2 Academic Unit:	School of Health Information Science, Faculty of Human & Social Development
1.3 Anticipated Start Date:	September 1, 2017 or September 1, 2018
1.4 Contact Person:	Francis Lau PhD, Professor, 250-472-5131, fylau@uvic.ca

2. History and Context of Program:

2.1 School History

The School of Health Information Science at the University of Victoria is the oldest and first school in Canada to offer undergraduate education in the field of health informatics.[1] Over the years, the School has expanded to include a number of graduate programs through different delivery methods in response to increasing demands for more advanced health informatics education and training. Now in its 34th year of operation, the School offers a comprehensive suite of education programs that range from BSc, MSc, joint-MSc/MN to PhD degrees. These programs provide: (a) a highly marketable set of health informatics skills for those entering the workforce for the first time; (b) the retooling of working healthcare and information technology (IT) professionals to increase their health informatics competencies; and (c) advanced training for the next generation of specialists in health informatics education, research and practice.

Thus far the School has had robust and steady enrollment in all of its undergraduate and graduate programs, despite recent increases in the number of health informatics education programs offered by other post-secondary institutions in Canada [1]. The School is known for its quality and flexible health informatics programs, which continues to be the preferred choice for those seeking a formal health informatics education. Currently the School has an enrolment of 239 students in the programs (150 undergraduate and 89 graduate students). There is also a network of 862 alumni across the country, where many are in key health informatics leadership roles and continue to support the School by employing coop students and graduates from our programs.

2.2 Context of Program

The rising demand for health informatics professionals is evident in the 2014 health human resource report on projected workforce hiring and areas of skills shortage in the next five years [2]. The key findings are that: (a) the current employment of health informatics (HI) and health information management (HIM)[2] professionals in the health sector is estimated at 39,900 persons; (b) in the next five years the combined growth and replacement demands will generate hiring needs of 6,200 to 12,200 persons depending on low to high health IT investment scenarios; (c) new professional roles and specialized qualifications are emerging for HI/HIM, especially those in standards, data quality and system implementation; and (d) the rapid acceleration of health IT investments in the United States is drawing on the pool of specialized and experienced HI/HIM human resources in Canada.

Anticipating a rising demand for health terminology expertise, the Canadian Health Information Management Association (CHIMA) partnered with the Canadian College of Health Information Management (CCHIM) and Canada Health Infoway[3] in 2013 to develop a business case for a health terminology professional certification in Canada [3]. Drawing on an earlier health human resource report [4], the key findings are that: (a) there is a projected growth in employment between 2009 and 2014 in the occupational group for "health information management – standards" from 300 to 310-350 persons; (b) this occupational group had the highest vacancy

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[1] Health informatics is about the use of health information and information technology to facilitate decision making in health

[2] Health information management is about managing one's health information more traditionally known as the patient/health records

[3] Canada Health Infoway is a non-profit corporation funded by the Canadian governments to accelerate the deployment of digital health solutions

rate, estimated at 23% in 2009; and (c) of the projected 310-350 employment opportunities for this occupational group alone in 2014, an estimated 110-300 of those resources would require skill broadening [3,p9].

As part of developing the business case, CHIMA conducted a survey with members of the HI/HIM community across the country to gauge their interest in a professional certification in terminologies. The results from 294 respondents showed: (a) 57.8% would consider pursuing a professional certification in terminologies to help with their current role and/or future career progression, and 31.5% were unsure; (b) 37 responses were from those in a recruiting position of which 56.4% would like to see a certification to support their recruitment needs, and 41.0% were unsure; (c) 69.2% of those in a recruiting role would consider sponsoring their staff in pursuing the certification; (d) 88.8% of recruiters anticipated their human resource needs in three years for individuals within terminology training to increase; and (e) respondents emphasized the need for flexible and distance learning opportunities [3,p10].

In summary the key recommendation from the 2014 CHIMA/CCHIM/Infoway business case report is to encourage Canadian academic institutions *"to proceed with the development and launch of a professional certification in Canada for [health] terminology with educational programs being accredited by CCHIM"* [3,p1-2].

2.3 Health Terminology Specialization

In the fall of 2014, CHIMA/CCHIM and Infoway established a Terminology Standards Certification (TSC) Advisory Committee with the aim to define the competencies and curricula content for the certificate program. Members of this Advisory Committee include interested educational institutions, professional associations, government agencies, healthcare organizations and the private sector. Three educational institutions are represented on this Committee – the School of Health Information Science from UVic, the University of Sherbrooke in Quebec and a private distance education company called Centre for Distance Education based in Nova Scotia. The School is represented by Professor Francis Lau, who teaches health information standards, and has made significant contributions toward drafting the TSC curricula content based on his ongoing standards work.

In December 2014, the TSC Advisory Committee released a draft curricular content report for public consultation and feedback [5]. The stated aim of the certificate program is for *"individuals working in eHealth with an interest in or job related to terminologies, electronic health record (EHR) interoperability and/or coding classification. The length of the program will be dependent on its academic setting; however, it is expected that the programs will be developed with working students in mind [and last no longer than 12-18 months in length].. Program accreditation and national certification will be administered by the CCHIM."* [5,p2].

With 30+ years of experience in a broad range of educational programs and delivery methods, the School is well poised to take on a lead role to establish a professional certificate program in health terminology standards. Currently no such professional certificate program is being offered anywhere in Canada. The closest one is the Postgraduate Microprogram in Health Informatics Standards offered by the Centre for Continuing Education at Sherbrooke University in Quebec, which is aimed mostly at French-speaking residents in Quebec [6].

Our proposed Graduate Certificate Program is unique in that we plan to partner with employer organizations and industry mentors to provide students with experiential field projects in terminologies. This feature is not part of the Sherbrooke program. In addition, the School encourages qualified students to pursue an MSc degree in health informatics concurrently with the professional certificate in terminologies. As such, our program will have stronger and broader appeal to working healthcare and IT professionals across the country and abroad.

3. Aims, Goals and Objectives

3.1 Distinctive Characteristics

The Graduate Certificate in Health Terminology Standards proposed by the School will be amongst the first program in Canada being offered in a flexible format to working healthcare and IT professionals in the health sector across the country. Its goal is to provide practical knowledge and skills for those wishing to pursue or advance their careers in the specialized area of health terminology standards.

The only other related program is the Postgraduate Microprogram in Health Informatics Standards offered by Sherbrooke University to mostly French-speaking residents in Quebec. To our knowledge, the Centre for Continuing Education based on Nova Scotia, which is the private sector education company on the TSC Advisory Committee, has no resource and support available to develop a terminology certificate program in the foreseeable future. We found two other Canadian Universities that offer a course each in health information standards as part of their MSc program. These are the "Health Information Flow and Use" course at Dalhousie University and the "Data Structures and Standards" course at the University of Waterloo. Neither institution offers a program that is specialized in terminology standards as the one described in this proposal.

The situation is similar in the United States where there are individual courses on health information standards but no certificate or specialization program in terminology standards (e.g. BINF G4002 Symbolic Methods in Biomedical Informatics MSc course at Columbia University and 10x10 Terminology and Standards distance short course at the University of Utah). This finding has been confirmed by a HIM and terminology consultant from the United States that, the American Health Information Management Association (AHIMA), which is the equivalent of CHIMA in Canada, will be too busy over the next 3-5 years with the implementation of the new version of International Classification of Diseases 10th edition with Clinical Modifications (ICD-10-CM) to devote time to developing an educational program in terminology standards [7].

3.2 Anticipated Contribution to UVic, Faculty and School's Strategic Plans

This Graduate Certificate is aligned with the School's strategy to extend the MSc program with the introduction of specialization streams. They are to address increasing industry demand for specialization, certification and skills broadening in different health informatics areas for its existing and new health human resource workforce [2,p76-78]. Once this Graduate Certificate program is in place the School will introduce additional certificates for its other specialization streams. As such, this Graduate Certificate program will serve as a model for graduate professional certificates and/or diplomas by which the other specialization streams will be developed. The School's effort to pursue new and innovative cost-recovery based educational opportunities is also a strategic priority for the Faculty of Human and Society Development given its current budget and resource constraints.

This Graduate Certificate is aligned with the 2012 UVic Strategic Plan [8]. The alignment to specific sections of the UVic Strategic Plan is highlighted below:

- *The UVic mission to: (a) provide a high-quality learning and research environment; (b) integrating teaching, learning, research and civic engagement across the disciplines; and (c) employ our core strength to benefit our external communities- local, regionally, nationally and internationally – and promote civic engagement and global citizenship [8,p6]. The School is leveraging its health informatics expertise to address the community need for specialized knowledge and learning in terminology standards in the health sector.*

- *Context of changing environment for post-secondary education: As the need for higher education increases and the population ages, more and more people are seeking to upgrade their qualifications and expand their horizons, resulting in a growing demand for online education and community-based delivery of programs as well as for graduate education and lifelong learning [8,p9]. The School is the leader of online MSc education*

in health informatics in Canada aimed at working healthcare and IT professionals in the health industry. The proposed Graduate Certificate is another example where the School has taken the lead in such offering.

- *Objective #18: to increase co-op, internship and other experiential learning opportunities for UVic students* [8,p29]. The School's partnership with employer organizations and mentors in the health industry, and its experiential field project course within the program offer a unique networking and experiential learning opportunity for students pursuing the graduate professional certificate.

- *Objective #24: to support lifelong learning by increasing continuing education opportunities for on-campus and online adult and part-time learners* [8,p33]. Through this certificate program the School reaffirms its commitment in offering lifelong learning opportunities for working professionals in the health industry through innovative flexible delivery methods tailored to adult part-time learners.

- *Objective #29: to engage the community through programs and activities that meet the mandate of the university and the needs of the community* [8,p37]. The School has been actively engaged with the HI/HIM community to develop the terminology standards certification program and curricular content since its inception. This active participation ensures the proposed graduate certificate program can meet both the mandate of UVic and the needs of the HI/HIM community in Canada and abroad.

The Graduate Certificate is also closely aligned with the priorities, objectives and strategies described in the recently released UVic Strategic Research Plan [9]. The areas of alignment are highlighted below:

- *Priority #2 Enhancing the integration of research and education* - Health terminology standards represent an area where research is lacking especially in its implementation, use and impact in the healthcare system [10-11]. The School has the unique opportunity to collaborate with working HI/HIM professionals who are enrolled in the certificate program to help advance the science and practice of health terminology implementation, use and impact in Canadian healthcare organizations. This effort is consistent with the objective of providing *"every student with the opportunity to become engaged in the culture and activities of a research-intensive university"* through the strategy of providing *"on-campus and distance-learning research learning opportunities"* and working with the School *"to expand opportunities for student engagement in research"* identified in the UVic Plan [9,p29].

- *Priority #3 Expanding partnerships, innovation and entrepreneurship* – The School has been actively engaged in health terminology research and education initiatives for close to a decade. One example is the 2006 report commissioned by the Canadian Institute for Health Information to examine the implications of SNOMED CT as a terminology standard on the secondary uses of administrative data in Canada [12]. Another is the collaborative work with the Canadian Primary Care Sentinel Surveillance Network on an Infoway funded national project to examine the use of SNOMED CT in primary care electronic medical records [13]. The current initiative to develop a pan-Canadian health terminology standards certification curriculum is the latest example of the School's commitment to work closely with stakeholder groups at the local, regional, national and international levels to advance terminology standards in Canada [5]. These include academic institutions, government agencies, healthcare organizations, professional associations and the private sector involved with health terminology standards.[4] The School's overall effort in this area is consistent with the objective of improving *"institutional responsiveness to new opportunities for research partnerships and community engagement with regional, national and international partners"* through the strategies of

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[4] The stakeholder groups include CCHIM, CHIMA, Infoway, Canada's Health Informatics Association, Canadian Institute for Health Information, Information Technology Association Council, Gevity Inc., Intergrating Healthcare Enterprise Canada, Sherbrooke University, electronic Child Health Network, Alberta Health Services, eHealth Ontario. eHealth Manitoba, Newfoundland & Labrador Centre for Health Information, and International Health Terminology Standards Organization

fostering *"collaborative approaches to developing, conducting and implementing research and educational programs with partners"* identified in the UVic Plan [9,p32].

3.3 Target Audience, Student and Labor Market Demand

The target audience are individuals who wish to specialize in the area of health terminology standards. These individuals are mostly healthcare and IT professionals already working in the health industry, although some may be from other industries (e.g. IT) wishing to switch to healthcare for the first time. Most are seeking specialization and certification as a way of retooling and/or expanding their knowledge and skills in order to take on more senior or new role in their existing organization or elsewhere.

The prospective students will be drawn from the target audience as described above. These students can be from anywhere within Canada or abroad who wish to engage in part-time online learning as adult learners in the certificate program offered by the School. Some of these students will also be pursuing their MSc degree in health informatics concurrently at the School.

As for labor market demand, the 2014 CCHIM/CHIMA/Infoway business case report showed the projected employment growth during 2009-2014 in the occupational group for HIM-standards alone will be from 300 to 310-350 persons, with 110-300 requiring skill broadening [3]. The demand has also been confirmed by 294 survey respondents within the HI/HIM community across Canada where close to 60% have expressed interest in pursuing a professional certification in terminologies. We believe this demand is higher since the increased number of health IT applications being implemented and optimized across Canada and abroad will lead to a further need in HI/HIM professionals knowledgeable in health terminologies. According to the latest health human resource outlook report [2], the hiring requirements in IT and HIM for 2014-2019 beyond those in HIM-standards are estimated at 2086-4438 persons depending on IT investment scenarios.[5] A mere 10% of these new/replacement individuals (excluding those already working in the field) wishing to broaden their terminology skills would translate to another 209-444 potential students for the School.

4. Admission Requirements

This graduate certificate program may be taken by students who are concurrently admitted to our MSc degree program in Health Informatics or by those admitted only for the purpose of the certificate. Students who are interested in this certificate program are required to submit a separation application to indicate their intention. Note that this certificate cannot be awarded retroactively.

Applicants are required to have a baccalaureate degree in a health or information technology related field from an accredited university. Their backgrounds can include health professionals such as physicians, nurses, therapists and laboratory technologists, as well as information technology and information management professionals working in the health sector.

To be admitted, applicants must satisfy all regular admissions requirements of the UVic Faculty of Graduate Studies. In exceptional cases, those without a baccalaureate degree or equivalent but who can demonstrate significant (normally at least 15 years) relevant professional expertise or experience who wish to pursue only the certificate option may be admitted if they are recommended by the School.

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[5] IT covers architecture, application implementation and support, quality assurance and testing. HIM covers data quality, information governance, health records, and coding and classifications [2, pages 52 and 56].

5. Areas of Specialization and Evidence of Adequate Faculty Complement

The area of specialization for this graduate certificate is in health terminology standards. Students enrolled in this program may focus on either the business or technical aspects of terminology standards which spans the entire standards adoption lifecycle from planning, development, implementation to ongoing maintenance.

In terms of faculty complement, Professor Francis Lau has been teaching the HINF 535 Health Information Standards Course in the School's MSc program for the last five years. Professor Lau will also be taking on the HINF 597 Field Projects course as the instructor with the help of industry mentors and partnering stakeholder organizations. For the other two courses (HINF 536 and 537) the School has identified several PhD-trained health informatics practitioners with expertise in terminology standards who can be recruited to teach in the program. We expect their salaries to be covered by the tuition fees from the students admitted to the certificate program. Professor Lau will also provide mentorship for the instructors to ensure a high level of quality teaching and learning for students is maintained at all times. Refer to Appendix A for the CVs of the suggested faculty.

The School has conducted a review of existing graduate certificate programs that are offered at UVic in order to stay consistent with the curricular models already in place [14]. To ensure the program is meeting the business needs, the School will invite senior and experienced working professionals from within the HI/HIM community across Canada to take on a mentorship role for the students in the program. In addition, the School is partnering with a group of interested stakeholder organizations to provide the field project experience for the students where feasible.

6. Curriculum Design

6.1 Schedule of Course Delivery

The Health Terminology Standards Graduate Certificate Program is made up of four graduate level courses for a total of 6 units. The courses are usually taken in the following sequence:

HINF 535 Health Information Standards (1.5 units)
HINF 536 Controlled Terminology Standards (1.5 units)
HINF 537 Health Information Exchange Standards (1.5 units)
HINF 597 Field Project in Health Informatics (1.5 units)

A proposed model of course delivery is shown below, followed by brief description of the courses (also see Appendix B for calendar curriculum change forms). Note that these courses are only offered once each year. Therefore students are advised to follow the defined sequence to avoid delay in program completion.

Sep-Dec, Winter Session	Jan-Apr, Winter Session	May, Summer Session	May-Aug, Summer Session
HINF 535, online	HINF 536, online	HINF 537, on-campus & online	HINF 597, online

HINF 535 Health Information Standards (1.5 units) - This course is a study of health information standards deployed and used in Canada and elsewhere. The standards to be examined are *controlled* terminology and *data exchange* standards that include SNOMED CT, ICD-10-CA/CCI, LOINC, nursing terminologies, HL7V2.x, HL7V3/CDA and HIE. The topics to be addressed include the nature of health information standards, their historical evolution and the lifecycles for standards from initial development, distribution to maintenance.

HINF 536 Controlled Terminology Standards (1.5 units) - This course is a study in the adoption and management of controlled terminologies in health care organizations. Terminology adoption covers the planning, design, implementation, use, support and evaluation of terminologies in health IT applications. Terminology management

covers the development, publishing, distribution and maintenance of terminology content, services and tools as organizational assets. Examples of terminologies to be covered include SNOMED CT, ICD-10-CA/CCI, LOINC, NDC/DPD/ATC/RxNorm and nursing terminologies. Prerequisite: HINF535

HINF 537 Health Information Exchange Standards (1.5 units) - This course is a study in the use of controlled terminologies for health information exchange (HIE) in health care organizations. It covers the planning, development, implementation, use, maintenance and evaluation of HIE standards, resources and tools. Examples of HIE standards to be covered include HL7, CDA, FHIR, DICOM, templates, IHE integration profiles, clinical information models and openEHR. Prerequisite: HINF535

HINF 597 Field Project in Health Informatics (1.5 units) - The student is required to carry out a field project within one's area of specialization under the supervision of a faculty member. Instructor permission required.

6.2 Delivery Methods

The courses will be offered through blended delivery methods with online classes, on-campus workshops and an individual field project. The online classes will be offered over the standard 13-week period with weekly real-time web-conference sessions. The on-campus workshop will be offered over an intensive 5-day period with 3 additional weeks of online follow-up sessions. The field project will be offered over a 4-month period with weekly real-time web-conference sessions supplemented by one-on-one sessions by arrangement.

6.3 Linkages between Learning Outcomes and Curriculum Design

The curriculum and learning outcomes for our program have been developed in accordance with the Canadian Terminology Standards Certification Program Curricular Content Draft Document that has recently been finalized by the Canadian College of Health Information Management (CCHIM). This final curricula content will be used in the accreditation of post-secondary educational institutions wishing to offer terminology standards as an area of specialization in their health sciences related disciplines.

6.4 Usage and Purpose of Practica, Co-op or Work Terms

The "HINF 597 Field Projects in Health Informatics" course will be taken last as a capstone project where the students are expected to apply the knowledge and skills acquired from the earlier courses in an experiential project within a selected area of health terminology standards.

6.5 Residency Requirements and Anticipated Times to Completion

There is no residency requirement, but students are required to attend the "HINF537 Health Information Exchange Standards" course as a 5-day on-campus workshop to fulfill the program requirements. The anticipated time to complete the program is 12 months from the date of enrolling in the first course.

6.6 Policies on Student Evaluation

In accordance with the Faculty of Graduate Studies academic regulations, students enrolled in this program must achieve a grade point average of at least 5.0 (B) for every session in which they are registered. The forms of student evaluation may include but are not limited to assignments, essays, oral or written tests, class participations, individual/group presentations, examinations and field work.

Upon the completion of this program students will be awarded the graduate certificate in health terminology standards. At that time the students may also write the certification examination that is administered

independently by the Canadian College of Health Information Management (CCHIM). If successful the students will be recognized by CCHIM as a certified health terminology specialist.

7. Enrolment Plan for Length of Program

We plan to enrol up to 26 students each year into this certificate program. In addition we anticipate 3-5 students from our MSc program will also pursue the certificate concurrently. This will bring our steady state enrolment target for those pursuing only the graduate certificate option to 26 students per year. Please refer to Appendix C for enrolment plan details and Appendix D for recruitment and marketing plan details.

8. Plans for Ongoing Assessment of Program Success

We will establish a Health Sector Advisory Board made up of leaders in the health informatics and health information management community in Canada and abroad to ensure our program is meeting the needs of the health sector in terminology standards. We will work closely with students enrolled in this certificate program to ensure our curriculum content is meeting their current and future workplace needs. We will conduct periodic surveys on our graduates to gauge the effects of this program on their employment and career outlook. We will also reach out to health sector employers to ensure this program is meeting their human resource needs.

Because this professional certificate stream is a new program area for the School, we will conduct a formal review of this program in 5 years after it is approved and offered. This will provide an opportunity for the School to adjust the curriculum and program based on feedback from the instructors, students and stakeholder organizations involved.

9. Related Programs in Your Own or Other British Columbia Post-Secondary Institutions

At the present time there is no other health terminology standards certificate program being offered by post-secondary educational institutions in British Columbia.

10. Support from Other Academic Units, Post-Secondary Institutions and Regulatory or Professional Bodies

See Appendix E for letters from support from other UVic academic units, post-secondary institutions, professional bodies for health informatics/health information management, health care and non-profit organizations, government agencies, and the private sector.

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4. Prism Economics and Analyses. *Health Informatics and Health Information Management: Human Resources Report, 2009-2014*. Nov 2009. URL: http://www.ictc-ctic.ca/wp-content/uploads/2012/06/ICTC_HI-HIMReport_EN_11-09.pdf ; accessed Dec 30, 2015.
5. Abrams, KJ, Knight B. (Eds). *Canadian Terminology Standards Certification Curricular Competencies*. March 2016. London, ON: Canadian Health Information Management Organization.
6. Centre for Continuing Education. Standards in Health Informatics Microprogram, Sherbrooke University. URL: http://www.usherbrooke.ca/informatique-sante/english/program/standards-in-health-informatics-microprogram/ ; accessed Jan 13, 2016.
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11. Lee D, de Keizer N, Lau F, Cornet R. Literature review of SNOMED CT use. *Journal of American Medical Informatics Association* 2014;21:e11-e19. doi:10.1136/amiajnl-2013-001636.
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13. Lau F, Lee D, Partridge C, Bassi J. *Health System Usage Demonstration Project: Implementing a Scalable Tool for Quality Improvement in Primary Care – Report on Use of SNOMED CT in the EMR, Final Version* – June 14, 2013; Victoria, Canada.
14. Sebastian. Summary of Graduate Certificates Offered at the University of Victoria, January 2016 (unpublished).

Appendices

A. Suggested Faculty CV's
B. Calendar Curriculum Change Forms
C. Enrolment Plan from Section 7 Above
D. Recruitment and Marketing Plan
E. Letters of Support
F. Business Plan

Appendix A – Faculty CV's

1. Francis Lau PhD, Professor, University of Victoria
2. Dennis Lee PhD, Terminology Specialist Consultant

UVic Curriculum Vitae

Name: Francis Yin Yee LAU   Current Position: Professor
Faculty: Human and Social Development   Department/School: Health Information Science

1.   Degrees and Diplomas

Degree	Field	Institution	Year Granted
Ph.D.	Medical Science in Medical Informatics	University of Alberta	1993
	Dissertation "Formalized Decision Support in Cardiovascular Intensive Care"		
MBA	Business Administration	University of Alberta	1988
M.Sc.	Medical Bacteriology	University of Alberta	1981
B.Sc.	Medical Laboratory Sciences	University of Alberta	1977

2.   Positions Held Prior to Appointment at University of Victoria (1990 onward)

Assistant Professor, Dept of Accounting and MIS, Faculty of Business, U of A, 1995-2000.
Assistant Professor (Visiting), Accounting and MIS, Faculty of Business, U of A, 1994-5.
Lecturer, Dept of Accounting and MIS, Faculty of Business, University of Alberta, 1993-4.
Instructor, IT Management Certificate program, U of A Extension, 1994.
Research Associate, EDM Management Systems. 1993-1996.
Project Manager, Kwok Consulting Group, Ltd., 1990-93.

3.   Major Field(s) of Scholarly or Professional Interest

Health information system evaluation; primary care and palliative care informatics; terminology standards; clinical informatics, management information systems

4.   Current Memberships and Offices Held in Learned and Professional Societies

- Member, Terminology Certificate Advisory Committee, 2015-current
- Member, TrueNTH Canada Advisory Committee, Prostate Cancer Canada 2014-current
- Member, American Medical Informatics Association, 1991 - current
- Member, COACH, Canada's Health Informatics Association, 1988 - current
- Member, Infoway Standards Collaboratives Canada, 2004 - current

5.   Scholarships, Fellowships, Honors and Awards

a. Awards

- Fellow, Canadian Academy of Health Sciences, inducted in 2014.
- eHealth Chair. CIHR Institute for Health Policy and Services Research and Canada Health Infoway. Amount $900k over 5 years; *An eHealth Observatory to monitor health information system deployment in Canada*; 2008-2013.
- Recipient of the Canadian Health Informatics Award - *Leadership in Health Informatics*. By Canadian Health Informatics Association and ITAC, 2010.

b. Current Research Initiatives

- Co-investigator. Technology Evaluation in the Elderly Network (TVN) Networks of Centres of Excellence Strategic Impact Grant. Amount $396,368 over 2 years. (co-PIs: Robin Urquhart and Fred Burge). Title: *Enhancing the primary care system to identify and plan with seriously ill frail elderly;* 2015-2017.
- Principal investigator. College of Pharmacists of BC Pharmaceutical Outlook Research on Special Authority ePrescribing and eEducation (PhORSEE) program. Amount $500k over 2 years. *Quality of medication communication among health professionals in community and primary care settings in BC*; 2013-16.
- Co-investigator. Michael Smith Foundation for Health Research. Amount $100k over 3 years. *Transitions and Trajectories in Later Life Care: Patterns and Predictors* (PI: Denise Cloutier Fisher UVic Centre on Aging); 2012-2016.
- Co-principal investigator. Alberta Health. Amount $443,494. Title: *Personal Health Portal Benefits Evaluation;* 2012-2016.

c. Completed Research Initiatives (Last 10 years only)

- Co-investigator. Genome Canada Large Scale Research Program Grant. Amount $9.7 million over 4 years, UVic portion $677,286 (PI. Andrew Penn, VIHA). Titled: *Reducing stroke burden with hospital-ready biomarker test for rapid TIA triage,* Jan 2013-Dec2016.
- Principal investigator. Tech Value Net – Networks of Centres of Excellence KT grant. Amount $300k/2 years. Titled: *A knowledge translation project on benchmark end-of-life care practices for the elderly in primary care*; Mar/2013-Mar/2015 (extended to Aug/15).
- Co-investigator. Canada Health Infoway Way Health System Use Demonstration Project grant. Amount $262k for 18 months (PI: Michelle Griever CPCSSN). Titled: *Implementing a Scalable Tool for Quality Improvement in Primary Care;* 2012-2013.
- Principal investigator. Canadian Partnership Against Cancer. Amount: $268,800. *Mini-cycle 4 Transition Phase for EOL care surveillance team network*; Dec 1/2011-Sep30/3012.
- Principal investigator. Canadian Institutes for Health Research Knowledge Translation Grant. Amount $90k/1 year. Titled: *Increasing Capacity in eHealth Benefits Evaluation*; May/2012-Apr/13.
- Principal investigator. College of Pharmacists of BC and Ministry of Health BC. Amount $500k 3 years. *Establishing an eDrug Observatory to monitor the deployment of electronic health records in BC*; 2008-2012.
- Principal investigator. Canadian Partnership Against Cancer. Amount $1 million over 2.5 years. *Establishing a pan-Canadian hospice palliative end-of-life care surveillance team network*; 2009-11.
- Principal investigator. Canadian Institutes for Health Research Partnership in Health System Improvement. Amount $345k/3 years. Titled: *Timely access to end-of-life care*; 2007-10 (extended to Sep 2011)
- Co-principal investigator. Alberta Health and Wellness. Amount $45k for 3 months. Titled: *Alberta PHP benefits evaluation project plan outline*; May-Jul 2010.
- Principal investigator. Alberta Health and Wellness. Amount $250k over 1 year. Titled: *A proposed standards based palliative care information system for Capital Health*; 2008-9.

- Co-principal investigator. Canadian Institutes for Health Research New Emerging Team grant in end-of-life & palliative care. Amount $1.4million over 5 years. Titled: *Overcoming communication barriers in end-of-life and palliative transitions*; 2004-9.
- Co-investigator. Canadian Institutes for Health Research Strategic Training Programs – 1yr extension 2008-9. Amount $214k for 1-yr. Titled: *A collaborative health informatics research training program* 2008-9.
- Principal investigator. Canadian Institutes for Health Research and Michael Smith Foundation for Health Research Strategic Training Programs. Amount $1.5 million/6 years. Titled: *A collaborative health informatics research training program*; 2002-07.
- Co-investigator (PI Dr. Kendall Ho UBC). Michael Smith Foundation for Health Research. *Technology-enabled Knowledge Translation Investigative Centre*. Amount $850k over 3 years; 2006-9.
- Co-lead researcher, Canadian Institute for Health Information. Title: *CIHI western provinces end-of-life study on healthcare resource usage patterns*, 2005-07 (worth $300k).
- Principal investigator. Telus Corporation strategic alliance initiative. Amount $140k over 2 years. Titled: *Telus/UVic strategic alliance project proposal in palliative care*; 2004-2006.
- Principal investigator. BCcampus initiative, Ministry of Advanced Education BC. Amount $60k. Titled: *Creating multimedia learning objects to enhance the health informatics curriculum*; 2004-2006.
- Team leader, Canadian Institute for Health Information. Amount $60k. Title: *Implications of SNOMED-CT adoption on secondary uses of data*, May-Aug 2006.
- Co-investigator (Ellen Balka PI-SFU). Social Sciences and Humanities Research Council Innovations in New Economy. Amount $3million over 5 years. Titled: *Collaborative Research Initiative - Technology and health information in the new economy*; 2004-2008.

6.   **Appointments at University of Victoria**

- Jul09 to present, Professor, School of Health Information Science
- Sep04 to Jun09, Associate Professor, School of Health Information Science
- Jan01-Aug04, Associate Professor and Director, School of Health Information Science

7.   **Scholarly and Professional Achievements**

a. Articles Published in Referred Journals (Last 10 years only)

- Thai V, Ghosh S, Tarumi Y, Wolch G, Mayo P, Fassbender K, DeKock I, Mirhousseini N, Quan H, Lau F. Clinician prediction survival of end stage non-cancer patients progress in palliative care. Progress in Palliative Care, accepted for publication on Feb 16, 2016.
- Lesperance M, Sabelnykova V, Nathoo ES, Lau F, Downing GM. A joint model for interval-censored functional decline trajectories under informative observation. *Statistics in Medicine* online, July 14, 2015. DOI: 10.1002/sim.6582
- Price M, Bellwood P, Kitson N, Davies I, Weber J, Lau F. Conditions potentially sensitive to a personal health record (PHR) intervention, a systematic review. *BMC Medical Informatics and Decision Making* 2015; 15:32.
- Lau F, Partridge C, Penn A, Stanley D, Votova K, Bibok M, Harris D, Lu LH. Sociotechnical design of an electronic tool for managing transient ischemic attack in the emergency department, p243-248. In Courtney KL et al. (eds). *Driving Quality in Informatics: Fulfilling the Promise*. IOS Press 2015.

- Lau F, Barwich D, Hilliard N, Partridge C, Hobson B, Price M, McGregor D, Bassi J, Lee D, Kim J, Pyke J, Randhawa G. A knowledge translation project on best practices in end-of-life care. In Courtney KL et al. (eds). *Driving Quality in Informatics: Fulfilling the Promise*. IOS Press 2015.
- Huang J, Wai ES, Lau F, Blood PA. Palliative radiotherapy utilization for cancer patients at end of life in British Columbia: Retrospective cohort study. *BMC Palliative Care* 2014; 13:49. doi:10.1186/1472-684X-13-49.
- Kim J, Price M, Lau F. The case study research method: Overview and proposed guidelines for reporting and evaluation illustrated with health informatics case studies. *International Journal of Health Information Management Research* 2014; 2(1):13-30.
- Price M, Lau F. The clinical adoption meta-model: a temporal meta-model describing the clinical adoption of health information systems. *BMC Medical Informatics and Decision Making* 2014; 14(43), URL http://www.biomedcentral.com/1472-6947/14/43 . One of 14 finalist best papers in the Clinical Information Section in *2015 IMIA Yearbook of Medical Informatics*.
- Kuhn K, Lau F. Evaluation of a shared electronic health record. *Healthcare Quarterly* 2014; 17(1):30-35.
- Lee D, de Keizer N, Lau F, Cornet R. Literature review of SNOMED CT use. *Journal of American Medical Informatics Association* 2014;21:e11-e19. doi:10.1136/amiajnl-2013-001636
- Randhawa G, Price M, Lau F. Evaluating e-prescribing adoption in primary care. *Healthcare Quarterly* 2013; 16(4).
- Kitson NA, Price M, Lau F, Showler G. Developing a medication communication framework across continuums of care using the circle of care modeling approach. *BMC Health Services Research* 2013;13:418.
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- Pai H, Lau F, Barnett J, Jones S. Meeting the health information needs of prostate cancer patients using personal health records. *Current Oncology* 2013;20(6):e561-9.
- De Kock I, Mirhosseini M, Lau F, Thai V, Downing M, Quan H, Lesperance M, Yang J. Conversion of karnofsky performance status (KPS) and eastern cooperative oncology group performance status (ECOG) to palliative performance scale (PPS) and the interchangeability of PPS and KPS in prognostic tools. *Journal of Palliative Care* 2013:29(3):163-9.
- Price M, Lau F. Provider connectedness and communication patterns: extending continuity of care in the context of the circle of care. *BMC Health Services Research* 2013;13:309.
- Lau F, Price M, Lesperance M. Developing a multivariate electronic medical record integration model for primary health care. *Studies in Health Technology and Informatics* 2013; 183:375-81.
- Lau F, Partridge C, Randhawa G, Bowen M. Applying the clinical adoption framework to evaluate the impact of an ambulatory electronic medical record. *Studies in Health Technology and Informatics* 2013; 183:15-20.
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- Price M, Bowen M, Lau F, Kitson N, Bardal. Assessing accuracy of an electronic provincial medication repository. *BMC Medical Informatics and Decision Making* 2012; 12:42.
- Lau F, Price M, Boyd J, Partridge C, Bell H, Raworth R. Impact of electronic medical record on physician practice in office settings – systematic review. *BMC Medical Informatics and Decision Making* 2012;12(10):1-10.
- Lau F, Kuziemski C, Price M, Gardner J. A review of systematic reviews on health information system studies. In Geissbhuler A and Kulikowski C (eds). *IMIA Yearbook of Medical Informatics* 2011; 2011:6(1):86. Reprint as best paper selection.
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- Lau F. Distributed graduate education in health informatics for working professionals. *International Journal of Medical Informatics* 2007;76(5/6):344-50.
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- Lau F, Hagens S, Muttitt S. A proposed benefits evaluation framework for health information systems in Canada. *HealthcarePapers* 2007; 5(3):112-8.
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- Lau F, Downing M, Lesperance M, Shaw J and Kuziemsky C. Use of the Palliative Performance Scale in End-of-life Prognostication. *Journal of Palliative Medicine* 2006;9(5):1066-75.
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- Kuziemsky C, Downing M, Black F and Lau F. A grounded theory approach to palliative care systems design. *International Journal of Medical Informatics* 2006;76:S141-S148.

b. Books, Chapters, Monographs (Last 10 years only)

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- Bassi J, Hagens S, Leaver C, Lau F on behalf of Canada Health Infoway. *Canada Health Infoway Benefits Evaluation Indicators Technical Report Version 2*. April 2012. Toronto, Canada. Available: https://www.infoway-inforoute.ca/index.php/resources/reports/benefits-evaluation/doc_download/544-benefits-evaluation-indicators-technical-report-version-2-0
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- Lau F. Informatics and the electronic age. In Molzahn A (ed). *Contemporary Nephrology Nursing* 2nd Edition, ANNA Publications 2006.
- Best A, Tenkasi R, Trochim W, Lau F, Holmes B, Huerta T, Moor G, Leischow S and Clark P. Systematic transformational change in tobacco control: An overview of the initiative for the study and implementation of systems. In Casebeer AL, Harrison A and Mark AL (eds). *Innovations in Health Care – A Reality Check*. Palgrave MacMillan, NY, 2006.

c. Other Publications and Technical/Research Reports (Last 10 years only)

- Lau F, Barwich D. *TVNet: A Knowledge Translation Project on Benchmark End of Life Care Practices for the Elderly in Primary Care – Final Report*, Oct 25, 2015.
- Partridge C, Lau F, Stanley D. *SpecTRA Project GE3LS Component: Activity 3.1.2 Prototyping and Usability Engineering Report, Version 0.1*. Jul 22/2015.

- Lau F, Partridge C, Stanley D. *SpecTRA Project GE3LS Component: Activity 3.1.2 Usability Engineering Study Protocol for ACVS Assessment at Island Health, Supplementary Notes,* Version 0.2. Jul 1/2015.
- Sabri S, Natarajan N, Lau F, Lee D. *Analysis of Nova Scotia Medical Services Insurance (NS MSI) Billing Diagnosis Subset in SNOMED CT, Revised Version 2.0,* Mar 23/2015.
- Lau F, Pyke J. *TVNet KT Project: Evaluation Report for the EOL Module Toolkit for Stages 3 and 4.* UVic eHealth Observatory. Revised: Mar 9, 2015.
- Partridge C, Lau F, Stanley D. *TVNet End of Life Project: Functional Requirements Usability Considerations Blueprint – End of Life,* Sep 1, 2014.
- Partridge C, Lau F, Stanley D. *SpecTRA Project GE3LS Component: Activity 3.1.1 Tool Adoption Requirements Report, Final Version 1.0.* Jul 21/2014.
- Harris D, Lau F, Penn A, Lu L, Votova K, Partridge C, Lesperance M. *SpecTRA Project GE3LS Component: Activity 3.5.1 Stroke Services BC Collaboration, Emergency Department and Urgent Care Centre Transient Ischemic Attack Management Survey, Version 0.1.* Jul 19/2014.
- Lau F, Price M, Bassi J. *Making Sense of eHealth Benefits and their Policy Implications in Canada – A Discussion Paper.* Commissioned by Health Canada eHealth Unit, Apr 22, 2014.
- Bassi J, Lau F. *eHealth BE Knowledge Translation Community – Final Report and Lessons Learned.* eHealth Observatory website. Apr 9, 2014, version 1.0.
- Lau F, Partridge C, Stanley D. *SpecTRA Project GE3LS Component: Activity 3.1 Tool Adoption Report – Part 1 Summary,* Feb 20/2014.
- Lau F, Partridge C, Stanley D. *SpecTRA Project GE3LS Component: Activity 3.1 Tool Adoption Report, Preliminary Draft Version 0.7,* Feb 19/2014.
- Lau F, Price M, Bassi J. Toward a Coordinated EHR Strategy for Canada – A White Paper, April 26, 2014. *Queen's Health Policy Change Conference Series,* Toronto, Ontario May 15-16, 2014.
- Lau F, Partridge C, Stanley D. *SpecTRA Project GE3LS Component: Activity 3.1 CarpeDiem Tool Adoption Preliminary Report, Version 0.3,* Dec 27/2013.
- Lau F, Lee D, Partridge C, Bassi J. *Health System Usage Demonstration Project: Implementing a Scalable Tool for Quality Improvement in Primary Care – Report on Use of SNOMED CT in the EMR, Final Version –* June 14, 2013; Victoria, Canada.
- Lee D, Lau F, Partridge C. *Health System Usage Demonstration Project: Implementing a Scalable Tool for Quality Improvement in Primary Care - Analysis of Canada Health Infoway's Health Concern RefSet Final Version 1.1 –* June 13, 2013; Victoria, Canada.
- Lau F. Benefits of health information technology – Are we there yet. *iHealth Connections* 2011;1(2):148-50.
- Lau F. Guest Editorial – Making sense of electronic health record success: A personal viewpoint. Healthcare Information Management & Communications Canada 2010;25(1): 6.
- Lau F, Downing M, Fassbender K. *Toward a Population-based Approach in End-of-life Care Surveillance- Scientific Summary of Work in Progress,* Prepared for the International Scientific Advisory Committee, Cancer Surveillance and Epidemiology Networks. Canadian Partnership Against Cancer, Sep 24, 2010.
- Lee D, Lau F. *IHTSDO Workbench Evaluation Report.* Jan 14, 2010.
- Lau F and Kirk P. *Western Canada End-of-life Study Twig Component: Dying within 48 hours of Hospital Admission, Vancouver Island Health Authority -* Final Report. May 2008.
- Lau F and Menec V. Co-leads. *Health Care Use at the End of Life in Western Canada.* Prepared in collaboration with the Canadian Institute for Health Information, Dec 2007.
- Yang J, Lau F and Luong Goldie. *Follow-up Data Analysis Report on VIHA MDS Home Care Dataset,* version 2. May 2007.

- Lau F. *Implications of SNOMED CT adoption on secondary uses of data in Canada – An overview report.* For the Canadian Institute for Health Information, Sep 2006.
- Lau F. *Implications of SNOMED CT adoption on secondary uses of data in Canada – A summary report.* For the Canadian Institute for Health Information, Sep 2006.
- Canadian Hospice Palliative End-of-life Care Surveillance Team Network website. http://hpeol.phsa.ca/

8.   **Teaching Dossier Summary at the University of Victoria**

a. Courses Taught

- HINF552 Evaluation in eHealth
- HINF535 Health Information Standards
- HINF335 Health Information Standards
- HINF503 Research Methods in Health Informatics
- HINF550 Health Information Systems Design
- HINF580 Seminars in Health Informatics
- HINF598 Research Projects in Health Informatics
- HINF230 Healthcare Organization Behavior
- HINF450 Principles of Health Information System Design
- HINF415 Patient Care Information Systems
- HINF300 Health Database Design
- HINF490 Directed Studies in Health Informatics (undergraduate)

b. Summary of Supervisory Activities

Degree	Status	Role	Count
MSc	Current	Supervisor	4
		Co-supervisor or Committee Member	1
	Completed	Supervisor	48
		Co-supervisor or Committee Member	6
PhD	Current	Supervisor	1
		Co-supervisor or Committee Member	1
		External Member for Another University	1
	Completed	Supervisor	3
		Co-supervisor or Committee Member	4
Post-doc/MD	Completed	Supervisor	11

DENNIS LEE HON KIT, PhD

Address: 510 – 1030 Yates Street, Victoria, BC V8V 5A7, Canada
Email: dennisleehonkit@outlook.com · *Phone:* (250) 885-9372 · *Website:* analyticstoolkit.ca

Projects

- ***Nova Scotia Physician's Manual Modernisation Project: Phase II to IV***
  Consultant · Robyn Kuropatwa Limited (RKL) · September 2013 – Current
  - Develop and maintain online tools to manage physicians' review of subsets, categorise feedback and generate reports
  - Conduct SNOMED Clinical Terms (SNOMED CT) and Current Procedural Terminology (CPT) introductory educational sessions and clinical information use with physicians
  - Develop approach to describing clinical content within the subsets
  - Develop requirements and options for implementing SNOMED CT and CPT

- ***HINF 335: Health Information Standards***
  Sessional Lecturer · School of Health Information Science, University of Victoria, BC · September – December 2014
  - Taught undergraduate course on health information standards including: SNOMED CT, International Statistical Classification of Diseases and Related Health Conditions (ICD), Canadian Classification of Health Interventions (CCI), Logical Observation Identifiers Names and Codes (LOINC)

- ***SNOMED Clinical Terms (SNOMED CT) Implementation Advisor Scheme (SIA)***
  Assignment Funded Participant · International Health Terminology Standards Development Organisation (IHTSDO) · February 2014 – January 2015
  - Completed SNOMED CT foundational and implementation courses
  - Co-authored SNOMED CT expression repository requirements and implementation options for exchanging post-coordinated expressions
  - Listed as SNOMED CT Implementation Advisor and on the IHTSDO website

- ***Screening Tool of Older Person's Prescriptions (STOPP) Application***
  Analyst · Social Collaboratory for Outcome Oriented Primary Care (SCOOP), University of British Columbia · February – April 2014
  - Mapped clinical diagnoses and medications identified in STOPP criteria to the International Classification of Diseases, Ninth Edition, Clinical Modification (ICD-9-CM) and the Anatomical Therapeutic Chemical Classification System (ATC) for use as decision support rules in OSCAR Electronic Medical Records (EMR) system

- ***A Knowledge Translation Project on Benchmark End-of-Life Care Practices for the Elderly in Primary Care***
  Developer · eHealth Observatory, University of Victoria · November 2013 – December 2014
  - Developed eForm for Oscar EMR system for End-of-Life Module to capture encounter note, diagnoses, care plans, symptoms management, assessment tools, quality indicators and reminders
  - Developed knowledge translation website to disseminate implementation guidelines and to conduct surveys

- ***SpecTRA Project: Genomics & Its Ethical, Economic, Environmental, Legal and Social (GE3LS) Aspects***
  Analyst · University of Victoria · January – April 2013
  - Cleaned and mapped free-text chief complaints from stroke guidance database to SNOMED CT for use in decision support tool

- ***Canada Health Infoway Health System Use (HSU) Demonstration Project***
  Research Analyst · Canadian Primary Care Sentinel Surveillance Network (CPCSSN) · September 2012 – December 2013
  - Cleaned and mapped free-text health conditions to SNOMED CT for use in scalable tool for quality improvement in primary care

- Analysed and compared Canada Health Infoway's Health Concern Reference Sets with subset created for CPCSSN health conditions
- Developed an application programming interface to enable CPCSSN's tool to query data captured with SNOMED CT

- **Virtual eHealth Benefits Evaluation Knowledge Translation**
  Technical Analyst · eHealth Observatory, University of Victoria · April – June 2012
  - Developed knowledge translation website for eHealth Observatory including user registration and management, forum, surveys, case studies, file repository and content management system

- **Canadian Hospice Palliative End-of-Life Care (HPEOL) Surveillance Team Network**
  Technical Analyst · Canadian Partnership Against Cancer · April 2009 – December 2012
  - Developed Canadian HPEOL Surveillance Team Network website
  - Designed data translation engine to map datasets from health authorities to common data definitions using the metadata registry (MDR) using lite-version of ISO/IEC 11179 standard
  - Designed web-based information products for common data definitions, epidemiologic profiles, resource us profiles and quality profiles

- **Catalog of Clinical Opportunities (COCO)**
  Analyst · Department of Family Practice, University of British Columbia · January 2010
  - Mapped the University of British Columbia family medicine problem list to SNOMED CT and the International Classification of Primary Care, Second Edition (ICPC-2) for use in a web-based application for the Family Practice Residency Program

- **A Standards-based Palliative Care Information System (PCIS) for Edmonton Zone, Alberta Health Services**
  Analyst · Alberta Health Services · August 2008 – September 2009
  - Analysed current PCIS and designed specifications for enhanced PCIS (EPCIS)
  - Mapped PCIS database to SNOMED CT and compiled palliative care SNOMED CT subset
  - Co-authored Current PCIS, Vocabulary, EPCIS and Evaluation Reports

- **Phase 2: Hospice Palliative Care End-of-Life (HPEOL) Common Data Set (CDS)**
  Analyst · Canadian Strategy Against Cancer Control, BC/Yukon · April – July 2008
  - Compiled initial harmonised HPEOL CDS
  - Developed web-based repository of HPEOL CDS and online reports
  - Co-authored Go-forward Planning Report and Synthesis Summary Report

Work Experience

- **Research Analyst**
  Health Terminology Group, University of Victoria, Canada · November 2007 – December 2013
  - Maintain the University of Victoria: Health Terminology Group (UVic-HTG) website
  - Develop application programming interface (API) for SNOMED CT for querying SNOMED CT datasets, subsets and extensions
  - Develop web-based SNOMED CT/ICD/ICPC-2 browser and search features
  - Develop web-based tools for mapping SNOMED CT to other standardised vocabularies and legacy codes
  - Write scientific papers for submission and publication in journals and conferences

- **Electronic Health Record Project Analyst**
  Community Care Information Systems (CCIS), Calgary Health Region, Canada · June – September 2007
  - Provided onsite support for the Primary Access Regional Information System (PARIS)
  - Designed audit reports using Crystal Reports to monitor the quality of patient and staff data in PARIS
  - Compiled data dictionary for PARIS and the Resident Assessment Instrument (RAI)
  - Reviewed e-learning material and wrote manual for appointment booking module

- **Research Assistant/Web Developer**
  History Department, University of Victoria, Canada · September 2006 – April 2008
  - Marked-up content for the Great Unsolved Mysteries in Canadian History (GUMICH) website

- Designed banners, maps and other graphics for the GUMICH website and reports
- Maintained online bulletin board and staff website

- *Asia Pacific Web Developer*
  DuPont Singapore, Singapore · September 2005 – August 2006
  - Maintained DuPont Asia Pacific's 14 regional internet websites
  - Developed and maintained web-based Intranet applications (e.g., content management and survey tool)
  - Trained end-users on using Interwoven and developed user manuals and video lessons

- *Web Application Developer*
  Freelance/Matrix IT Solutions, Singapore · January 2001 – August 2005
  - Analysed business needs and translated requirements to technical design and database-driven web applications
  - Designed e-learning CDs and multimedia presentations
  - Websites included hospital, education, corporate, e-learning and membership websites

Education

- *Doctor of Philosophy in Health Informatics* · University of Victoria, BC, Canada · June 2014
- *Master of Science in Health Informatics* · University of Victoria, BC, Canada · June 2008
- *Bachelor of Business Administration (Concentration in Computer Information Systems)* · Walla Walla University, WA, USA · June 2000
- *Diploma in Computer Information Systems* · Southeast Asia Union College, Singapore · December 1998

Professional Certifications

- *Cisco Certified Network Professional (CCNP)* · 2003
- *Microsoft Certified Systems Engineer (MCSE)* · 2003
- *CompTIA A+ Certified Professional* · 2002
- *Web Application Development* · Ngee Ann Polytechnic, Singapore · 2002

Award/Fellowship

- *Fellowship (PhD)* · University of Victoria · January 2011 – August 2013
- *National History Society's 2008 Pierre Berton Award* · Great Unsolved Mysteries in Canadian History · 2008

Publications

- Lee D, de Keizer N, Lau F, Cornet R. *Literature Review of SNOMED CT Use.* Journal of the American Medical Informatics Association. 2014 Feb;21(e1):e11-9. PMID: 23828173.
- Lee D, Cornet R, Lau F, de Keizer N. *A Survey of SNOMED CT Implementations.* Journal of Biomedical Informatics. 2013 Feb;46(1):87-96. PMID: 23041717.
- Lee D, Cornet R, Lau F. *Implications of SNOMED CT Versioning.* International Journal Medical Informatics. Jun;80(6):442-53. PMID: 21450517.
- Lau F, Lee D, Quan H, Richards C. *An Exploratory Study to Examine the Use of SNOMED CT in Palliative Care.* Electronic Healthcare 2010;9(3):e12-e24.
- Lee DH, Lau FY, Quan H. *A Method for Encoding Clinical Datasets with SNOMED CT.* BMC Medical Informatics and Decision Making. 2010 Sep 17;10(1):53. PMID: 20849611.
- Lau F, Lee D. *An Exploratory Review of the National Health Service SNOMED CT to ICD-10 Cross Map.* Electronic Healthcare 2009: 7(4):e1-e25.
- Lee D, Lau F. *Exploratory Reverse Mapping of ICD-10-CA to SNOMED CT.* In Proceedings of Knowledge Representation in Medicine 2008: International Conference May 31-June 2, 2008, Arizona, USA.
- Lau F, Simkus R, Lee D. *A Methodology for Encoding Problem Lists with SNOMED CT in General Practice.* In Proceedings of Knowledge Representation in Medicine 2008: International Conference May 31-June 2, 2008, Arizona, USA.

Presentations

- Kuropatwa R, Giannangelo K, Lee D. *Moving from ICD-9-CM Legacy to SNOMED CT Based Clinical Content: An Implementation in Progress.* IHTSDO SNOMED CT Implementation Showcase. Amsterdam, Netherlands. October 30, 2014.

- Lee D, Cornet R. *A Practical Approach to Meaningful Clinical Records with SNOMED CT.* IHTSDO SNOMED CT Implementation Showcase. Arlington, Maryland, United States. October 11, 2013.
- Cornet R, Lee D. *Towards Demonstrating the Meaningful Use of SNOMED CT in Primary Care.* IHTSDO SNOMED CT Implementation Showcase. Arlington, Maryland, United States. October 10, 2013.
- Lau F, Lee D. *Demonstrating Potential Value of SNOMED CT in Primary Care.* Virtual eHealth Benefits Evaluation Knowledge Translation (KT). Online. May 21, 2013.
- Lee D. *Process, Challenges and Lessons Learned in Developing and Implementing RefSets.* Canada Health Infoway Partnership Conference. Calgary, Alberta, Canada. November 17, 2010.
- Lau F, Lee D. *Lessons from SNOMED CT Studies by the University of Victoria Health Terminology Group.* Canada Health Infoway Partnership Conference. Vancouver, BC, Canada. November 16, 2010.
- Lau F, Lee D. *Alberta Health Services: Capital Health Palliative Care Program Clinical Vocabulary Pilot Project.* IHTSDO Implementation Special Interest Group. Online. December 22, 2009.
- Lau F, Lee D. *Alberta Health Services: Capital Health Palliative Care Program Clinical Vocabulary Pilot Project.* Canada Health Infoway Partnership Conference. Calgary, Alberta, Canada. May 5, 2009.

PhD Research: The Science and Practice of SNOMED CT Implementation
- Literature review of SNOMED CT use; Survey of SNOMED CT implementations
- SNOMED CT Implementation Framework; SNOMED CT Clinical Value Framework
- SNOMED CT design methodologies: (a) encoding free-text; (b) auditing subsets and extensions; (c) retrieving encoded datasets
- Apply data quality criteria, knowledge base inference guidelines and clinical care guidelines to dataset mapped to SNOMED CT

Health Data Standards
- SNOMED Clinical Terms (SNOMED CT)
- Unified Medical Language System (UMLS)
- International Classification of Disease (ICD-9 (CM), ICD-10 (CM, CA))
- Canadian Classification of Health Interventions (CCI)
- International Classification of Primary Care, Second Edition (ICPC-2)
- Logical Observation Identifiers Names and Codes (LOINC)
- Current Procedural Terminology (CPT)
- RadLex
- RxNorm
- Clinical Document Architecture (CDA)/Continuity of Care Document (CCD)
- HL7 Vocabulary, V2.x Messaging, V3 Messaging

See draft version for Summary of Program Curricular changes included on the following pages

Summary of Program Curriculum Changes:

Effective Date:	01SEP2017				
Faculty:	Graduate Studies		Academic Unit:	School of Health Information Science	
Contact Name:	Karen Courtney	Local:	8599	Email:	court009@uvic.ca
	Erin Sebastian		7561		hinfprog@uvic.ca

Types of program change:		
Creation, reinstatement, discontinuance, or major modification of a program or credential	Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement	Other: Describe in 'Type of change' field
A minor modification in program or credential that does not significantly change that program or credential's focus, content, structure, or requirements	A change in description of a program or credential not involving any change in program or credential requirements	

All program changes should be in the order in which they will appear in the Calendar (i.e. a page 103, 107, 240, 277 as submission 1, 2, 3, 4).

Submission #:	Type(s) of change	Other units consulted: (list all)
1	Creation, reinstatement, discontinuance, or major modification of a program or credential	ADMN, CSC, NURS, PHSP, FGS
2	Creation, reinstatement, discontinuance, or major modification of a program or credential	ADMN, CSC, NURS, PHSP, FGS
3	Creation, reinstatement, discontinuance, or major modification of a program or credential	ADMN, CSC, NURS, PHSP, FGS
4	Creation, reinstatement, discontinuance, or major modification of a program or credential	ADMN, CSC, NURS, PHSP, FGS

			Submission number: 1
Faculty: Graduate Studies	**Academic Unit:** School of Health Information Science	**Date of submission:** DDMMMYY	**Effective date of change:** 01SEP17

Type(s) of program change:

☒	Creation, reinstatement, discontinuance, or major modification of a program or credential	☐	Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement	☐	Other: Describe
☐	A minor modification in program or credential that does not significantly change that program or credential's focus, content, structure, or requirements	☐	A change in the description of a program or credential not involving any change in program or credential requirements		

Current calendar entry:	Proposed calendar entry:
Current calendar page number: 180 (online)	If new, suggested page to insert: Enter page # if applicable
Degrees and Specializations Offered The School of Health Information Science offers courses of study leading to the degree of MSc and PhD, and, with the School of Nursing, a double-degree MN + MSc: • On-campus Stream, MSc • Distributed Stream (online), MSc • Master of Nursing and Master of Science in Health Informatics (distributed), MN + MSc • PhD in Health Informatics	**Degrees and Specializations Offered** The School of Health Information Science offers courses of study leading to the Graduate Certificate in Health Terminology Standards, the degree of MSc and PhD, and, with the School of Nursing, a double-degree MN + MSc: • Graduate Certificate in Health Terminology Standards • On-campus Stream, MSc • Distributed Stream (online), MSc • Master of Nursing and Master of Science in Health Informatics (distributed), MN + MSc • PhD in Health Informatics

Rationale for proposed change:

This is a new graduate certificate program created in response to the explicit request from the Canadian Health Information Management Association (CHIMA), Canadian College of Health Information Management (CCHIM) and Canada Health Infoway (Infoway) to increase capacity in the area of health terminologies in the Canadian health sector. In their 2014 health terminology specialization business case report, CHIMA/CCHIM/Infoway recommended Canadian academic institutions to proceed with the development and launch of a professional certification in Canada for health terminology with educational programs being accredited by CCHIM. Currently there is no such accredited certificate program in Canada. Our School is working closely with CCHIM and will be the first university to offer this accredited certificate program.

Consultation:

Senate Committee on Planning:	☒ In-progress/Approved	☐ Not applicable
Other units consulted in preparation of submission:	☒ Included: ADMN, CSC, NURS, PHSP, FGS	☐ No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.

			Submission number: 2
Faculty: Graduate Studies	**Academic Unit:** School of Health Information Science	**Date of submission:** DDMMMYY	**Effective date of change:** 01SEP17

Type(s) of program change:

☒ Creation, reinstatement, discontinuance, or major modification of a program or credential	☐ Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement	☐ Other: Describe
☐ A minor modification in program or credential that does not significantly change that program or credential's focus, content, structure, or requirements	☐ A change in the description of a program or credential not involving any change in program or credential requirements	

Current calendar entry:	Proposed calendar entry:
Current calendar page number: 181 (online)	If new, suggested page to insert: Enter page # if applicable
ADMISSION REQUIREMENTS The admission selection process is competitive, and enrolment may be restricted in any given year. Candidates should apply directly via the Graduate Admissions and Records website at <www.uvic.ca/graduatestudies/admissions/>. All applications are first reviewed by the Graduate Admissions and Records Office and then by the School Graduate Committee. Only applicants who satisfy the entrance requirements of the Faculty of Graduate Studies and the School will be considered. Not all applicants who meet the minimum requirements can be admitted. There are two entry points for the distributed (online) MSc stream and on-campus MSc stream each year: in January and September. For the Double Degree Master of Nursing and Master of Science in Health Informatics program (distributed) there is one entry point: in September of each academic year. The PhD in Health Informatics has one entry point in September of each academic year.	**ADMISSION REQUIREMENTS** The admission selection process is competitive, and enrolment may be restricted in any given year. Candidates should apply directly via the Graduate Admissions and Records website at <www.uvic.ca/graduatestudies/admissions/>. All applications are first reviewed by the Graduate Admissions and Records Office and then by the School Graduate Committee. Only applicants who satisfy the entrance requirements of the Faculty of Graduate Studies and the School will be considered. Not all applicants who meet the minimum requirements can be admitted. For the Graduate Certificate in Health Terminology Standards, there is one entry point: in September of each academic year. There are two entry points for the distributed (online) MSc stream and on-campus MSc stream each year: in January and September. For the Double Degree Master of Nursing and Master of Science in Health Informatics program (distributed) there is one entry point: in September of each academic year. The PhD in Health Informatics has one entry point in September of each academic year.

Rationale for proposed change:
This is a new graduate certificate program created in response to the explicit request from the Canadian Health Information Management Association (CHIMA), Canadian College of Health Information Management (CCHIM) and Canada Health Infoway (Infoway) to increase capacity in the area of health terminologies in the Canadian health sector. In their 2014 health terminology specialization business case report, CHIMA/CCHIM/Infoway recommended Canadian academic institutions to proceed with the development and launch of a professional certification in Canada for health terminology with educational programs being accredited by CCHIM. Currently there is no such accredited certificate program in Canada. Our School is working closely with CCHIM and will be the first university to offer this accredited certificate program.

Consultation:		
Senate Committee on Planning:	☒ In-progress/Approved	☐ Not applicable
Other units consulted in preparation of submission:	☒ Included: ADMN, CSC, NURS, PHSP, FGS	☐ No consultation required
Written evidence of all consultations should be included in a single PDF for the entire program package.		

			Submission number: 3
Faculty: Graduate Studies	Academic Unit: School of Health Information Science	Date of submission: DDMMMYY	Effective date of change: 01SEP17

Type(s) of program change:

☒ Creation, reinstatement, discontinuance, or major modification of a program or credential	☐ Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement		Other: Describe
☐ A minor modification in program or credential that does not significantly change that program or credential's focus, content, structure, or requirements	☐ A change in the description of a program or credential not involving any change in program or credential requirements		

Current calendar entry:	Proposed calendar entry:
Current calendar page number:	If new, suggested page to insert: 181 (online)

To follow ADMISSION REQUIREMENTS section, prior to Admissions to Master's Programs section	To follow ADMISSION REQUIREMENTS section, prior to Admissions to Master's Programs section

Current calendar entry:

Admission to Graduate Certificate in Health Terminology Standards

For admission, candidates are required to have a bachelor's degree from an accredited university and may include such health professionals as physicians, nurses, therapists and laboratory technologists, as well as information technology and information management professionals working in the health sector. In addition, candidates must satisfy all regular admissions requirements of the UVic Faculty of Graduate Studies.

In exceptional cases, candidates with five or more years of relevant work experience wishing to pursue only the certificate option may be considered for admission without the formal qualifications pending enrollment space availability.

This graduate certificate program may be taken by students who are concurrently admitted to our MSc or PhD degree program in Health Informatics or by those admitted only for the purpose of the certificate. Students who are interested in this certificate program are required to submit a separation application to indicate their intention.

Proposed calendar entry:

Admission to Graduate Certificate in Health Terminology Standards

For admission, applicants are required to have a baccalaureate degree in a health or information technology related field from an accredited university. Their backgrounds can include such health professionals as physicians, nurses, therapists and laboratory technologists, as well as information technology and information management professionals working in the health sector. In addition, candidates must satisfy all regular admissions requirements of the UVic Faculty of Graduate Studies.

In exceptional cases, applicants without a baccalaureate degree or equivalent but who can demonstrate significant (normally at least 15 years) relevant professional expertise or experience who wish to pursue only the certificate option may be admitted provided they are recommended by the School.

This graduate certificate program may be taken by students who are concurrently admitted to our MSc or PhD degree program in Health Informatics or by those admitted only for the purpose of the certificate. Students who are interested in this certificate program are required to submit a separation application to indicate their intention. Note that the certificate cannot be awarded retroactively.

30

Rationale for proposed change:		
This is a new graduate certificate program created in response to the explicit request from the Canadian Health Information Management Association (CHIMA), Canadian College of Health Information Management (CCHIM) and Canada Health Infoway (Infoway) to increase capacity in the area of health terminologies in the Canadian health sector. In their 2014 health terminology specialization business case report, CHIMA/CCHIM/Infoway recommended Canadian academic institutions to proceed with the development and launch of a professional certification in Canada for health terminology with educational programs being accredited by CCHIM. Currently there is no such accredited certificate program in Canada. Our School is working closely with CCHIM and will be the first university to offer this accredited certificate program.		
Consultation:		
Senate Committee on Planning:	☒ In-progress/Approved	☐ Not applicable
Other units consulted in preparation of submission:	☒ Included: ADMN, CSC, NURS, PHSP, FGS	☐ No consultation required
Written evidence of all consultations should be included in a single PDF for the entire program package.		

Faculty: Graduate Studies	Academic Unit: School of Health Information Science	Date of submission: DDMMMYY	Submission number: 4
			Effective date of change: 01SEP17

Type(s) of program change:

☒	Creation, reinstatement, discontinuance, or major modification of a program or credential	☐ Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement	☐ Other: Describe
☐	A minor modification in program or credential that does not significantly change that program or credential's focus, content, structure, or requirements	☐ A change in the description of a program or credential not involving any change in program or credential requirements	

Current calendar entry:	Proposed calendar entry:
Current calendar page number:	If new, suggested page to insert: 182 (online)
	To be inserted after section heading and prior to current text "The MSc program...." **PROGRAM REQUIREMENTS** The Health Terminology Standards Graduate Certificate Program is made up of four graduate level courses for a total of 6 units. The courses are usually taken in the following sequence: HINF 535 Health Information Standards (1.5 units) HINF 536 Controlled Terminology Standards (1.5 units) HINF 537 Health Information Exchange Standards (1.5 units) HINF 597 Field Project in Health Informatics (1.5 units) Note that these courses are only offered once each year. Therefore students are advised to follow the defined sequence to avoid delay in program completion. *Students will be required to travel to Victoria to complete HINF 537 as this course will be delivered with an intensive in-class component; additional course requirements are completed online in the following weeks.*

Rationale for proposed change:

This is a new graduate certificate program created in response to the explicit request from the Canadian Health Information Management Association (CHIMA), Canadian College of Health Information Management (CCHIM) and Canada Health Infoway (Infoway) to increase capacity in the area of health terminologies in the Canadian health sector. In their 2014 health terminology specialization business case report, CHIMA/CCHIM/Infoway recommended Canadian academic institutions to proceed with the development and launch of a professional certification in Canada for health terminology with educational programs being accredited by CCHIM. Currently there is no such accredited certificate program in Canada. Our School is working closely with CCHIM and will be the first university to offer this accredited certificate program.

Consultation:

Senate Committee on Planning:	☒ In-progress/Approved	☐ Not applicable
Other units consulted in preparation of submission:	☒ Included: ADMN, CSC, NURS, PHSP, FGS	☐ No consultation required
Written evidence of all consultations should be included in a single PDF for the entire program package.		

We plan to enrol up to 26 students each year into this certificate program. In addition we anticipate 3-5 students from our MSc program will also pursue the certificate concurrently. This will bring our steady state enrolment target for those pursuing only the graduate certificate option to 26 students per year.

Part A: Consultation with recruitment team and UVic Communications

1. Email confirmation from Brian Tucker, Recruitment Admissions Liaison Officer

From: Brian Tucker
Sent: April-06-16 3:25 PM
To: hinfprog
Cc: Zane Robison
Subject: Proposed Graduate Certificate in Health Terminology Standards

Hi there,

This email is to confirm that the School of Health Information Science at UVic consulted with the department of Student Recruitment and Global Engagement in regards to the creation of a Graduate Certificate in Health Terminology Standards. The consultation involved a discussion about how best to disseminate information ab00ut the program, once it is being offered, and the general role of student recruitment in the attraction of qualified graduate students to the university.

All the best,

Brian Tucker, MA
Recruitment Admissions Liaison Officer (Alberta,
Saskatchewan, Manitoba, Yukon, NWT, Nunavut):
Graduate and Transfer Student Specialist

Student Recruitment & Global Engagement
Division of Student Affairs
University of Victoria

2. Email confirmation from Alicia Kaiser, Marketing and Digital Signage Coordinator

From: Alicia Kaiser
Sent: April-05-16 2:25 PM
Subject: Follow up on HINF meeting

Hi Erin,

Thanks for meeting this afternoon – super refreshing to have some consultation with so much time to plan for a launch!

Based on our discussion, there are a few areas of support we can offer from UCAM and some next steps I can outline going forward.

Step 1: Consult with your communications officer, Kate Hildebrant. She is a great resource for communications channels and, down the line, will be able to support your copy-writing for any promo/web communications that you may endeavour.

Step 2: Focus your efforts on completing the HINF website and building a space for this certificate. The website will be your key information resource for all promotion. Erin, cc'd, can help with the site planning and architecture once you get to it.

Step 3: Develop a marketing plan to promote the certificate. Once the course is approved, I can support you s with estimating, design and project management for any promotional pieces you might need. I'll be looking to your team to define your target audience and general means of promotion - whether you want to do online advertising, traditional print advertising or what hard copy pieces you might need – and we can help to resource those for you. We've got a lot of handy templates over here so, for the most part, this process can be cost effective and time efficient.

Step 4: Coordinate recruitment efforts with Brain Tucker in SRGE for graduate recruitment fairs. You would also work with Brian about potentially having this certificate mentioned in the Graduate Viewbook, which I've also attached as promised.

Please let me know if there is anything else we can help out with at this time!

Thanks,
Alicia

Part B: Recruitment and Marketing Plan Details

1. Aim and objectives

Our overall aim is to reach our target enrollment of 26 students in the first year of program offering. Our specific objectives are to:

- Generate applications from high quality candidates that meet the admission criteria
- Turn applicants with an offer for admission into registered students in the program
- Promote brand awareness and reputation for this program

2. Target market

- Working health and information technology and information management (IT/IM) professionals with a 4-year baccalaureate degree at a recognized University
- Working health and IT/IM professionals without the 4-year degree but have 15+ years relevant experience may be considered pending enrollment space availability

3. Overall strategy

- Creating brand awareness and reputation for this program as the first accredited graduate health terminology certificate program in Canada
- Preparing program information package for use in marketing, promotion and recruitment
- Promoting program through alumni network, employer organizations, eHealth journals/magazines, eHealth conferences and School website
- Dedicating faculty and staff resources to promote program, generate applications and register students

4. Core activities to generate applications

- Reaching out to our extensive network of 900+ alumni across Canada, most of whom are currently working in as health IT professionals in health regions, ministries, NGOs, and the private sector
- Reaching out to our extensive network of employer organizations across Canada and abroad who hire regularly hire our undergraduate and graduate students for coop work terms and full-time positions after graduation
- Promoting the program by advertising in eHealth related journals and magazines such as Health Care Communication Canada, the official magazine for the health IT professional association in Canada
- Promoting the program by attending eHealth related conferences such as the annual eHealth Conference held in Vancouver/Toronto each year in Canada
- Promoting the program through information and contact info published on the School website
- Conducting online and in-person information sessions about the program
- Tracking inquiries with timely assistance and follow-up to generate applications

5. Core activities to turn applications into registered students

- Providing employment prospects and career outlooks for graduates of this program
- Tracking applications with timely assistance and follow-up to achieve successful registration
- Providing counseling for applicants regarding successful program enrolment and completion
- Providing enrollment and employment statistics (once the program is in operation)

E.1 Other UVic Academic Units and Post-Secondary Institutions

- University of Victoria School of Public Health and Social Policy
- University of Victoria School of Nursing
- University of Northern British Columbia School of Health Sciences
- University of Toronto Institute of Health Policy Management and Evaluation
- Dalhousie University, Faculty of Computer Science

E.2 Professional Organizations

- Alberta Health Services
- Canadian College of Health Information Management
- Canadian Health Informatics Association
- Canadian Institute for Health Information
- eHealth Ontario
- Information Technology Association of Canada
- Manitoba eHealth
- Newfoundland & Labrador Centre for Health Information

RE: support for certificate program

Catherine Worthington

Tue 7/19/2016 3:29 PM

To:Andre Kushniruk <andrek@uvic.ca>;

Hi André:

The School of Public Health and Social Policy (PHSP) at the University of Victoria is pleased to provide our support to the School of Health Information Science for its new graduate certificate program in health terminology standards for the Fall of 2017. This innovative certificate program will be an asset to those working in eHealth. I confirm that the proposed certificate does not duplicate any existing program or area of focus within PHSP's Master of Public Health Program.

Best of success with the new certificate program,

Cathy

Catherine Worthington, MSc, PhD
Professor and Director – School of Public Health and
Social Policy
Faculty Lead – HSD Research Centre
University of Victoria
HSD 8202f
PO Box 1700, STN CSC
Victoria, BC V8W 2Y2
T 250-472-4709

University
of Victoria

University of Victoria School of Nursing

School of Nursing
University of Victoria
HSD Building
RM A402

PO Box 1700 STN CSC
Victoria British Columbia
V8W 2Y2 Canada

Tel 250-721-7954
Fax 250-721-6231
Web http://nursing.uvic.ca

July 19, 2016

Dr. Andre Kushniruk
Director and Professor
School of Health Information Science

Dear Andre,

Thank you for sharing your plans for the Proposed Graduate Certificate Program in Health Terminology Standards. The proposal is timely and I support it. One of the issues that has been identified by nurses working in health informatics is their lack of knowledge of terminology standards. Completion of the certificate will positively impact health professionals who engage with health informatics on a daily basis and who are responsible for implementation of electronic health records.

Sincerely,

Esther Sangster-Gormley, RN, PhD
Acting Director
School of Nursing

RE: support for certificate program

Shannon Wagner <Shannon.Wagner@unbc.ca>

Tue 7/19/2016 11:45 AM

To:Andre Kushniruk <andrek@uvic.ca>;

Hi Andre,
I have reviewed this information and can confirm there is little overlap with our current offerings.
Best,
Shannon

Dr. Shannon Wagner
Professor and Chair, School of Health Sciences
University of Northern British Columbia
Phone: 250-960-6320

Re: support for certificate program

Emily Seto <emily.seto@utoronto.ca>

Tue 7/19/2016 9:24 AM

To:Andre Kushniruk <andrek@uvic.ca>;

Dear Dr. Kushniruk,

As the Health Informatics Lead at the Institute of Health Policy, Management and Evaluation (IHPME), I am writing to confirm that your proposed certificate program does not duplicate the existing programs at IHPME. Health terminology standards, and in general health informatics, is an emerging field and I believe your proposed certificate program may fill an existing gap.

Best of luck with your program. I forward to hearing more about its progress under your leadership.
Emily

—

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Emily Seto, PhD, PEng
Assistant Professor, IHPME, University of Toronto
Health Informatics Lead, Academic Director of the MHI Program
Affiliated Faculty, Techna Institute, UHN/UofT
Affiliated Researcher, Centre for Global eHealth Innovation, UHN
Email: emily.seto@utoronto.ca
Cell phone: 416-669-9295
```

Re: support for certificate program

Raza Abidi <sraza@cs.dal.ca>

Fri 7/22/2016 9:35 AM

To:Andre Kushniruk <andrek@uvic.ca>;

Hello Dr. Kushniruk

I have reviewed the outline of the proposed graduate certificate program in health terminology standards. I believe that the certificate fulfills a need within the health informatics professional community and it will provide students the necessary skills to work in the health informatics industry. The proposal meets an emerging need for skillful workers who are familiar with health terminology standards. At Dalhousie University, we offer a Masters of Health Informatics program that contains courses covering the topic of 'health information standards and terminologies' in addition to other health informatics topics. The proposed certificate program seems to cover the topic of healthcare terminology standards in much greater detail, spanning over multiple courses and with a dedicated project. Therefore, even if there is some overlap in terms of coverage of standard terminologies, the proposed certificate program provides a more focused coverage to the topic. In conclusion, I support the proposal for a graduate certificate program in health terminology standards.

Regards

Syed Sibte Raza Abidi
Professor of Computer Science
Director of Health Informatics
Faculty of Computer Science
Dalhousie University

Website: www.cs.dal.ca/~sraza
Phone: 1-902-4942129

March 14, 2016

Professor Francis Lau, PhD
School of Health Information Science
University of Victoria
P.O. Box 1700, Station CSC
Victoria, BC
V8W 2Y2

RE: Proposed Graduate Certificate Program in Health Terminology Standards,
University of Victoria

Dear Professor Lau:

I am writing in response to our recent discussion regarding the proposed Graduate Certificate Program in Health Terminology Standards to be offered through the University of Victoria.

As a Director responsible for a specialized team of clinical terminology specialists in the evolving fields of Health Information Management and Health Informatics, I am responsible for recruiting qualified individuals under my area of responsibility. Because health terminologies and related standards are emerging fields, these roles historically have presented challenges for recruitment. As the implementation of health information technologies continue in Canada, clinical terminology-related roles will continue to evolve to support point of care data capture and use to improve access, quality and safety of patient care. For current and future professionals in this field, advanced education and certification have become imperative to support this evolution.

In current state, the options for programs in these areas either do not offer the comprehensive detail required to obtain subject matter expertise in health terminology standards and/or do not address Canadian requirements. Often individuals pursuing advanced education are working full-time and require the flexibility offered by distance education. In addition, offering a post-diploma or post-degree program allows working professionals to receive credit for invaluable knowledge gained through work experience.

Based on my own experience, it is my personal belief that formal post-secondary programs offering certification in Health Terminology Standards are essential for professionals who wish remain competitive in this field by advancing their knowledge through formal certification. Programs offering the flexibility of distance learning present a viable option for individuals working full-time.

Yours truly,

Sharilyn Kmech CHIM
Director, Clinical Terminologies, Communication & Learning
Health Information Management

Clinical Terminologies, Communication & Learning • Health Information Management
2001 - 10101 Southport Road SW, AB T2W 3N2 Tel: 403-943-1437 Fax: 403-943-0593
Email: sharilyn.kmech@albertahealthservices.ca
www.albertahealthservices.ca

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February 11, 2016

Dr. Francis Lau, Professor
School of Health Information Science
Faculty of Human & Social Development
University of Victoria
PO Box 1700 STN CSC
Victoria BC V8W 2Y2

Dear Dr. Lau:

Re: Graduate Certificate in Health Terminology Standards

I am writing this letter in support of the University of Victoria program proposal for a Graduate Certificate in Health Terminology Standards. As the Vice President of the CCHIM and co-lead in the Terminology Standards certification business case and curriculum development projects, I was pleased to read the project proposal and see that it aligns with both of these documents.

A demonstrated need has been identified for a clinical terminology professional certification in Canada that includes program accreditation by CCHIM[1]. The development of the curriculum document has been completed and, as you know, it is now in the midst of the public comment period. Initial feedback has been positive, and national and international support of the Canadian Terminology Standards work has been received.

The HIS School's project proposal is timely and relevant to support the needs as outline by key stakeholders in Canada. I look forward to supporting you through the program accreditation process once your program proposal has been approved.

Sincerely,

Kelly Abrams, MPA, CHIM
Vice President, CCHIM

---

[1] Abrams, K., & Bryan, M. (2014). Business case for a clinical terminology professional certification in Canada. CHIMA: London, ON.

COACH

CANADA'S HEALTH
INFORMATICS ASSOCIATION

March 4, 2016

Francis Lau, PhD, FCAHS
Professor, School of Health Information Science
University of Victoria
P.O. Box 1700 STN CSC
Victoria, BC
V8W 2Y2

Dear Francis:

I would like to offer support for your proposal for a Graduate Certificate Program in Health Terminology Standards. UVIC has demonstrated an exceptional commitment and track record for advancing Canadian knowledge in the field of health informatics and has been a strong advocate in support of standards and integrated solutions for healthcare.

As CEO of COACH: Canada's Health Informatics Association, I am proud to promote the adoption, practice and professionalism of Health Informatics (HI) in our country. COACH represents a diverse community of accomplished, influential professionals who work passionately to make a difference in advancing healthcare through information technology. HI is the intersection of clinical, IM/IT and management practices. Members are dedicated to realizing their full potential as professionals and advancing HI through access to information, talent, credentials, recognition, programs and a broad range of services and specialized resources.

COACH recognizes the value of your proposal for a Graduate Certificate Program in Health Terminology Standards – and, we will look forward to further ongoing collaboration as the program develops and flourishes over time.

Sincerely,

Mark Casselman
Chief Executive Officer
COACH: Canada's Health Informatics Association

151 YONGE STREET, 11TH FLOOR, TORONTO, ONTARIO, CANADA M5C 2W7
TEL: 647-775-8555 · TOLL FREE: 1-888-253-8554 · INFO@COACHORG.COM · WWW.COACHORG.COM

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February 26, 2016

Francis Lau,
Professor, School of Health Information Science
University of Victoria
P.O. Box 1700 STN CSC, Victoria, BC
V8W 2Y2

Dear Professor Lau:

This is a letter of support for the Graduate Certificate Program in Health Terminology Standards proposed for the University of Victoria.

The Canadian Institute for Health Information (CIHI) is a national non-profit organization with the mandate to deliver comparable and actionable information to accelerate improvements in health care, health system performance and population health across the continuum of care. We work closely with our stakeholders to create and maintain a broad range of health databases, measurements and standards.

With the increased implementation of health information technologies in Canada, new and evolving roles in clinical terminologies are emerging to support point of care data capture and the use of clinical data to improve the access, quality and safety of patient care. With the use of clinical terminologies growing, CIHI along with other key stakeholders sees the development of a Health Terminology Standards Certificate Program a priority to meet the growing demands for certified clinical terminology professionals. This program will benefit CIHI and our healthcare data suppliers to fulfill recruitment needs to meet future and ongoing operational requirements for terminology expertise.

Sincerely yours,

Keith Denny
Acting Director, Clinical Data Standards and Quality
CIHI

495 Richmond Road, Suite 600, Ottawa, Ontario, K2A 4H6   Phone: 613-241-7860   Fax: 613-241-8120
495 promenade Richmond, bureau 600, Ottawa (Ontario) K2A 4H6   Tél: 613-241-7860   Téléc: 613-241-8120

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March 14, 2016

Francis Lau PhD, FCAHS, Professor
School of Health Information Science
University of Victoria
P.O. Box 1700 STN CSC
Victoria, BC, Canada V8W 2Y2

Dear Francis,

Re: **Proposed Graduate Certificate Program in Health Terminology Standards,**

As a Director of eHealth Standards in a large provincial ehealth agency, I am writing to show support for the proposed graduate certificate program in health terminology standards. At eHealth Ontario, we have a team dedicated to developing and maintaining the specifications used to exchange health information from local and regional health organizations to eHealth Ontario's provincial electronic health record. The health information is used by health service providers to make informed health care decisions, and the use of terminology standards adds the necessary meaning to the information being shared. This type of work is only possible with the skills and expertise of terminologists with a sound grasp of the terminology standards available and their application in electronic health records.

eHealth Ontario has been fortunate to have invested in terminology standards education and internal growth of terminology experts over the past 5 years, and continues to increase the knowledge and skills of the eHealth Standards team. Some of the team is dedicated to terminology standards and others are focused on data exchange standards. As part of the work at eHealth Ontario, the team has continued to increase their understanding of the implementation and maintenance of standards, including the use of terminology specific applications to increase the current and future potential use of terminology. For example, we use a terminology standard to categorize the report names in our clinical data repository for ease of navigation in the presentation of the reports in the provincial viewer. We also use laboratory order and result terminology standards to support laboratory result access in our Ontario laboratories information system. These examples show the potential use of terminology standards, and we are preparing for future use with other content in the electronic health record to make the effective exchange and interpretation of health information more sophisticated and safer for our patients as more information becomes electronic.

The ability to offer terminology standards for use in our systems has come with extra effort on the part of eHealth Ontario and through the passion of the team for the benefits associated with meaningful terms in the provincial electronic health record. I joined eHealth Ontario in February 2011 as the Lead, eHealth Standards – Terminology, and quickly discovered how difficult it was to find terminologists with expertise to support the provincial EHR. After training staff to fill the terminology positions, they became very marketable to others looking for like trained expertise, and opportunities with increased pay, travel and remote work beyond that available to government agencies led to a need for new experts. In January 2013, I moved into the role of Director, eHealth Standards and had the opportunity to replace my previous role focused on terminology. Again this was a position that took many months to fill, and within two years this led to another excellent opportunity in the private sector for the expert we had invested in, once again beyond the competition available from a provincial agency. To date, I have been involved in the review, approval and implementation of standards for data exchange, data content and terminology, and this has provided insight into the skills and expertise required to support the electronic health record at a provincial agency. Prior to joining eHealth Ontario, I spent most of my career in Director of Health Information Management Department roles in multiple facility hospitals implementing electronic health records in collaboration with the Information Technology Department, so I understand the challenges with local, regional, and provincial use of standards, including the ability to find knowledgeable resources with expertise in terminology standards.

The proposed graduate certificate program in health terminology standards will go a long way to satisfying the expertise and skills necessary to address the gap in employing staff ready to step into the advanced roles needed to support electronic health records in Canada. The amount of time and effort necessary to locally train and grow this expertise is difficult given the competing workload priorities to deliver the EHR. Graduates from a program such as you are proposing would be a welcome benefit to organizations such as ours to address the ability to advance our service offerings and increase the ability to leverage terminology standards in more mature and intelligent use with analytics and population health. I wish you well with your proposal and welcome the opportunity to collaborate with you further in future and someday hope to benefit from terminology standards expertise with graduate certificates from the University of Victoria.

Sincerely,

Sue Schneider, BA, CHIM, CPHIMS-CA
Director, eHealth Standards
eHealth Ontario

ITAC
INFORMATION TECHNOLOGY
ASSOCIATION OF CANADA

ACTI
ASSOCIATION CANADIENNE
DE LA TECHNOLOGIE DE L'INFORMATION

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February 6, 2016

Francis Lau, PhD, FCAHS
Professor, School of Health Information Science
University of Victoria
P.O. Box 1700 STN CSC
Victoria, BC
V8W 2Y2

Dear Francis:

Re: UVIC's Proposed Health Terminology Standards Program

Thank you for forwarding your draft proposal for a UVIC Graduate Certificate Program in Health Terminology Standards. As you know, ITAC Health was invited to participate on the recently-concluded CHIMA Terminology Standards Certification Committee, and we have a deep appreciation for the demand for this competency within the healthcare industry. We fully support the emergence of post-secondary programs designed to fill this need.

ITAC Health, representing Canadian eHealth vendors, applauds this national effort, as well as UVIC's initiative in moving this agenda forward aggressively. We fully support your proposal for a Graduate Certificate Program in Health Terminology Standards, and look forward to the opportunity for your graduates to find meaningful employment within the vendor community.

Best of luck getting this program off the ground. Don't hesitate to contact us for any ongoing support.

Yours truly,

Michael Nusbaum, BASc, MHSA, FHIMSS
ITAC Health Representative
CHIMA Terminology Standards
        Certification Committee

Brendan Seaton, CISSP, CIPP/C, CRISC
President, ITAC Health

/mhn

March 23, 2016

Francis Lau PhD, Professor
School of Health Information Science
University of Victoria
Victoria, BC V8W2Y2

Dear Dr. Lau

I am writing to support the proposed Graduate Certificate Program in Health Terminology Standards at the University of Victoria. We would welcome a recognized program with online options that provides standardized core learnings and which references the Canadian electronic health record context.

The primary goal of Manitoba eHealth is to provide the right information to the right person at the right time and in the right place. With the rising demand for interoperable and integrated clinical information systems there is a concomitant need for health information technology and information management (IT/IM) professionals. Such individuals would be highly valued by Manitoba eHealth and, I'm sure, by other organizations within our jurisdiction including Health Information Management departments in the regional health authorities and Manitoba Health.

Manitoba eHealth has already experienced difficulty recruiting for terminology / information standards roles and we anticipate that our need for individuals with qualifications in this area will only increase. We also strongly support tying the program to CCHIM accreditation: this would allow potential employers to expect a level of expertise/knowledge from individuals holding these credentials.

In addition to providing future generations of HIM professionals, a flexible/distance learning program such as the one you propose would also be an important vehicle for formal continuing education of current health IT/IM professionals and those seeking advanced training and certification. Additionally, there may be staff whose primary role is not health IT/IM but who could benefit from specific learning in this area.

Manitoba eHealth supports the Graduate Certificate Program being proposed by your school and looks forward to its successful offering in the near future.

Regards

Perry Poulsen, CIO
Manitoba eHealth

February 26, 2016

Dr. Francis Lau
School of Health Information Science
University of Victoria
P.O. Box 1700, STN CSC
Victoria, BC V8W 2Y2

Dear Dr. Lau:

This letter is in support of the proposed Health Terminology Standards Graduate Certificate Program.

In addition to the development of a confidential and secure Health Information Network, the Newfoundland and Labrador Centre for Health Information (the Centre) also supports the development of data and technical standards, maintains key health databases, prepares and distributes health reports and supports and carries out applied health research, evaluations and analytics. As such, the Centre realizes the value of the proposed Health Terminology Standards Graduate Certificate Program. As the Centre continues its focus on eHealth initiatives, the program content outlined in the proposal would be valuable to expanding the knowledge of the Centre's resources and to others who are working in the area of eHealth.

The Centre supports the proposal of the Health Terminology Standards Graduate Certificate Program in principle and looks forward to the program as it progresses from concept to delivery.

Sincerely,

Connie Duffett
Director of Strategic Human Resource Management

Newfoundland and Labrador Centre for Health Information
www.nlchi.nl.ca
70 O'Leary Avenue, St. John's, NL A1B 2C7
t 709.752.6000 f 709.752.6011 e.contact@nlchi.nl.ca

(a) Income generated

Item	Description	Amount	Unit	Total	Notes	Breakeven	Realistic	Best
Revenue								
1	Tuition fee for 4 courses or 6 units	$8,500	26	$221,000	a	25	26	30
2	Total revenue per year			$221,000		$212,500	$221,000	$255,000
Expense								
3	Instructor salary for HINF535	$8,000	1	$8,000	b	$8,000	$8,000	$8,000
4	Instructor salary for HINF536	$8,000	1	$8,000	b	$8,000	$8,000	$8,000
5	Instructor salary for HINF537	$8,000	1	$8,000	b	$8,000	$8,000	$8,000
6	Instructor salary for HINF597	$8,000	1	$8,000	b	$8,000	$8,000	$8,000
7	Teaching assistant support for program	$12,000	1	$12,000	c	$12,000	$12,000	$12,000
8	Program administration support	$12,000	1	$12,000	d	$12,000	$12,000	$12,000
9	SDO membership fees - annual	$2,500	1	$2,500	e	$2,500	$2,500	$2,500
10	Technical/system support	$12,000	1	$12,000	f	$12,000	$12,000	$12,000
11	Teaching resources	$3,000	1	$3,000	g	$3,000	$3,000	$3,000
12	Web-conferencing license - annual	$2,500	1	$2,500	h	$2,500	$2,500	$2,500
13	Server/tool hosting support - annual	$5,000	1	$5,000	i	$5,000	$5,000	$5,000
14	Workshop travel expense for instructor	$5,500	1	$5,500	j	$5,500	$5,500	$5,500
15	Workshop expenses	$2,500	1	$2,500	k	$2,500	$2,500	$2,500
16	Program marketing/promotion	$7,000	1	$7,000	l	$7,000	$7,000	$7,000
17	**UVic admin overhead on tuition revenue**	$221,000	50%	$110,500	m	$110,500	$110,500	$110,500
18	Total expenses per year			$206,500		$206,500	$206,500	$206,500
Income								
19	Total income per year			$14,500		$6,000	$14,500	$48,500

Notes

a Scenarios for tuition fee and enrollment $8,500 /year for 26 students <- adjust fee & enrollment here

b Salary for instructors to teach the course

c Teaching assistant to help with preparation, logistics, marking and communication

d Administrative support for student registration, communication and logistics support

e Standard Development Organizations (SDOs): ASTM-$500, HL7-$500, Infoway-$500, others-$1000

f Part-time technical and system support staff, at $80/hour

g Textbooks, standard manuals/guides, software licenses

h WebEx conferencing system license, monthly fee $200+

i UVic and corporate hosting of servers and tools e.g. security certificates and terminology/data exchange tools

j Travel expense for instructor to attend on-campus workshop ; students are responsible for their own travel expenses

k Workshop facility rental and refreshments

l Advertisement of program and promotional materials such as flyers, pamphlets

m **UVic administrative cost and common pool/good overhead charge % on tuition fee based on suggestion from VPAC office**

(b) Faculty appointment required – refer to (a) under Notes b

- Two of the courses (HINF535, 597) will be taught by our existing faculty Dr. Francis Lau
- Two courses (HINF536, 537) will be taught by two new instructors yet to be hired

(c) Staff requirements – refer to (a) under Notes c, d, f

- Teaching assistant - help with course preparation, logistics, marking and communication with students
- Administrative support - responsible for student registration, communication and logistics support
- Technical and system support – help set up and maintain software tools in UVic Research Computing Centre and teaching lab for creating, revising and maintaining terminology standards

(d) Space requirements

- Three of the courses (HINF535, 536, 597) are offered online via a web-conferencing software tool so they do not require physical classroom or lab space at UVic.
- HINF537 is offered both on-campus and online. The on-campus component is a 5-day workshop at UVic in one of the computer labs (e.g. HSD A160 or 170). The online component is done over a 3-week period via a web-conferencing software tool.

(e) Library requirements (include evidence of consultation with UVic librarian)

We consulted with Ms. Rebecca Raworth from the UVic Library Services to ensure the current UVic collection can meet the course needs for this program. Below is the correspondence we had with Ms. Raworth.

> **From:** Rebecca Raworth
> **Sent:** January-05-16 1:56 PM
> **To:** hinfprog
> **Cc:** Carol Gordon; Ken Cooley
> **Subject:** RE: Request for calendar consultation - Library
> **Importance:** High
>
> Hello Erin,
>
> Both Carol Gordon, the Public Health Librarian, and I have evaluated UVic Library's collection in the areas of the new courses (Public Health Informatics, Controlled Terminology Standards, and Health Information Exchange Standards) and have determined that our current collection will meet these course needs.
>
> If you need further information from Carol or I, please don't hesitate to contact us.
>
> All the best for 2016,
>
> **Rebecca**
> Rebecca Raworth
> UVic Island Medical Program Librarian

(f) Other instructional costs – refer to (a) under Notes e, g, h, i, j, k, l

- SDO membership fees – annual fees for standards development organizations
- Teaching resources – annual learning resource purchase including textbooks, manuals, standard guides
- Web-conferencing licence – annual fee for web-conferencing tool such as Web-Ex
- Service/tool hosting – annual technical hosting fee from UVic research computing /data centre and other corporate hosting of terminology/data exchange tools
- Workshop travel expense for instructor – flight, taxi, hotel and meals to bring instructor to Victoria for the 5-day workshop at UVic as part of the HINF537 course
- Workshop expenses – refreshments and room booking (e.g. University Club) for student networking activities during the 5-day workshop at UVic