



**University
of Victoria**

**UNIVERSITY OF VICTORIA
BOARD OF GOVERNORS
Tuesday, November 25, 2014
11:00 a.m. – 12:00 p.m.
Senate and Board Chambers**

AGENDA - OPEN BOARD

Welcome

1. Approval of Agenda

2. Minutes

a) Minutes of Regular Meeting of September 30, 2014 (*attached*)

MOTION:

THAT the minutes of the open session of the regular meeting of September 30, 2014 be approved.

3. Business Arising

4. Remarks from the Chair

5. Correspondence

a. Letter of October 30, 2014 to Mr. Lee Doney, PSEC re: Code of Conduct Guidelines (*attachment*)

CONSENT

6. Operations and Facilities Committee (M. Kennedy)

a. Status Report on Capital Projects BOG-Nov25/14-09

b. Due Diligence Reports – Facilities Management BOG-Nov25/14-10

c. Proposal for a Minor in Education BOG-Nov25/14-15

MOTION:

THAT the Board of Governors approve the proposal for a Minor in Education and that the program be withdrawn if the program is not offered within

five years of the granting of the approval.

d. Proposal for a Minor in Geographic Information Technology BOG-Nov25/14-17

MOTION:

THAT the Board of Governors approve Minor in Geographic Information Technology and that the program be withdrawn if the program is not offered within five years of the granting of the approval.

e. Discontinuation of Canadian Studies Certificate Program BOG-Nov25/14-18

MOTION:

THAT the Board of Governors approve the request to discontinue the Canadian Studies Certificate Program.

f. New and Revised Awards BOG-Nov25/14-19

MOTION:

THAT the Board of Governors approve the following new and revised graduate and undergraduate awards:

- *Wanosts'a 7 Scholarship (new)*
- *Class of 1981 Entrance Scholarship in Honour of Anne Fraser (new) **
- *Vera Allen Travel Award for Medical Sciences (new) **
- *Elias Mandel Prize for Study Abroad in Humanities (new) **
- *Susan Hill and Susanne Diakiw Bursary in Education (new) **
- *Susan Hill and Susanne Diakiw Bursary in Earth and Ocean Sciences (new) **
- *Cloverdale Paint Bursary (revised)*
- *Michiel Horn and Cornelia Schuh Scholarship (revised) **
- *Mansell-McLellan Entrance Scholarship (revised) **
- *Lorene Kennedy Field Course Award (revised) **
- *Mrs. Matilda M. Schill Scholarship (new) **
- *Heather Raven Leadership Award (revised) **
- *Hamber Foundation Women's Studies Bursary (revised)*
- *Aldyen Hamber Entrance Scholarship (revised)*
- *School of Public Administration Leadership Legacy Award (new)*
- *Victoria Real Estate Board Past Presidents Scholarship (new)*
- *Petch Bursary in Women's Studies (revised) **
- *Peter B. Gustavson School of Business Entrance Tuition Scholarship (revised)*
- *Class of 1996 Bursary (revised) **
- *Dorothy & Ernest Ayton Memorial Scholarship (revised) **
- *Edward Mothersill Scholarship in Philosophy (new) **
- *Norman J. Ruff Scholarship (revised) **
- *Political Science Alumni Scholarship (new)*
- *Iola Worthington Scholarship in Business (revised) **
- *DuMoulin Black LLP Prize in Securities Regulation (new)*
- *Microserve Scholarship in Business, Management Information Systems (new)*
- *Lorene Kennedy Restoration of Natural Systems Diploma & Certificate Selected*
- *Project Award (new) **
- *Motion Picture Technicians Union Local 891 Bursary (revised)*

- *Denise Heap Bursary (new) **
- *Dr. Ian MacPherson Memorial Scholarship (new)*
- *Hartwig Industries Graduate Award in Concussion Research (new)*

** Administered by the University of Victoria Foundation*

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

REGULAR

7. Operations and Facilities Committee (M. Kennedy)

- 2014/15 Enrolment Analysis** BOG-Nov25/14-02
- Report on Student Financial Aid 2013/14** BOG-Nov25/14-16

8. President's Report

- Presentation on University Rankings** – Mr. Tony Eder, Director of Institutional Planning and Analysis
- Other matters**

9. Other Business

10. Adjournment



University
of Victoria

**UNIVERSITY OF VICTORIA
BOARD OF GOVERNORS
Tuesday, September 30, 2014, 11:00 a.m.
Senate and Board Chambers**

DRAFT – OPEN MINUTES

Present: Dr. Erich Mohr (Chair), Mr. Nav Bassi, Prof. Jamie Cassels, Dr. Hélène Cazes, Ms. Ida Chong, Mr. Bradley Cranwell, Ms. Kayleigh Erickson, Mr. Murray Farmer, Mr. Peter Gustavson, Mr. Michael Kennedy, Ms. Lindsay LeBlanc, Ms. Isobel Mackenzie, Dr. Ana Maria Peredo, Ms. Beverly Van Ruyven, Ms. Tracy Redies, Dr. Julia Eastman (Secretary)

By Invitation: Dr. David Castle, Ms. Gayle Gorrill, Dr. Valerie Kuehne, Ms. Carmen Charette, Ms. Samantha Watkins

1. Approval of Agenda

The agenda was declared approved.

2. Minutes of Regular Meeting of June 23, 2014

MOTION (T. Redies/B. Van Ruyven):

THAT the minutes of the open session of the regular meeting of June 23, 2013 be approved.

CARRIED

3. Business Arising

There was none.

4. Remarks from the Chair

Dr. Mohr welcomed new members.

5. Correspondence

- a. Message from Minister de Jong, dated July 10, 2014
- b. Letter from Minister Virk, dated August 1, 2014
- c. Letter from Minister Virk, dated September 16, 2014

Dr. Mohr said that correspondence had been received from Minister de Jong and Minister Virk concerning the provincial government's new taxpayer accountability principles and standards of conduct for the BC public sector. Dr. Mohr said there had since been discussion between

government officials and the Research Universities' Council of British Columbia (RUCBC) about these matters. He said the Deputy Minister of Advanced Education had very recently written to ask board members to sign an Addendum to the Government Letter of Expectations (GLE).

It was observed that the boards of other BC universities had also received this request.

It was noted that the letter would be available in the Office of the University Secretary for those Board members who chose to sign it. Dr. Mohr emphasized that this was an individual decision.

In response to a question from Ms. Mackenzie about whether the document would be made available to the public, Dr. Eastman said that it would be posted on the university website.

Ms. Redies asked whether there had been any discussion of how the government would determine whether or not universities and other institutions are following the principles.

In response, Prof. Cassels described the annual accountability process and said there would be periodic meetings between government officials and board chairs.

CONSENT

6. Audit Committee (B. Van Ruyven)

- a. Government Reporting Entity Quarterly Reports – Period Ending June 30, 2014 and Approval of Budget for Audited Consolidated Financial Statements BOG-Sept30/14-16**

MOTION:

THAT the Board of Governors approve the 2015 Public Sector Accounting Standards (PSAS) budget to be reported on the 2014/15 University of Victoria Consolidated Financial Statements as per Schedules A and B.

7. Operations and Facilities Committee (M. Kennedy)

- a. Status Report on Capital Projects BOG-Sept30/14-11**
- b. Annual report on University of Victoria approved Research Centres BOG-Sept30/14-28**

8. Finance Committee (L. LeBlanc)

- a. Short Term Investment Report to June 30, 2014 BOG-Sept30/14-06**

MOTION:

THAT the Board of Governors approve the revised Short Term Investment Policy FM5200 as per Appendix 8.

- b. Long-Term Disability Trust – 2014/15 Financial Statements BOG-Sept30/14-08**

Pro Forma Motion (P. Gustavson/I. Mackenzie): That the above items be approved by the Board of Governors by consent.

REGULAR

9. Operations and Facilities Committee (M. Kennedy)

a. Facilities Condition: Associated Risks BOG-Sept30/14-12

Mr. Kennedy reported that the Operations and Facilities Committee had received a presentation the day before regarding deferred maintenance. He said it had received an updated assessment and a clarification of how risks are assessed and priorities are set.

b. Academic Staffing, Recruitment, and Vacancies Report BOG-Sept30/14-01

Mr. Kennedy reported that the Operations and Facilities Committee had received a report on these matters. He noted some highlights. He said that the number of faculty members over the age of 65 continued to grow.

c. Campus Plan Update BOG-Sept30/14-13

Mr. Kennedy said the university was about to embark on the process of updating the campus plan, which was primarily driven by the strategic plan. He said that a steering committee had been established and a process initiated. He said a draft plan would be created in 2015 and that members of the university and the external community would be consulted in the process. The target date for approval of the updated plan was January 2016.

d. Update on the Strategic Research Planning Process BOG-Sept30/14-26

Vice President Research David Castle was welcomed. Dr. Castle reported that preparations for updating the strategic research plan had started in 2012 but had been put on hold pending the appointment of a new president and vice-president research. He said the process would begin now and would include an assessment to benchmark UVic against comparable universities nationally and internationally. It would include strategies to maintain the great work underway at the university. He said this process was driven by the strategic plan and would include extensive consultation.

There was discussion of the relationship of the strategic research planning process to the priorities and expectations of the provincial government and other external stakeholders.

10. Finance Committee (L. LeBlanc)

a. 2014/15 Budget Expenditure Allocation Report BOG-Sept30/14-04

Ms. LeBlanc reported that unless there were significant changes, departments would not be asked to make across the board budget reductions in 2014/15. She said the Board would receive further information in November.

b. Update on Divestment Requests

Ms. LeBlanc reported that the Finance Committee had had an extensive discussion of responsible divestment at its meeting the previous day. She said the Committee recognized that divestment of fossil fuels was an important issue.

Ms. LeBlanc said that the Finance Committee had received an update from the University of Victoria Foundation board on steps that the Foundation had taken in response to requests to divest. At her request, Vice-President Finance and Operations Gayle Gorrill summarized the steps the Foundation had taken. The Foundation would not divest but would be enhancing responsible investment practices. She said the Foundation would require annual reporting in writing from managers regarding how they take environmental factors into account in their decision making and the Foundation would enhance its commitment to responsible investing by becoming a signator to United Nations Principles for Responsible Investment (UNPRI).

Ms. Gorrill said that becoming a signatory would increase transparency and prompt regular review and reflection on environmental social and governance factors. She reported that the Foundation would not divest at this time but would continue to be supportive of the university as it engaged in dialogue on these issues.

Ms. Gorrill reported on action taken by other universities.

Vice-President External Relations Carmen Charette reminded Board members that last May the Board had undertaken to promote dialogue. She announced a forum would be held in early January co- sponsored by UVic and the Pacific Institute for Climate Solutions (PICS) to address issues of climate change including divestment. She said the university would create a website with pertinent information and perspectives and that a summary of the proceedings would be shared with the Board and the Foundation, and posted on the website in order to encourage the discussion to continue.

11. President's Report

a. Community Engagement at the University of Victoria – Overview by Vice-President External Relations Carmen Charette with Leslie Brown, Special Advisor to the Provost on Community-University Engagement

Ms. Charette provided an overview of community engagement at UVic. She said that UVic had a long history of positive and beneficial relationships with many external communities and had made a strong commitment in its strategic plan to enhance community engagement.

Ms. Charette introduced Special Advisor to the Provost on Community-University Engagement Leslie Brown.

Ms. Brown described the strengths for which UVic is known and strategies for building upon them in areas, including: knowledge mobilization; community engaged research; community engaged learning; and policy.

She provided information on developing a framework for moving forward strategically and on initiatives underway and planned.

Ms. Charette and Ms. Brown were thanked for their presentations.

b. Other matters

President Cassels provided his report.

He spoke about the following developments at the Provincial level:

- The Deputy Minister and Assistant Deputy Minister of Advanced Education's recent visit to UVic.
- The activities of the Research Universities Council of BC (RUCBC).
- An upcoming potential trade mission to India in which Prof. Cassels would be participating.
- The provincial governments Taxpayer Accountability Principles. Prof. Cassels said instructions had been sent to all public sector entities to develop a code of conduct. Ms. Charette said that UVic had a number of policies, procedures and provisions that contained elements of what would be considered a code of conduct. Working closely with RUCBC, UVic and other universities would provide to government a description of the existing components that address the requirements of a code of conduct and a link to all of these.

Referring to the federal level:

- Prof. Cassels congratulated the team that succeeded in securing further operating funding for Ocean Networks Canada (ONC).
- Prof. Cassel's reported on a meeting with Prime Minister Stephen Harper, Yukon MP Ryan Leef, Minister of Environment Leona Aglukka and Minister of Aboriginal Affairs Bernard Valcourt in Cambridge Bay at which UVic arctic initiatives had been highlighted.

Finally, President Cassels reported on campus events, including a terrific start to the year with orientations for new faculty and students, and the Vikes Breakfast that morning which had raised \$475,000 for student scholarships to support student athletes.

12. Other Business

There being no other business, the meeting adjourned at 12:02 p.m.



**University
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30 October 2014

Mr. Lee Doney
Interim President and CEO
Public Sector Employers' Council Secretariat
210 - 880 Douglas Street
Victoria BC V8W 2B7

Re: Code of Conduct Guidelines

Dear Mr. Doney,

I am writing to you in response to Minister de Jong's request for revised code of conduct guidelines for employees of the University of Victoria. The University of Victoria has well-developed policies and procedures in place that articulate the standards of conduct all personnel are expected to follow in their day to day interactions with all partners and stakeholders, including students, parents, suppliers, donors, competitors, governments, businesses, industry and community agencies.

The attached document identifies the applicable university policy and collective agreements, noting the article, procedure or guideline that directs our codes of conduct. All university employees are covered by these policies, agreements or contracts and are bound by and must comply with them as a condition of employment.

The following fundamental values are embedded in UVic's Strategic Plan and inform all of our actions, including standards of conduct:

- intellectual and ethical integrity
- freedom of speech and freedom of inquiry
- equal rights and dignity of all persons.

The University of Victoria is committed to:

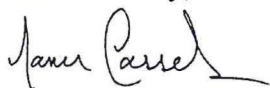
- providing a high-quality learning and research environment
- integrating teaching, learning, research and civic engagement across the disciplines
- employing our core strengths to benefit our external communities – locally, regionally, nationally and internationally – and promoting civic engagement and global citizenship

- promoting the development of a just and sustainable society through our programs of education and research and the stewardship of our own financial and physical resources
- collegial forms of governance that provide appropriate opportunities for all members of the university community to participate
- environments for work and study that are safe, supportive, inclusive and healthy and that foster mutual respect and civility, recognizing that people are our primary strength
- public and internal accountability.

As requested, a post-employment clause will be added to our executive contracts. The clause will describe the expectation that an executive who leaves the university for future employment in the private sector must inform their Vice-President/President, who will assess if the future employment could result in a real, apparent or potential conflict, in conformity with the university's conflict of interest policy. If it is determined that there is a real, apparent or potential conflict, a discussion will ensue on post-employment measures to be taken if any are deemed necessary.

Please do not hesitate to connect with me if you require more information on our guidelines.

Yours sincerely,



Jamie Cassels, QC
President and Vice-Chancellor

Enclosure

- c. Erich Mohr, Chair Board of Governors
Julia Eastman, University Secretary

University of Victoria Policies, Code of Conduct Guidelines

All University employees are covered by these policies, agreements or contracts and are bound by and must comply with them, as a condition of employment. It is also the duty of all employees to be familiar with all administrative policies and stay current with policy updates. An entire listing of University policies and conditions can be viewed at the Policy and Procedures section of the University website.

Integrity, Impartiality & Accountability	Intellectual and ethical integrity is a core value of the University of Victoria. It is a fundamental principle that all University employees are accountable for their actions, and ensure they demonstrate integrity in their behaviour and general conduct of business, and that they act in an honest and ethical manner at all times.			
CODE OF CONDUCT ELEMENTS	POLICY NAME OR COLLECTIVE AGREEMENT	POLICY No.	LINKS	NOTES
Conflicts of interest And Conflict of interest principles	Conflict of interest and confidentiality	GV0210 (1310)	http://www.uvic.ca/universitysecretary/assets/docs/policies/GV0210_1310 .pdf	Provides definition of conflict of interest and what is not a conflict. Has statement on the obligation to disclose (sect. 11) Confidential information and reporting confidentiality (sect. 21 & 22)
	Guidelines on conflict of interest in student-faculty relationships	AC1200	http://www.uvic.ca/universitysecretary/assets/docs/policies/AC1200_1320 .pdf	Deals specifically with students and teachers. Provides guidance on reporting and compliance
	Conflict of interest in employment practices		http://www.uvic.ca/universitysecretary/assets/docs/policies/HR6200_1330 .pdf	Deals specifically with hiring practices.
	Research Policy	RH8100	http://www.uvic.ca/universitysecretary/assets/docs/policies/RH8100_1200 .pdf	Sect. 8.01 refers to conflict of interest and the Framework Agreement
	Policy on Auditor Independence: Retention of External Auditors for Audit, Tax and Other Non-Audit Services	GV0230	http://www.uvic.ca/universitysecretary/assets/docs/policies/GV0230_1195 .pdf	Deals specifically with the independence of auditors or audit firms
	Art Collections	BP3310	http://www.uvic.ca/universitysecretary/assets/docs/policies/BP3310.pdf	
	Research Regulation: Patent	RH8210	http://www.uvic.ca/universitysecretary/assets/docs/policies/RH8210_1230 .pdf	
	University Centre Auditorium: General Use and Booking Policy	BP3435	http://www.uvic.ca/universitysecretary/assets/docs/policies/BP3435_6420 .pdf	

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CODE OF CONDUCT ELEMENTS	POLICY NAME OR COLLECTIVE AGREEMENT	POLICY No.	LINKS	NOTES
	Faculty and Librarians 2012-14 Framework Agreement		http://www.uvic.ca/vpacademic/assets/docs/resources/framework/FrameworkAgreement2008Revised2010.pdf	Articles 21.3.5, 32.4.7, 68.3, 69.3. 69.5, 69.6 Appendix E
	Policy on Strategic Alliances	FM5110	http://www.uvic.ca/universitysecretary/assets/docs/policies/FM5110_1792_.pdf	Strategic Alliance agreements will conform to the Purchasing Services Policy (# 1750) and the Policy on Signing Authority (# 1002).
Conflicts of interest disclosure	Purchasing Services Policy	FM5105	http://www.uvic.ca/universitysecretary/assets/docs/policies/FM5105_1750_.pdf	Sect 1.2.8 refers to GV0210 and the requirement to disclose conflicts of interest
	Policy on the use of University facilities of academic departments by external organizations or individuals	BP3405	http://www.uvic.ca/universitysecretary/assets/docs/policies/BP3405_4500_.pdf	Sect. 9 requires disclosure of any conflict of interest (does not refer to GV0210)
	Faculty and Librarians 2012-14 Framework Agreement		http://www.uvic.ca/vpacademic/assets/docs/resources/framework/FrameworkAgreement2008Revised2010.pdf	Articles, 68.3, 68.4, 69.4, 21.3.5, 32.4.7
	Management Excluded and Executive		Management Excluded, Terms & conditions of employment	Terms & Conditions of employment contracts M/E Handbook articles 2.0, 13.1
	Conflict of interest and confidentiality	GV0210 (1310)	http://www.uvic.ca/universitysecretary/assets/docs/policies/GV0210_1310_.pdf	Sect. 11 – primary disclosure statement
Future employment restrictions	Conflict of interest and confidentiality	GV0210 (1310)	http://www.uvic.ca/universitysecretary/assets/docs/policies/GV0210_1310_.pdf	Has statement on the obligation to disclose (sect. 11) Post-employment clause will be added to executive contracts
	Faculty and Librarians 2012-14 Framework Agreement		http://www.uvic.ca/vpacademic/assets/docs/resources/framework/FrameworkAgreement2008Revised2010.pdf	Articles 68, 43.9, 46.6
Acceptance of gifts & travel points	Travel and Business Expenses	HR6500	http://www.uvic.ca/universitysecretary/assets/docs/policies/HR6500_5800_.pdf	Sect. 37 “Frequent Flyer Points: The choice of airline or routing must be based on the lowest fare and must be un-related to any personal frequent flyer programs.” Could also apply to “Impartiality”.
	Fundraising and Gift Acceptance	ER4105	http://www.uvic.ca/universitysecretary/assets/docs/policies/ER4105.pdf	

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	Conflict of interest and confidentiality	GV0210 (1310)	http://www.uvic.ca/universitysecretary/assets/docs/policies/GV0210_1310.pdf	Impartiality is not used in this policy in the same way it is used in the “standards of conduct” (ie. Involvement in political activity and making public comments)
Impartiality	Faculty and Librarians 2012-14 Framework Agreement		http://www.uvic.ca/vpacademic/assets/docs/resources/framework/FrameworkAgreement2008Revised2010.pdf	Articles 69.11, 21.3.5, 32.4.7
	Professional Employees Association 2012-2014 Collective Agreement		http://web.uvic.ca/uvicepa/agreement/2012-PEA-collective-agreement.pdf	Article 6.07
Personal conduct	Policy on Scholarly Integrity (Researchers not subject to the Framework Agreement)	AC1105 (A)	http://www.uvic.ca/universitysecretary/assets/docs/policies/AC1105_1160_A.pdf	Policies listed in this section deal with the expectations on employee conduct. In some instances, they are broad in interpretation of what would be in a ‘code of conduct’
	Fair Dealings Guidelines		http://www.uvic.ca/copyright/policies/copyright_act/fairdealing/index.php	
	Policy on Scholarly Integrity (Pursuant to the Framework Agreement)	AC1105 (B)	http://www.uvic.ca/universitysecretary/assets/docs/policies/AC1105_1160_B.pdf	
	Resolution of Non-Academic Misconduct allegations	AC1300	http://www.uvic.ca/universitysecretary/assets/docs/policies/AC1300.pdf	
	Guidelines for participation in international activities	AD2200	http://www.uvic.ca/universitysecretary/assets/docs/policies/AD2200_1165.pdf	
	Policy on Human rights, equity and fairness	GV0200	http://www.uvic.ca/universitysecretary/assets/docs/policies/GV0200_1105.pdf	
	Violence and threatening behavior	SS9105	http://www.uvic.ca/universitysecretary/assets/docs/policies/SS9105_1125.pdf	
	Discrimination and harassment policy	GV0205	http://www.uvic.ca/universitysecretary/assets/docs/policies/GV0205_1150.pdf	
	Faculty and Librarians 2012-14 Framework Agreement		http://www.uvic.ca/vpacademic/assets/docs/resources/framework/FrameworkAgreement2008Revised2010.pdf	Article 67.5, 70.0, Appendix K
	Professional Employees Association 2012-2014 Collective Agreement		http://web.uvic.ca/uvicepa/agreement/2012-PEA-collective-agreement.pdf	Article 4.02

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	CUPE 917 2010-2014 Collective Agreement		http://www.uvic.ca/hr/assets/docs/labourrelations/collectiveagreements/917CA.pdf	Article 4.06
	CUPE 951 2010-2014 Collective Agreement		http://www.uvic.ca/hr/assets/docs/labourrelations/collectiveagreements/951%20CA%202010%20to%202014.pdf	Article 4.03
	CUPE 4163 2010/12-2014 Collective Agreement		http://www.uvic.ca/hr/assets/docs/labourrelations/collectiveagreements/4163CA%20Comp%201%20and%202.pdf	Article 6.02
	Management Excluded and Executive		Management Excluded, Terms & conditions of employment	Terms & Conditions of employment contracts M/E Handbook articles 2.0, 13.1
	Employment Equity	HR6100	http://www.uvic.ca/universitysecretary/assets/docs/policies/HR6100_1100_.pdf	
	Liquor Policy	AD2400	http://www.uvic.ca/universitysecretary/assets/docs/policies/AD2400_6445_.pdf	
	University Smoking Policy	AD2405	http://www.uvic.ca/universitysecretary/assets/docs/policies/AD2405_6450_.pdf	
	Acceptable Use of Electronic Information Resources	IM7200	http://www.uvic.ca/universitysecretary/assets/docs/policies/IM7200_6030_.pdf	
	Policy on Prevention of Violence in the Workplace	SS9120	http://www.uvic.ca/universitysecretary/assets/docs/policies/SS9120_6105_.pdf	
	Liability Insurance	FM5300	http://www.uvic.ca/universitysecretary/assets/docs/policies/FM5300_5770_.pdf	Defines actions by faculty and staff that would exempt them from being indemnified (i.e: inflicted intentional or willful injury or damage, acts of fraud, criminal activity, harassment, discrimination, etc).

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CODE OF CONDUCT ELEMENTS	POLICY NAME OR COLLECTIVE AGREEMENT	POLICY No.	LINKS	NOTES
Use of corporate property, including intellectual property	Policy on Intellectual Property	GV0215	http://www.uvic.ca/universitysecretary/assets/docs/policies/GV0215_1180.pdf	Primary policy on intellectual property
	Policy on Scholarly Integrity	AC1105 (A)	http://www.uvic.ca/universitysecretary/assets/docs/policies/AC1105_1160_A.pdf	Defines scholarly misconduct and references conflict of interest and intellectual property policy (sect. 20)
	Policy on Scholarly Integrity (Pursuant to the Framework Agreement)	AC1105 (B)	http://www.uvic.ca/universitysecretary/assets/docs/policies/AC1105_1160_B.pdf	Defines scholarly misconduct and references conflict of interest and intellectual property policy (sect. 4.1)
	Art Collections	BP3310	http://www.uvic.ca/universitysecretary/assets/docs/policies/BP3310.pdf	The following polices (primarily under the VPFO) guide the use of UVic property
	Motor Vehicle Pool Policy	AD2315	http://www.uvic.ca/universitysecretary/assets/docs/policies/AD2315_6810.pdf	
	Policy and Procedures for Conferences Supported by the University	AD2320	http://www.uvic.ca/universitysecretary/assets/docs/policies/AD2320_6470.pdf	
	Audio-Visual and Maintenance Services	AD2510	http://www.uvic.ca/universitysecretary/assets/docs/policies/AD2510_6010.pdf	
	Institutional Acquisition and Standardization of Information Technology Devices	AD2515	http://www.uvic.ca/universitysecretary/assets/docs/policies/AD2515_6040.pdf	
	Buildings and Grounds Usage	BP3105	http://www.uvic.ca/universitysecretary/assets/docs/policies/BP3105_6410.pdf	
	CUPE 4163 2010/12-2014 Collective Agreement		http://www.uvic.ca/hr/assets/docs/labourrelations/collectiveagreements/4163CA%20Comp%201%20and%20	Article 9
	Faculty and Librarians 2012-14 Framework Agreement		http://www.uvic.ca/vpacademic/assets/docs/resources/framework/FrameworkAgreement2008Revised2010.pdf	Article 69.7.2, Appendix B, Appendix D

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	Traffic and Parking Regulations	BP3205	http://www.uvic.ca/universitysecretary/assets/docs/policies/BP3205_6800 .pdf	
	Hospitality Expenditure Policy	FM5600	http://www.uvic.ca/universitysecretary/assets/docs/policies/FM5600.pdf	
	Sustainability Policy	GV0800	http://www.uvic.ca/universitysecretary/assets/docs/policies/GV0800_1794 .pdf	
	Travel and Business Expenses	HR6500	http://www.uvic.ca/universitysecretary/assets/docs/policies/HR6500_5800 .pdf	
	Acceptable Use of Electronic Information Resources	IM7200	http://www.uvic.ca/universitysecretary/assets/docs/policies/IM7200_6030 .pdf	Sect. 11.02 users are expected to comply with conflict of interest and intellectual property policy (sect. 4.1)
	University Centre Auditorium: General Use and Booking Policy	BP3435	http://www.uvic.ca/universitysecretary/assets/docs/policies/BP3435_6420 .pdf	
	Policy on External Booking of University Space	BP3400	http://www.uvic.ca/universitysecretary/assets/docs/policies/BP3400_3550 .pdf	

Protection of privacy	As a public body, the University of Victoria is subject to the Freedom of Information and Protection of Privacy Act (FIPPA) (the "Act"). In particular, the Chief Privacy Officer provides advice and training on privacy and access principles and the Access Officer assists the University Secretary to process requests for information.			
CODE OF CONDUCT ELEMENTS	POLICY NAME OR COLLECTIVE AGREEMENT	POLICY No.	LINKS	NOTES
Protection of privacy	Protection of privacy and associated procedures	GV0235	http://www.uvic.ca/universitysecretary/assets/docs/policies/GV0235.pdf	Many policies refer back to these two policies or to the FIPPA—too many to list. Generally these include search committees.
	Information security policy and associated procedures	IM7800	http://www.uvic.ca/universitysecretary/assets/docs/policies/IM7800.pdf	
	Research Involving Humans	RH8105	http://www.uvic.ca/universitysecretary/assets/docs/policies/RH8105_1250.pdf	
	CUPE 951 2010-2014 Collective Agreement		http://www.uvic.ca/hr/assets/docs/labourrelations/collectiveagreements/951%20CA%202010%20to%202014.pdf	Article 4.06
	Faculty and Librarians 2012-14 Framework Agreement		http://www.uvic.ca/vpacademic/assets/docs/resources/framework/FrameworkAgreement2008Revised2010.pdf	Articles 12.6.8, 13.8.3, 21.2.3 d), 27.0, 34.0, 41.6.

Protection of general corporate information	Administrative authorities are responsible for making a reasonable effort to ensure that records in their Unit are managed according to policy and related procedures, and that records containing general corporate information are protected from unauthorized access and disclosure.			
CODE OF CONDUCT ELEMENTS	POLICY NAME OR COLLECTIVE AGREEMENT	POLICY No.	LINKS	NOTES
Protection of general corporate information	Records Management Policy and associated procedures	IM7700	http://www.uvic.ca/universitysecretary/assets/docs/policies/IM7700.pdf	Access to records in compliance with FIPPA Sect. 11 refers to protection of privacy policy and Information Security Policy (IM7800)
	Information Security Policy	IM7800	http://www.uvic.ca/universitysecretary/assets/docs/policies/IM7800.pdf	
	Key and Access Card Control	BP3125	http://www.uvic.ca/universitysecretary/assets/docs/policies/BP3125_6735_.pdf	
	Faculty and Librarians 2012-14 Framework Agreement		http://www.uvic.ca/vpacademic/assets/docs/resources/framework/FrameworkAgreement2008Revised2010.pdf	Articles 13.6, 13.8, and 41.6

Commitment and compliance	<p>Trust is the cornerstone of how we operate and conduct business with individuals, companies and governments. We build and maintain that trust by our shared commitment to ethical behavior, accountability, honesty, integrity, equal rights and dignity for all persons.</p> <p>The University of Victoria is committed to:</p> <ul style="list-style-type: none"> • providing a high-quality learning and research environment. • integrating teaching, learning, research and civic engagement across the disciplines. • employing our core strengths to benefit our external communities — locally, regionally, nationally and internationally — and promoting civic engagement and global citizenship. • promoting the development of a just and sustainable society through our programs of education and research and the stewardship of our own financial and physical resources. • collegial forms of governance that provide appropriate opportunities for all members of the university community to participate. environments for work and study that are safe, supportive, inclusive and healthy and that foster mutual respect and civility, recognizing that people are our primary strength. • public and internal accountability. 			
CODE OF CONDUCT ELEMENTS	POLICY NAME OR COLLECTIVE AGREEMENT	POLICY No.	LINKS	NOTES
Commitment and compliance	Procedure for the submission of and response to an allegation of non-academic misconduct And Procedures for appealing a decision made under a non-academic misconduct proceeding	Appendix to AC1300	http://www.uvic.ca/universitysecretary/assets/docs/policies/AC1300.pdf	'Commitment and compliance' is covered in nearly all policies Listed here are policies that are either more specifically related to compliance or where compliance is a major feature
	Employment Accommodation	HR6115	http://www.uvic.ca/universitysecretary/assets/docs/policies/HR6115_1110.pdf	Indicates the University's commitment to its legal duty to provide accommodation for employees and job applicants with regard to matters governed by the BC Human Rights Code.
	Faculty and Librarians 2012-14 Framework Agreement		http://www.uvic.ca/vpacademic/assets/docs/resources/framework/FrameworkAgreement2008Revised2010.pdf	Article 59
	Policy on Human rights, equity and fairness	GV0200	http://www.uvic.ca/universitysecretary/assets/docs/policies/GV0200_1105.pdf	
	Research or Teaching Involving Animals	RH8110	http://www.uvic.ca/universitysecretary/assets/docs/policies/RH8110_1260.pdf	
	External Research Funding Agreements	RH8200	http://www.uvic.ca/universitysecretary/assets/docs/policies/RH8200_1210.pdf	
	Environmental Health and Safety Policy	SS9200	http://www.uvic.ca/universitysecretary/assets/docs/policies/SS9200_3250.pdf	

Reporting violations	Every University member is expected to report violations or concerns about violations of University policy that come to his/her attention without fear of retaliation. Managers have a special duty to adhere to the policies that direct this guideline, to recognize violations and to enforce the policies.			
CODE OF CONDUCT ELEMENTS	POLICY NAME OR COLLECTIVE AGREEMENT	POLICY No.	LINKS	NOTES
Reporting violations	Discrimination and harassment policy – complaint procedures	GV0205	http://www.uvic.ca/universitysecretary/assets/docs/policies/GV0205_1150.pdf	Reporting of violations is also an element of nearly all policies. Listed here are guidelines and procedures not otherwise listed in the document.
	Conflict of interest and confidentiality	GV0210 (1310)	http://www.uvic.ca/universitysecretary/assets/docs/policies/GV0210_1310.pdf	
	Procedures for responding to a privacy incident or privacy breach	(GV0235)	http://www.uvic.ca/universitysecretary/assets/docs/policies/GV0235.pdf	
	Procedures for responding to an Information Security Incident	(IM7800)	http://www.uvic.ca/universitysecretary/assets/docs/policies/IM7800.pdf	
	Faculty & Librarians 2012-14 Framework Agreement		http://www.uvic.ca/vpacademic/assets/docs/resources/framework/FrameworkAgreement2008Revised2010.pdf	Articles 21.3.5, 32.4.7, 69.11 and 69.4.
	Internal audit policy (and safe disclosure form http://web.uvic.ca/inta/about/feedback.html)	GV0220 (1190)	http://www.uvic.ca/universitysecretary/assets/docs/policies/GV0220_1190.pdf	



University
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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: November 25, 2014

Subject: STATUS REPORT ON CAPITAL PROJECTS

Basis for Jurisdiction: Committee's Terms of Reference

Background

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

Attachment(s):

VPFO/FMGT Project Updates: November 1, 2014

1. Centre for Athletics, Recreation and Special Abilities (CARSA) and Parkade Buildings:
2. University Centre Food Services
3. Continuing Studies Building Expansion

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

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

BUDGET STATUS:	Approved Budget 31-May-2011	Approved Budget 29-Jan-2013	FMGT Forecast Costs 01-Nov-2014
Consulting	\$ 6,521,500	\$ 7,404,000	\$ 7,404,000
Construction	\$ 55,851,200	\$ 62,255,600	\$ 62,255,600
Completion	\$ 4,856,500	\$ 4,680,900	\$ 4,680,900
Contingency	\$ 3,056,200	\$ 1,332,300	\$ 1,332,300
Sub-Total	\$ 70,285,400	\$ 75,672,800	\$ 75,672,800
HST (3.4%) / GST (1.65%)	\$ 2,389,600	\$ 1,327,200	\$ 1,327,200
TOTAL PROJECT COSTS	\$ 72,675,000	\$ 77,000,000	\$ 77,000,000

- Total Project Cost of \$77,000,000 reflects the BOG approved budget allocation of \$61,400,000 for the new CARSA Building and McKinnon Building renovations, plus \$15,600,000 for the Parkade. Funded separately are: Geothermal system, the McKinnon Building partial seismic upgrading, LED light fixtures, and funding for the Café.
- Total Commitments to date are approximately \$72,155,000, representing 94% of the approved Budget of \$77,000,000.

SCHEDULE STATUS:	Revised Target Date 29-Jan-2013	Actual / Forecasted Date 01-Oct-2014
Schematic Design Start	Jan 2009	Jan 2009
Schematic Design Completion	Apr 2009	May 2009
Design Development	Oct 2009	May 2010
Construction Documents	Jan 2011	Sep 2012
Tender	Dec 2012	Dec 2012
Commence Construction	Feb 2013	Feb 2013
Construction Complete	Dec 2014	Mar 2015
Fit-up and Move In	Apr 2015	Apr 2015

Major Risks:

- The General Contractor has submitted delay claims to the University related to the precast concrete installations for the Parkade. All parties have retained legal counsel to review the claims and work towards a settlement. It is not possible at this time to determine whether the available contingency funds are adequate to offset UVic's liability, if any. Construction continues to proceed well, and we expect fit-up and move-in to be no later than May 2015 in order to proceed with opening as planned.

PROJECT: UNIVERSITY CENTRE FOOD SERVICES

Project No.: 10-9446
 Prime Consultant: Warner James Architects Inc.
 General Contractor: Perma Construction

BUDGET STATUS:	Approved Budget 27-Sep-2011	FMGT Forecast Costs 01-Oct-2014
Consulting	\$ 600,000	\$ 800,000
Construction	\$ 5,000,000	\$ 5,120,000
Completion	\$ 670,000	\$ 766,000
Contingency	\$ 500,000	\$ 200,000
Sub-Total	\$ 6,770,000	\$ 6,886,000
HST (3.4%) / GST (1.65%)	\$ 230,000	\$ 114,000
TOTAL PROJECT COSTS	\$ 7,000,000	\$ 7,000,000

Total commitments to date are \$6,699,785 representing 95% of the Total Budget.

SCHEDULE STATUS:	Target Date	Actual/Forecasted Date
Schematic Design Completed	Dec 2011	Jan 2012
Design Development Complete	Mar 2012	Apr 2012
Construction Documents Complete	Jun 2012	Jul 2012
Commence Construction	Aug 2012	Dec 2013
Construction Complete	Mar 2013	Sep 2014

Major Risks:

- No major risks at this time.

PROJECT: CONTINUING STUDIES BUILDING EXPANSION

Project No.: 12-00643
Project Architect: Hughes Condon Marler Architects (HCMA)
General Contractor: Knappett Projects Inc.

BUDGET STATUS:	Approved Budget 01-Oct-2013	FMGT Forecast Costs 01-Nov-2014
Consulting	\$ 1,570,000	\$ 1,340,000
Construction	\$ 9,500,000	\$ 10,640,000
Completion	\$ 1,900,000	\$ 1,240,000
Contingency	\$ 500,000	\$ 250,000
Sub-Total	\$13,470,000	\$13,470,000
GST (1.65%)	\$ 230,000	\$ 230,000
TOTAL PROJECT COSTS	\$13,700,000	\$13,700,000

Total Commitments to date are \$12,097,000 or 88% of the Approved Budget.

SCHEDULE STATUS:	Target Dates 01-Oct-2013	Actual/Forecasted Dates 01-Nov-2014
Programming Complete	Apr 2013	Apr 2013
Schematic Design Complete	Jun 2013	Jun 2013
Design Development Complete	Dec 2013	Dec 2013
Construction Documents Complete	Apr 2014	May 2014
Tender Complete	May 2014	June 2014
Commence Construction Complete	Jul 2014	Aug 2014
Construction Complete	Jul 2015	Nov 2015
Occupancy for Fit-Out	Jul 2015	Dec 2015
Operational	Aug 2015	Jan 2016

Major Risks:

- Additional temporary facilities will be required for Continuing Studies to house increased student population perhaps for a longer duration than originally envisioned.



University
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SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

To: **UNIVERSITY OPERATIONS AND FACILITIES COMMITTEE**

From: Vice-President Finance and Operations

A handwritten signature in black ink, appearing to read "G. Hill".

cc: President and Vice-Chancellor

Meeting Date: November 25, 2014

Subject: **DUE DILIGENCE REPORTS – FACILITIES MANAGEMENT**

Basis for Jurisdiction:

University Act Section 27(2)(y)

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

Attachment: Facilities Management Due Diligence Reports

Obligation to Report	Fulfillment of Obligation
Elevating Devices Safety	<ol style="list-style-type: none"> 1. In accordance with the provision of the Safety Standards Act, the University of Victoria currently operates and maintains 69 elevating devices at the Gordon Head Campus. 2. Regular inspections are conducted by a Provincial Inspector. 3. All units are regularly serviced by workers qualified under the Act. Several contracted service providers. 4. Each unit has an installation number assigned by, and registered with, the B.C. Safety Authority. Individual Certificates for each elevating device are on file and renewed on an annual basis. 5. A complete detailed listing of elevating devices including location, Certificate Number, and all inspection reports, is maintained by and available upon request from UVic FMGT.
Heritage Conservation Act	<ol style="list-style-type: none"> 1. There are no buildings on Campus which have been designated as Provincial, Regional, or Municipal Heritage Sites. <p>The Corporation of the District of Saanich in their "<i>Saanich Heritage Structures: An Inventory</i>" dated 1991, lists nine (9) University buildings as having heritage significance:</p> <ul style="list-style-type: none"> • <i>Huts A, B, E, Q, and R. They are all of the huts that remain from the "Gordon Head Army Camp", Department of National Defence 1940. http://www.uvic.ca/buildings/hts.html. *Hut S was demolished in 2012 to facilitate construction of the new CARSA Building.</i> • <i>Y Hut – the Maritime Naval / Communications Centre Building located off of McCoy Road is under discussion with the Saanich Heritage Foundation for possible heritage designation. Part of the discussion includes possible relocation as part of the feasibility assessment for the rugby field expansion.</i> • <i>Hamsterley Farm Water Tower located at 2489 Sinclair Road is under discussion with the Saanich Heritage Foundation for possible heritage designation.</i>

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

Obligation to Report	Fulfillment of Obligation
Safety Standards Act	<ol style="list-style-type: none"> 1. UVic staff, qualified under the Act, operate and maintain: <ol style="list-style-type: none"> a. 10 interconnected hot water, heating boilers with a combined registry capacity of 1,423 horsepower. The boilers are located in the Clearihue (2), Cadboro Commons (2), McKinnon (2), and the Engineering Laboratory Wing Building (4). b. 28 hot water, and 4 high pressure steam, stand-alone boilers with a combined registered capacity of 518.93 horsepower located in 15 buildings. c. 215 registered pressure vessels; including an ammonia refrigeration plant serving the Ice Arena of the Ian Stewart Complex. 2. 24 hours per day, 7 days per week, qualified staffing is in place to meet the requirement of the Act.
Power Engineers and Boiler & Pressure Vessel Safety Act	<ol style="list-style-type: none"> 1. All boilers and pressure vessels (239) bear installation numbers assigned by, and registered with B.C. Safety Authority. <ol style="list-style-type: none"> a. Individual Certificates are renewed annually and are posted near the locations of the boilers or pressure vessels. 2. The University maintains a Contractor's "A" License No. 679 that allows maintenance, repair and installation of equipment covered by The Boilers and Pressure Vessels Act when performed by qualified UVic staff.
	<ol style="list-style-type: none"> 3. On April 11, 2001, Risk Assessment Certificates were issued by the B.C. Safety Authority for the operation of the four Main Boiler Plants and the Ian Stewart Complex Ammonia Refrigeration Plant. The Certificate Numbers are: <ul style="list-style-type: none"> • Main Boiler Plants (No. 43663) • Ian Stewart Complex Refrigeration Plant (No. 35630) <p>These are reviewed annually.</p> 4. A list of all boilers and pressure vessels indicating location, Certificate Number, and Safety Manuals, is available from UVic FMGT upon request.



University
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SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR ACTION

November 7, 2014

To: Operations and Facilities Committee

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

cc: President and Vice-Chancellor

Meeting Date: November 25, 2014

Subject: Proposal for a Minor in Education

A handwritten signature in blue ink, reading "Valerie S. Kuehne".

Basis for Jurisdiction: Senate Committee on Planning meeting April 29, 2014
Senate meeting October 3, 2014

Previous Consultation:

Senate Committee on Planning on April 29, 2014
Senate meeting on October 3, 2014

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the proposal for a Minor in Education and that the program be withdrawn if the program is not offered within five years of the granting of the approval.

Background:

Overview/nature of the academic program

The Minor in Education is a 9.0 unit undergraduate program. It is designed to provide instruction for individuals enrolled in undergraduate programs at UVic who are interested in exploring the broader field of education, particularly in informal learning environments. This program addresses the implementation of educational programs within the larger community outside the recognized K-12 school system. There is currently one university in British Columbia (Simon Fraser University) and a number of post-secondary institutions in Canada that offer a Minor in Education (King's University College, Sir Wilfred Laurier University, Concordia University and McGill University).

Alignment with the university's mission and strategic plan

The University of Victoria *Strategic Plan* draws attention to the value it places on community. Our goal is to establish UVic as a recognized cornerstone of the community, committed to the sustainable social, cultural and economic development of our region and our nation. This entails furthering relationships with organizations and groups in the public, private and non-profit sectors locally, provincially, nationally and internationally (p. 36). More specific to this proposal:

Objective 31: *To develop effective relationships with the diverse constituencies that makes up our local, regional, national and international communities.*

To promote this development of relationships with organizations and groups in the public, private and non-profit sectors in local, provincial, national and international continuing education, we believe that students enrolled in and graduating from this Minor in Education would be well positioned to offer much needed services in the planning and delivery of educational programs within a non-traditional environment. Further, the Minor in Education would expose students to these growing career and volunteer opportunities. Taken together, this program will offer a new, much needed, and forward looking undergraduate learning opportunity for students who wish to work as educators outside school contexts.

Senate/academic considerations

The Minor in Education was approved by Senate at the October 3, 2014 meeting. There was no discussion or questions prior to the approval.

The proposed Minor will complement and enhance programs currently offered at the University of Victoria. Students from other disciplines currently take courses within the Faculty of Education as electives (e.g., from Geography, Biology, Environmental Studies, Computer Science). If students from these programs wish to declare a Minor in Education, courses would not apply to both programs.

Also, students who are enrolled in a number of other programs, (e.g., Child and Youth Care, Health Information Sciences) would also be appropriate candidates for this Minor in Education as many of these graduates will find work in the public or non-profit sectors after graduation. The Minor in Education is not available to students completing a degree in Education or a post degree diploma in Education. This program may not be combined with a general program and senior level courses will not be available for transfer into a regular degree.

Finally, this Minor is also viewed as a potential pathway to a BEd degree that leads to Teaching Certification. It is anticipated that many of these students may be interested in enrolling in the BEd program after graduation and this program will help them to prepare for such a path.

Demand and availability

The courses that will be offered as part of the Minor (apart from the program specific ED-P 300 Internship/Community Experience) are open enrollment courses and most are currently offered as general electives to the broader university community. The new courses (EDUC 100, EDCI 496) will also be open enrollment courses available as electives to the broader university community. The enrollment is expected to be small in the first 2 years with existing undergraduate students declaring the Minor in their programs. In December 2014, the department will begin emailing the students currently enrolled in the some of the required and elective courses in the Minor (EDCI 335, EDCI 338, EDCI 339, EPHE 142, etc.) to provide information on the Minor and encouraging students to consider the Minor as part of their degree. Shortly after, the department will work with the Tri-faculty advising centre as well as implement other internal marketing options to increase enrollment in the Minor. Further growth in enrollment will come from working with the Student Recruitment office to develop and implement a marketing and recruitment strategy that targets students applying to UVic and entering first year.

Resource implications

Resources to implement and deliver the proposed Minor should be moderate and be handled through the current funding structures and existing faculty members and staff. Most of the suggested elective courses are currently funded with existing funding. One of the core courses, EDCI 335, is currently offered in the department with existing budget. The remaining 2 core courses would be funded by replacing one of the general electives the department currently offers with a section of each of the core courses. The administration of the Minor is being incorporated into the workload of the department Administrative Officer. The costs of establishing and moderating the field placement element of the Minor will be contained within the current field placement structure supporting Teacher Education placements that moved to the department in Summer 2013. Since the Teacher Education program already allows students to complete one of their required practica in a non-formal education setting, the field placement office is already set up and experienced in handling placements appropriate for the Minor.

Attachment(s):

Proposal for Minor in Education submitted to Senate April 30, 2014



University
of Victoria

Associate Vice-President Academic Planning

PO Box 1700 STN CSC
Victoria British Columbia V8W 2Y2 Canada
Tel (250) 721-7012 Fax (250) 721-7216
E-mail avmateer@uvic.ca Web http://www.uvic.ca/vpac

MEMO

Date: April 30, 2014
To: The Secretary of the Senate
From: Dr. Catherine Mateer, Chair, Senate Committee on Planning
Re: **Proposal for a Minor in Education**

At its meeting of 29 April 2014, the Senate Committee on Planning discussed and approved the Proposal for a Minor in Education. The following motion is recommended:

That Senate approve and recommend to the Board of Governors that it also approve, subject to funding, the establishment of an Minor in Education, as described in the document "Proposal for a Minor in Education", dated April 2014, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

:mam

Committee Membership:

Dr. Catherine Mateer, Chair
Ms. Lauren Charlton
Dr. Stan Dosso
Ms. Katrina Flanders
Dr. Reuven Gordon
Ms. Carrie Anderson
Dr. Howard Brunt
Dr. Maureen MacDonald
Dr. Timothy Iles
Dr. Merwan Engineer

Dr. Reeta Tremblay
Dr. David Boag
Dr. Catherine McGregor
Dr. Victoria Wyatt
Dr. Anne Bruce
Dr. Ann Stahl
Ms. Emily Rogers
Ms. Norah McRae
Dr. Sarah Blackstone
Ms. Jess Gelowsky (Secretary)

Proposal for a Minor in Education

The Department of
Curriculum and
Instruction –
Undergraduate
Programs

Dr. Leslee Francis -Pelton, Chair
Dr. Todd Milford
Department of Curriculum and
Instruction
University of Victoria
P.O. Box 1700, Victoria, B.C.
V8W 2Y2

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Proposal for a Minor in Education
Department of Curriculum and Instruction

April 2014

A. Institutional and Program Identification

Credential to be awarded:

Minor in Education

The Minor in Education is a 9.0 unit undergraduate program, designed to provide instruction for individuals enrolled in undergraduate programs at UVic who are interested in exploring the broader field of education particularly in informal environments. This program is designed to reflect the diversity of the current and rapidly evolving informal and non-formal educational providers involved with designing and implementing educational programs within the larger community outside the recognized K-12 school system.

Location:

The University of Victoria.

School and Faculty offering the proposed Minor:

The Department of Curriculum and Instruction of the Faculty of Education.

Anticipated program start date:

September 2015

Anticipated program completion time:

8 terms or 4 years (Minor, as completed within an undergraduate degree). The Minor program will require 9 units, including 4.5 units of required courses and 4.5 units of electives. At least 6.0 units of the coursework must be at the 300 and 400 level.

Description of the proposed Minor in Education:

This program is intended for existing undergraduate UVIC students and will focus on teaching and learning for non K-12 Educators (volunteers and paid staff) of social agencies and/or businesses who have an instructional component to their organization. Local organizations that offer educational programs such as CRD Parks, Recreation & Culture, Greater Victoria Compost Education Centre, Swan Lake Christmas Hill Nature Sanctuary, Greater Victoria Art Gallery, and the Victoria International Development Education Association (VIDEA) may benefit from students graduating with this minor. This rapidly growing and unfulfilled area has many diverse career and personal contribution opportunities for potential graduates of this Minor in Education. To this end, the Minor will provide a basic foundation of learning, teaching, assessment, and instructional design to meet the needs of informal and non-formal educational environments.

Introduction and Rationale for the Program:

This proposal presents a Minor in Education. This proposal forms part of a larger strategic plan within both the Department of Curriculum and Instruction (i.e., Develop entry level courses for prospective students across campus, e.g. general education, role of education, connecting with educational partners) and the Faculty of Education (i.e., Support for innovative program development across faculty units) to diversify its course offerings in order to reach a broader cross-section of students from other faculties on campus and to create an undergraduate program apart from the Teacher Education Program (TEP) that leads to a British Columbia Teaching Certification. Students from other faculties currently take a number of education courses as general electives within their programs. These students are limited by their respective programs and by restrictions to courses offered for Teacher Education students in the number and types of courses they can take. These limitations do not allow them to increase their personal exposure and learning to education theory and application. Many of the potential students for this Minor have no interest in becoming classroom teachers or engaging with the Faculty of Education at the graduate level yet many have an interest in exploring the broader field of education related to staff development, environmental education, ecotourism, and informal learning environments such as media, museums, art galleries, orchestras, dance and drama organizations, aquaria, parks, recreation and public services. The Minor in Education is intended to provide these students with access and direction to a coordinated set of courses (required and elective) that will provide a solid foundation in teaching and learning, can be applied to community and corporate organizations and encompass a wide range of learners.

Anticipated Contributions to the Mandate and Strategic plan of UVic:

The University of Victoria *Strategic Plan* draws attention to the value it places on Community:

Our goal is to establish UVic as a recognized cornerstone of the community, committed to the sustainable social, cultural and economic development of our region and our nation. This entails furthering relationships with organizations and groups in the public, private and non-profit sectors locally, provincially, nationally and internationally (p. 36).

More specific to this proposal:

Objective 31: *To develop effective relationships with the diverse constituencies that makes up our local, regional, national and international communities.*

Statistics Canada estimates there to be approximately 161,200 organizations across Canada, all of which undertake some type of educational work/activities. These include businesses, community-based, non-profit, voluntary and non-governmental (national and international) organizations and agencies; Indigenous community organizations; seniors or early childhood centers; alternative education centers for youth; foundations; unions; university or college student services (i.e., Co-op); community recreation centers; inter-governmental agencies such as museums, galleries, archives and libraries. There is a growing demand for ecotourism, environmental education, public awareness of science, society and

environmental issues and socioscientific issues. There are also federal, provincial and municipal governments and Band Councils that undertake education, research and outreach work and often hire trainers and other adult and community education consultants.

To promote this furthering of relationships with organizations and groups in the public, private and non-profit sectors in local, provincial, national and international continuing education, we feel that students enrolled in and graduating from this Minor in Education would be well positioned to offer much needed services in the planning and delivery of educational programs within a non-traditional environment. Furthermore, the Minor in Education would expose students to these growing career and volunteer opportunities. Taken together, this creates an opportunity to design a new much needed and forward looking undergraduate program for students who wish to work as educators outside school contexts.

Target Audience:

The target audience will be students enrolled in any of UVic's undergraduate baccalaureate programs. As stated previously, many students in programs such as Geography, Environmental Studies, Computer Science, Child and Youth Care, Fine Arts, or Biology go on to work with organizations where they would find the content in this minor to be quite relevant. No matter the discipline of their undergraduate studies, having the additional skills provided in this Minor can potentially help their employment prospects after graduation.

Program Content:

The content for this program will be drawn from courses within the Faculty of Education, with required courses from the Department of Curriculum and Instruction (EDCI/ED-P) and the electives from existing courses within the Departments and Schools that make up the Faculty of Education (including the previous mentioned Curriculum and Instruction).

Delivery Methods:

Courses within the Minor program will be delivered face to face and online as stipulated by the respective Departments within which they are offered. The newly created courses, required and elective for the Minor (i.e., EDUC 100: Introduction to Education, ED-P 300, EDCI 496) will be offered on a regular basis along with the other elective courses offered by the department. The remaining required courses and suggested electives are a part of currently existing programs within respective departments and also are offered on a regular basis.

Work Experience/Placement:

The Faculty of Education through Curriculum and Instruction Courses (ED-P) currently offers field placement opportunities as a part of the BEd degrees that upon completion results in Teaching Certification. Universities have a vested interest in building strong relationships with the communities that surround their campuses. This process can be beneficial for all parties, bringing fresh ideas to academia and new expertise and energy into the community setting. It is anticipated that students within the Minor program will also have a field experience component within a non-traditional

education environment (such as businesses, community-based, women's, non-profit, voluntary and non-governmental national and international organizations). The infrastructure that administers the current practica is already in place to support the field experience of the minor. Students may not register in the practica course (ED-P 300) until they have completed EDCI 335 and 3.

Distinctive Characteristics:

The program's distinctive characteristics include:

- provision for a professional and practical grounding in education theory and application for students enrolled in other undergraduate programs at UVic.
- Some newly created required courses, innovative and reflective of the changing needs within non-formal and informal education this program seeks to meet. Additionally, electives will be drawn from already existing courses within the Faculty of Education thus enhancing or maintaining enrolment and fitting into the current budget structure.
- Opportunities for students who are interested in educational theory and delivering educational services outside of the more formal systems to develop the ability to understand and demonstrate these skills in the context of their major area of study.

Enrolment Plan:

Many of the courses within the Minor in Education are currently open for students from other disciplines and are offered at least once per year with the existing budget. In the initial year, the department would continue to offer some of the listed elective courses (EDCI 338, EDCI 339, AE 322, AE 330) and one of the core courses (EDCI 335) in the minor. The department would be recruiting and marketing the minor to the students registered in these courses through email contact of the class lists. The second year the department plans to offer the second and third core courses, EDUC 100 and ED-P 300, using existing budget for elective course offerings within the department.

Student Evaluation:

The student evaluation process and grading scale would be the same as is currently in place within the Faculty of Education for undergraduate courses.

Teaching appointments:

The courses in the Faculty of Education's undergraduate program are taught by faculty as well as qualified sessional instructors who have experience relevant to the course content. The sessional instructors will be required to have a minimum of a Master's degree in a related and relevant discipline.

Ministerial Approval:

As the Faculty of Education has existing undergraduate and graduate programs, there should not be requirements to seek Ministry approval as the existing resources are already in place.

B. Program Description

The program is comprised of three required courses (4.5 units) and three elective courses (4.5 units) drawn from one newly created and current offerings within the Faculty of Education. The required courses will be housed within the Department of Curriculum and Instruction Studies (EDCI) and the Faculty of Education (EDUC); however, electives may be selected from all of the various departments that make up the Faculty of Education (i.e., Curriculum and Instruction (EDCI), Educational Psychology and Leadership Studies (EPLS), Exercise Science, Physical and Health Education (EPHE), Indigenous Education (IED). A minimum of 6.0 units of the minor must be at the 300 or 400 level.

Required Courses:

The required course Introduction to Education is new and designed specifically for students in this Minor program to provide an overview of education theory and practice in society. It is anticipated that some of the elective courses (except for the service-learning course ED-P 300) may attract students both in the Minor as well as those in other disciplines outside of the stated Minor in Education.

EDUC 100	<p>Introduction to Education (New Course)</p> <p>A broad understanding of education, formal and informal, through an exploration of what education is and how it is articulated. Participants will inquire about: the nature of knowledge/knowing; the nature of learning/learners; the varied role of educators (e.g. teacher, leader, researcher, mentor, community steward); and the educational challenges of work-life balance.</p>
EDCI 335	<p>Learning Design</p> <p>An introduction to the practice of learning design and its application to interactive learning environments. Students will explore the principles of learning design; examine how they can maximize the effectiveness, efficiency and appeal of learning experiences for learners; and teach for understanding. Students will have the opportunity to plan, design, and develop an interactive learning environment using the latest technology tools specifically for teaching and learning.</p>
ED-P 300	<p>Internship/Community Experience (New Course)</p> <p>Practical work in the form of a minimum of 40 hours of volunteer experience in a community organization is the focus of this course. These experiences will be self-selected and arranged by the student and will take place in informal and non-formal environments to match the students' future intentions.</p> <p>Prerequisites: EDUC 100 & EDCI 335</p>

Elective Courses (selected from):

- EDCI 338 Social Media and Personalized Learning:
Examines the history and impact of mass and social media on education and the continuing changes associated with the personalized learning movement. Learners will utilize blogging and micro-blogging and alternative models of learning will be discussed and practiced.
- EDCI 339 Distributed and Open Learning:
This course provides learners with an opportunity to gain direct experience with current technologies that enable various forms of online and mobile learning, including social media tools, live capture and streaming. This course will also look critically at access to learning in the 21st century and introduce students to the concept of open learning and the development of personalized learning networks.
- EDCI 456 Community Development Project:
Designed to provide students an opportunity to develop and implement a school-based community development project. Working in groups, with a faculty mentor, students will design projects that reflect the principles and themes of community action and positive social change. Sample projects could include environmental protection and restoration initiatives, community based violence prevention programs, home- and school-based media literacy campaigns or multicultural and cultural sensitivity programs.
- EDCI 496 Professional Communication for Personal Success (New course)
Focuses on the effective design and delivery of print, multimodal, and oral communications for successful engagement of professional and student audiences. Examines the relevancy and persuasiveness of diverse print and digital-based communication formats in varied contemporary educational contexts through theory and practice.
- ED-D 300 Educational Psychology
The application of psychological principles to elementary classroom practice. **Please note that EPLS will put in a calendar change of this description to remove the reference to elementary classroom practice. The course focuses on the psychology of learning and instruction.
- ED-D 305 Psychology of Childhood
The study of human growth and development and the way in which biological and environmental factors influence the child over time.

- ED-D 417 Skills for Effective Interpersonal Communication:
Basic interpersonal communication skills for active listening, empathic understanding and communication of empathy. Includes analysis of effective interpersonal skills and skill building laboratory experience. The content and skills are transferable to a variety of settings, including counseling, education, human development, management, healthcare, psychology and recreation.
- ED-D 423 Approaches to Cross-cultural Education
Designed for those working or planning to work in a multicultural environment. Specific emphasis will be on cross-cultural awareness and the role of counseling in cross-cultural settings. Students will examine ethnic identity development and minority experience in Canada; explore the psychological and sociological impacts of racism; be introduced to theories of multicultural counseling; and engage in cross-cultural sensitivity and anti-racism training.
- EPHE 142 Personal Health, Wellness and Potential:
An examination of lifestyle behaviours, which have the power to enhance or diminish personal potential. Current wellness models and motivational theories will be reviewed and applied to wellness planning as related to personal and professional performance. Topics will include physical activity and health; nutrition; stress management; substance use/abuse; environmental awareness; goal setting; and the process of decision-making.
- EPHE 252 Leadership Methods for Recreation and Health Education
Theoretical and practical introduction to leadership, teaching, communication, and decision making skills in recreation/leisure services, sport, and fitness. Field experience is required as part of this course.
- EPHE 253 Program Planning
An analysis and application of theoretical and practical approaches for developing effective recreation/leisure services, sport, fitness, wellness, and health promotion programs.
- EPHE 270 Foundations of Outdoor Recreation
Exploration of the outdoor environment as a venue for leisure and educational experiences. Leadership roles in environmental protection, influence on participant behaviour and quality of experience are examined. Other topics include survey and investigation of theoretical and common definitions of outdoor recreation, outdoor education and interpretation; delivery systems, populations and special interest groups; planning; environmental ethics, safety, and health; ecotourism.

- IED 371 The History of Indigenous Education in Canada
A broad overview of the history of First Nations, Metis, and Inuit education in Canada. Various eras in the history of K-12 Indigenous Education in Canada will be examined. Pre-contact forms of Indigenous knowledge and pedagogy are emphasized. The purpose of education from both historical and contemporary indigenous perspectives will be explored as well as the current situation and future directions in both public schools and Indigenous-controlled schools in BC.
- IED 372 Indigenous Epistemologies
An exploration of Indigenous knowledge and practices of First Nations, Metis, and Inuit people. Discussion topics include: Indigenous, worldviews, frameworks, methodologies, and protocols that validate Indigenous ways of being and living, and the appreciation of the mental, spiritual, physical, and emotional aspects of Indigenous knowledge.
- AE 322 Digital Arts
An introductory survey of digital media production focusing on graphics, 2D animation, 3D modeling and animation, audio, video, and website construction. Students will learn to generate media ideas, collect resources, construct and edit concepts using industry-standard software packages. Emphasizes the production and teaching of digital media for creative, educational, and commercial environments. No previous computer experience is required.
- AE 330 Visual Design for Marketing, Advocacy and Persuasion:
Focus is primarily on design for marketing within the context of its persuasive role in education and educational advocacy. Explores visual design as a problem-solving approach in the development of high impact communication through a combination of theory and studio practice.

Other electives upon approval of the department.

Recommended:

- ED-D 101 Learning Strategies for University Success:
Study skills and strategies for success in university courses. Emphasis on applied assignments that help students to master reading, note taking, studying, time management, and assignment work in their current undergraduate courses. Students will apply theory to examine their own learning and experiment with new strategies for learning. Students will be required to use computers for course work and group projects.

Proposed Minor in Relation to programs at Other BC/Canadian Institutions:

There is currently one university in British Columbia (i.e., Simon Fraser University) and a number of post-secondary institutions in Canada which offer a Minor in Education (i.e., King's University College, Sir Wilfred Laurier University, Concordia University and McGill University). Although there is some variance in the details of these programs, they do share a number of similarities to the Minor in Education proposed here. These programs are located within the respective Faculties of Education and are targeted towards students not in Education who are seeking understanding of the broad field of education. These programs also share the sentiment that this program can offer a solid foundation in pedagogy and could be a starting point towards a BEd degree/Post degree certificate programs. A summary of these programs and other minor in education programs is summarized in Appendix A & B.

Proposed Minor in Relation to programs at UVic:

The Certificate in Adult and Continuing Education (CACE) offers a “professional development program for people ... who want to enhance their effectiveness as adult educators and trainers in leadership, management, facilitation and instructional design and technologies”. The varied and rich content offered in CACE appears to focus on enhancing the effectiveness of adult educators with a particular focus to leadership, management, facilitation and design technologies. The CACE is taken primarily by individuals in early or mid-career, while the Minor in Education will be taken by undergraduate students preparing for future careers. Of the 29 courses listed for the certificate there is some potential yet minor overlap in the area of learning design for the following courses: EDCA 040 – Instructional Techniques Workshop (0.5 elective credit), EDCA 089 – E-Learning Design and Development (0.5 elective credit), EDCA 004: Instructional Design in Adult Education (1.0 elective credit). Students who take the minor may also take CACE to further their credentialing and to obtain an additional specialization in working with adult learners.

The proposed minor will complement and enhance programs currently offered at the University of Victoria. Students from other disciplines currently take courses within the Faculty of Education as electives (i.e., Geography, Biology, Environmental Studies, Computer Science). If students from these programs wish to declare a Minor in Education, courses would not apply to both programs.

Also, students who are enrolled in a number of other programs, (e.g., Child and Youth Care, Health Information Sciences) would also be appropriate candidates for this Minor in Education as many of these graduates will find work in the public or non-profit sectors after graduation. The Minor in Education is not available to students completing a degree in Education or a post degree diploma in Education. This program may not be combined with a general program and senior level courses will not be available for transfer into a regular degree.

Finally, this minor is also viewed as a potential pathway to a BEd degree that leads to a Teaching Certification. It is anticipated that many of these students may be interested in enrolling in the BEd program after graduation and this program will help them to prepare for such a path.

Evidence of consultation within UVIC and with outside agencies and stakeholders is provided in Appendix C.

C. Admissions

Intended students

The proposed minor will be available to undergraduate students pursuing a Bachelor's degree.

Prospective students will be informed of the minor through the UVic calendar, the Faculty of Education website as well as the Department of Curriculum and Instruction (EDCI) website and from both signage and information sessions that will be provided on-campus as well as through the UVic recruitment office.

Expected enrolments

The courses that will be offered as part of the minor (apart from the program specific ED-P 300 Internship/Community Experience)) are open enrollment courses and are currently offered as general electives to the broader university community. The new courses (EDUC 100, EDCI 496) will also be open enrollment courses available as electives to the broader university community. Although there are physical limitations due to class size, many of the suggested elective courses are currently offered throughout the summer and winter sessions each year. The elective courses outside of the department have a history of being flexible to class sizes. It is anticipated that this accommodation can be made early in the program until there is a better baseline for cohort sizes.

D. Program Resources

Resource Implications of the Proposed Minor

Resources to implement and deliver the proposed Minor should be moderate and be handled through the current funding structures. Most of the suggested elective courses are currently funded with existing funding. One of the core courses, EDCI 335, is currently offered in the department course offerings with existing budget. The remaining 2 core courses would be funded by replacing one of the general electives the department currently offers with a section of each of the core courses. The administration of the minor is being incorporated into the workload of the department Administrative Officer. The costs of establishing and moderating the field placement element of the minor will be contained within the current field placement structure that moved to the department in Summer 2013.

Program Administration and Advising

It is not anticipated that the addition of this proposed Minor would be burdensome to Admissions and Records Services, nor to the staff in the department. The Administrative Officer and the Field Experience Manager could absorb the anticipated increase in inquiries and admission applications.

Program Implementation

Resources to implement and deliver the proposed Minor would be minimal to moderate and could be handled through current funding.

Promotion

The existence of this Minor in Education will be promoted through the various Departmental website and other promotional offerings, as well as signage and flyers throughout the UVic campus and the UVic recruitment office. Students currently or recently enrolled in any courses that may be taken as part of the Minor in Education will also be informed of the opportunity to complete the Minor in Education.

Enrolment Pressure and Campus Facilities

Pressure on classroom facilities should not be an issue as these students will be enrolled in currently offered classes. If numbers are larger than anticipated, then teaching assistants can be hired to aid the staff, classroom can be reshuffled and/or classes can be offered with more than one section.

Faculty and Teaching staff

There may be minor impacts upon staff that currently deliver these courses as enrollment may increase and there will be a need for additional support in terms of teaching assistants.

Library Resources

The Curriculum Library is being re-visioned by the University of Victoria Libraries and the Faculty of Education towards a learning commons model with the accompanying addition of an Educational specialist, enhancement of social media, update of learning technologies, re-configuration of physical

spaces, re-focusing of print and online resources, and development of relevant programming and dynamic services.

Such changes purposefully support and enhance the experience of instructors and learners within the proposed Minor in Education, while the Libraries' resource acquisition budget accommodates the entire University Community in ongoing programmatic and instructional initiatives.

The following journals might be used to support this proposal and are potentially available thru the library gateway or are open source:

[*infed.org: Informal and non-formal education*](http://infed.org/)

http://www.jsedimensions.org/wordpress/category/education_setting/education_nontraditional/

creative education: <http://www.scirp.org/journal/ce/>

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Dr. Todd Milford, Department of Curriculum and Instruction

Ms. Pat Bright, Administrative Officer, Department of Curriculum and Instruction

Appendix A

Canadian Education Faculties

Province	Institution	Teaching Degrees	Rationale	Availability	Required Courses	Electives	Other Information
Alberta	Athabasca University	Minor in Inclusive Education					
	Faculté Saint-Jean, University of Alberta	BEd or BEd-AD or BEd/BSc					
	Faculty of Education, University of Alberta	B.Ed ATEP Diploma for Certified Teachers					
	Faculty of Education, University of Calgary	BEd					
	Faculty of Education, Concordia University College of Alberta	BEd					
	Teacher Education Program, King's University College	BEd (after degree); Minor not in the Faculty of Education	Students who are interested in the field of education but do not want to enter the Bachelor of Education after degree program, may choose to pursue an Education Minor. This 18 credit concentration will help students develop an understanding of the various philosophies of education and deepen their understanding of school aged children and special needs.	Available As A Minor For: B.A., B.Com., B.Mus., 4-Year B.Sc. (BIOL & CMPT majors)		EDUC 251 - Introduction to Teaching; EDUC 281/MATH 281 - Principles of Mathematics for Teaching; EDUC 300 - Introduction to Western Educational Ideas; EDUC 363 - Childhood and Adolescence; EDUC 393 - Movement Activities for Children; EDUC 399 - Special Topics in Education; EDUC 414 - Educational Technology; EDUC 499 - Special Studies in Education	Available As A Minor For: B.A., B.Com., B.Mus., 4-Year B.Sc. (BIOL & CMPT majors)
	Faculty of Education, University of Lethbridge	Combined 2 degrees of BEd after degree					

British Columbia	Faculty of Education, University of British Columbia	Expansive					
	Education Department, Malaspina University-College	BEd (primary or middle), BEd post baccalaureate Primary or Secondary					
	Faculty of Education, UBC Okanagan	Elementary (ETEP); Secondary (STEP); Indigenous (DSTC)					
	Faculty of Education, Simon Fraser University	BEd; PDP and PLP (linking for paraprofessionals); BGC (non specialists)					
	School of Education, Trinity Western University	B.Ed. degree - completed concurrently with a Bachelor of Arts (BA) or a Bachelor of Science (B.Sc) in five years or as a two-year post degree program.					
	School of Education, Thompson Rivers University	BEd (elementary); BEd Elementary POE; Inclusive SpecEd certificate diploma					
	University College of the Fraser Valley - Adult Education Degree Program	BEd post degree - primary, middle and secondary					
	Faculty of Education, University of Victoria	BEd (primary; Secondary; East Kootneys); BEd (post degree - Elementary ; Middle; Secondary); BA (Rec); BSc (Kines)					
Manitoba	Faculty of Education, Brandon University	BEd After Degree; BA BEd 5 year integrated program					
	Faculty of Education, University of Manitoba	Bachelor of Education; Post-Baccalaureate; International Teachers					
	Division de l'éducation, Collège universitaire de Saint-Boniface	BEd (Primary and Secondary)					
	University of Winnipeg	Integrated 2 degrees or Post-Baccalaureate Diploma					
New Brunswick	BEd After Degree; BA BEd 5 year integrated program	primary and secondary education	New Brunswick	BEd After Degree; BA BEd 5 year integrated program	primary and secondary education	New Brunswick	BEd After Degree; BA BEd 5 year integrated program
	Bachelor of Education; Post-Baccalaureate; International Teachers	Bachelor of Education (post degree); additional programs in adult education		Bachelor of Education; Post-Baccalaureate; International Teachers	Bachelor of Education (post degree); additional programs in adult education		Bachelor of Education; Post-Baccalaureate; International Teachers
	BEd (Primary and Secondary)	BEd is a post-secondary degree programme		BEd (Primary and Secondary)	BEd is a post-secondary degree programme		BEd (Primary and Secondary)

Newfoundland	Faculty of Education, Memorial University of Newfoundland	BEd (primary secondary); combined with tech ed, music ed, native and northern ed, speced ~					
Nova Scotia	School of Education, Acadia University	BEd post degree - primary or secondary					
	Education Department, Mount Saint Vincent University	BEd post degree - primary or secondary					
	Éducation, Université Sainte Anne	B.Ed.; B.A./B.Ed; B.Sc./B.Ed.					
	Department of Education, St. Francis Xavier University	BEd post degree - primary and secondary					
Ontario	Faculty of Education, Brock University	BEd of BA/Sc Bed (concurrent). Also Certificate in Educational Studies					
	Faculty of Education, Lakehead University	Primary or Secondary ~ post degree					
	École des sciences de l'éducation, Université Laurentienne	Concurrent Bachelor of Education (B.Ed.)					
	Faculty of Education, Nipissing University	BEd consecutive; BA/BEd ECE; BA/BEd/BSc					
	School of Education, University of Ontario Institute of Technology	Concurrent Bachelor of Science (BSc) (Honours)/Bachelor of Education (BEd); Consecutive Bachelor of Education (BEd)					
	Ontario Institute for Studies in Education of the University of Toronto	The Bachelor of Education / Diploma in Technological Education Consecutive Program (BEd/DipTechEd); Concurrent Teacher Education Program					
	Faculty of Education, University of Ottawa						
	Faculty of Education, Queen's University	BEd consecutive and concurrent					
	Department of Education, Redeemer College	BA BEd Concurrent or consecutive (primary or intermediate)					
	Faculty of Education, University of Western Ontario	Bed Dip Ed - primary intermediate secondary as well as technology					
	Faculty of Education, University of Windsor	BA BEd Concurrent or consecutive					
	Faculty of Education, York University	BA BEd Concurrent (full part time) or consecutive					

	Faculty of Education, Wilfrid Laurier University	BEd junior/intermediate ~ Education minor	A Minor in Education consists of 3.0 credits: three core half-credit courses offered through the Faculty of Education, plus three elective half-credit courses from an approved list. The Minor is designed to provide students with a supplemental course of study focusing on schooling and education. Courses taken in the minor may not count toward fulfilling requirements for the teaching specialization ("teachable") at the Junior/Intermediate level.		EM101 - Images of Education in Media (0.5 credit); EM202 - The Educational Divide (0.5 credit); EM203 - Learning in 140 Characters or Less (0.5 credit)	AN229 - Aboriginal Peoples of Canada: Contemporary Issues CO230 - Children and Music (Online Course) EC328 - Economics of Education EM301 - Seminars in Education EM212 - Mathematics without Tears EN201 - Children's Literature EN211 - Postcolonial Literatures EN267 - Contemporary Canadian Fiction EN280 - Indigenous Writers in English EN325 - Feminist Theory and Cultural Practice: Fiction by Minority Women HI344 - Native Peoples of Eastern Canada HI345 - Native Peoples of Western Canada HI356 - History of Modern Education HI423* - Reading Seminar on Families and Education in Canada and the US (restricted to Year 4 HI majors only) HI473* - Research Seminar on Home and School: Families and Education in Canada and the United States(restricted to Year 4 HI majors only) ID303 - Indigenous Education KP420 - Children in Physical	
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						<p>Activity (restricted to KPE majors only) KP461 - Developmental Motor Learning for Physical Education (restricted to KPE majors only) MU202 - Approaches to Music Education MU203 - Methods for Teaching Music at the Intermediate/S enior Levels (Secondary School) MU208 - Introduction to Elementary Music Education MU304 - Music in Special Education MU402 - Seminar in Music Education PS222 - Behaviour Modification PS260 - Introduction to Cognitive Psychology PS261 - Introduction to Learning PS366 - Introduction to Psycholinguistic s PS283 - Educational Psychology PS275 - Developmental Psychology I: Infancy and Childhood PS276 - Developmental Psychology II: Adolescence and Young Adulthood PS379 - Psychology of Exceptional Children, Youth and Adults RE225 - Canada's Religious Heritage RE331 - Religious</p>	
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						Diversity in Contemporary Canada SY303 - Sociology of Youth SY316* - Sociology of Education SY416 - Equity in Education (restricted to SY majors only) SY423 - Children, Parents and Schools (restricted to SY majors only)	
Prince Edward Island	Faculty of Education, University of Prince Edward Island	BEd - 2 year post degree					
Quebec	School of Education, Bishops University	Double degree (undergrad and BEd) - primary or secondary					
	Department of Education, Concordia University	Minor in Education (does not appear to offer teaching degrees)	The Minor in Education is a 24 credit undergraduate programme, designed to provide formal instruction for individuals interested in exploring the broad field of education. This Minor can be usefully combined with a wide range of other disciplines such psychology, sociology, history, and business studies. Courses in the Minor include both basic and applied aspects of the field, including educational psychology, child development, education in western civilization, technology for educational change, computers and computing in education, the urban child, and sex role socialization in the school.				
	Département des sciences de l'éducation, Université du Québec à Chicoutimi	No English Translation					
	Département des sciences de l'éducation, Université du Québec à Montréal	No English Translation					
	Faculté d'éducation, Université de Sherbrooke	No English Translation					
	Faculté des sciences	Éducation - Certificat					

	de l'éducation, Université Laval	en sciences de l'éducation					
	Faculty of Education, McGill University	Primary and Secondary Teaching Certification ~ also a variety of Minors in Education for both Arts and Science students	<p>This Minor concentration allows Arts students to develop and explore an interest in education. It will give students a solid footing in the basics of pedagogy and may provide a starting point towards a B.Ed. degree.</p> <p>Completion of this Minor concentration DOES NOT qualify a student to enter the teaching profession. Students interested in a teaching career should consult the Faculty of Education section of this publication for information about Bachelor of Education programs that lead to teacher certification. See Faculty of Education programs offered by the Department of Integrated Studies in Education.</p>		<p><u>EDPE 300 Educational Psychology (3 credits)</u></p>	<p>9 credits selected as follows: 3 credits, one of: EDEC 260 Philosophical Foundations (3 credits) EDEC 261 Philosophy of Catholic Education (3 credits) Revision, July 2013. Start of revision.</p> <p>3 credits, one of: EDEC 233 First Nations and Inuit Education (3 credits) EDEC 248 Multicultural Education (3 credits) EDEC 249 Global Education and Social Justice (3 credits)</p> <p>Revision, July 2013. End of revision.</p> <p>3 credits, one of: EDEC 247 Policy Issues in Quebec Education (3 credits) EDEM 220 Contemporary Issues in Education (3 credits)</p>	<p>6 credits to be chosen from the following list: * Note: Either EDES 335 or EDES 353 may be taken but not both. EDEC 262 Media, Technology and Education (3 credits) EDES 335 Teaching Secondary Science 1 (3 credits) * EDES 353 Teaching Secondary Mathematics 1 (3 credits) * EDPE 304 Measurement and Evaluation (3 credits) EDPI 309 Diverse Learners (3 credits)</p>
			<p>This Minor allows Science students to develop or explore an interest in Education without committing themselves to completing a B.Ed. degree. Science students who have taken this Minor in Education will have completed a substantial number of the necessary credits for the B.Ed. degree should they wish to enrol in that program. The Minor also allows the possibility of transferring into the Concurrent B.Sc. and</p>			<p>9 credits selected from: One of: EDEC 233 First Nations and Inuit Education (3 credits) EDEC 248 Multicultural Education (3 credits) EDEC 249 Global Education and Social Justice (3 credits)</p> <p>One of: EDEC 260 Philosophical Foundations (3 credits) EDEC 261</p>	<p>6 credits from the list below: * Note: Students select either EDES 335 or EDES 353. EDEC 262 Media, Technology and Education (3 credits) EDES 335 Teaching Secondary Science 1 (3 credits) * EDES 353 Teaching Secondary Mathematics 1 (3 credits) * EDPE 304 Measurement and Evaluation (3 credits) EDPI 309 Diverse Learners (3 credits)</p>

			<p>B.Ed. program, since the 18 credits for the Minor, with the exception of EDEM 220, are also among the Education courses required in this dual degree program. Equally, students having completed a B.Sc. degree, including the Minor, whose content substantially matches that of one of the Concurrent B.Sc. and B.Ed. combinations are likely eligible for a substantial number of advanced standing credits, as specified by the Faculty of Education.</p>			<p>Philosophy of Catholic Education (3 credits)</p> <p>One of: EDEC 247 Policy Issues in Quebec Education (3 credits) EDEM 220 Contemporary Issues in Education (3 credits)</p>	
			<p>Completion of this Minor concentration DOES NOT qualify a student to enter the teaching profession. Students interested in a teaching career should consult the Faculty of Education section of this publication for information about Bachelor of Education programs that lead to teacher certification. See Faculty of Education programs offered by the Department of Integrated Studies in Education.</p> <p>Respecting Faculty of Arts Multi-track System regulations, students registering for the Major Concentration Psychology and the Minor Concentration Educational Psychology must complete an additional minor concentration in Arts in a unit other than Psychology.</p>		<p>This required course has a prerequisite of an introductory course in psychology taken at either CEGEP or university level (e.g., PSYC 100 or EDPE 300). Students who do not have this prerequisite prior to entry into the program may take either PSYC 100 or EDPE 300. EDPE 300 may count as one of the complementary courses for the Minor concentration.</p> <p>EDPE 335 Instructional Psychology (3 credits)</p>	<p>15 credits to be selected as follows:</p> <p>3 credits to be taken near the end of program completion, one of:</p> <p>Note: Students with a background in psychology should normally select EDPE 355. EDPE 355 has a prerequisite, either PSYC 231 or permission of the instructor.</p> <p>EDPE 355 Cognition and Education (3 credits) EDPE 555 Introduction to Learning Sciences (3 credits)</p>	<p>12 credits selected from the following list:</p> <p>* Note: Students may not receive credit for both EDPE 208 and PSYC 304. EDPE 208 is not open to students registered in a major or minor concentration in Psychology.</p> <p>EDPE 208 Personality and Social Development (3 credits) * EDPE 304 Measurement and Evaluation (3 credits) EDPE 355 Cognition and Education (3 credits) EDPE 377 Adolescence and Education (3 credits) EDPE 515 Gender Identity Development (3 credits) EDPE 535 Instructional Design (3 credits) EDPE 555 Introduction to Learning Sciences (3 credits) EDPI 309 Diverse Learners (3 credits) EDPI 526 Talented and Gifted Students (3 credits) EDPI 527 Creativity and its Cultivation (3 credits) EDPI 543 Family, School and Community (3 cr)</p>

Saskatchewan	Faculty of Education, University of Regina	Undergraduate Degree; Undergraduate Certificate; Community-Based Degree; Affiliated Degree					
	College of Education, University of Saskatchewan	Primary, Middle Secondary sequential; Arts; Music; Kinesiology; Aboriginal Ed					
Yukon	Yukon Native Teacher Education Program, Yukon College	BEd					

Appendix B

Sampling of American Education Minor Programs

State	Institution	Information
Alabama,AL		
Alaska,AK		
Arizona,AZ		
Arkansas,AR		
California,CA	Stanford	The Stanford Graduate School of Education is pleased to offer an undergraduate minor in the field of Education. The minor is structured to provide a substantial introduction to Education through a broad-based and focused study of educational research, theory and practice. The goals of the minor are to allow undergraduates to develop an understanding of the core issues facing educators and policymakers, to make connections to their major programs of study, and to provide rigorous preparation for graduate studies in Education.
	UC Berkley	The Undergraduate Minor in Education (UME) at UC Berkeley provides students with an opportunity to examine systematically an institution that occupies a unique position in society and profoundly influences the lives of virtually every member of society. This program, housed in the Graduate School of Education (GSE), enables undergraduate students to gain a critical understanding of the correlations between education and the development of societies and individuals. The primary focus of the UME is on potential as well as existing models of education in our diverse society.
	UC Davis	The Education minor is open to all UC Davis undergraduates. The minor offers an introduction to educational theory, research, and practice, and gives students the opportunity to engage in fieldwork in local schools and the community.
	UC Irvine	
	UCLA	The Education Studies Minor focuses on the many professional research issues confronting educators. The goal is to provide upper division undergraduates of any major the opportunity to develop their understanding of current educational practices and the complex interactions among the legal, social, political, and economic forces that influence and shape educational policies in America, to consider options for a career in education, and to become better consumers of educational services as parents, taxpayers, and citizens.
	UC Riverside	The UCR Graduate School of Education offers the Education Minor to undergraduates seeking a basic understanding of education programs, practices and policies. Students from any major are invited to pursue a minor in Education. Studies in the Education Minor program center on the nature of education and common problems and controversies about education in today's society. Students study educational policy, the history of education, the sociology of schools and classrooms, and a range of other topics of education in school and non-school settings. While the Education Minor does not lead to a teaching credential, some courses may be used toward a Teacher Education Preparation program. Courses may also prepare students for graduate studies.
	UC Santa Barbara	The Gevirtz Graduate School of Education offers two undergraduate minors: The Education and Applied Psychology Minor and The Minor in Science and Mathematics Education .
	UC Santa Cruz	The Minor in Education is an undergraduate course of study that explores the history of educational thought and philosophy, the politics and economics of education, theories of cognition, learning and pedagogy, and issues of cultural and linguistic diversity in Education.
	UC San Diego	Education Studies now offers three minor programs of Study that will put you on the right path to a rewarding career: Minor in Education Studies, Minor in Mathematics Education and Minor in Science Education . The courses in the minor programs, and the hands-on experiences you will gain in local schools will provide you with important preparation to become an intern teacher if you enroll in a credential program after you complete your bachelor's degree.
Colorado,CO		
Connecticut,CT		
Delaware,DE		
Florida,FL	University of Florida	The minor in educational studies provides an understanding of the purpose and function of education and the social and psychological forces that affect young people. It is not intended as a path to teacher certification.
Georgia,GA		
Hawaii,HI		
Idaho,ID		
Illinois,IL		
Indiana,IN	Indiana Uni	The Educational Studies minor is designed for undergraduates outside the School of Education who want to learn more about public education and/or student development and learning. This 15-credit minor offers you the flexibility to pursue

		the interesting and complex issues surrounding public education.
Iowa,IA		
Kansas,KS		
Kentucky,KY		
Louisiana,LA		
Maine,ME		
Maryland,MD	University of Maryland	The Department of Curriculum and Instruction offers two exciting undergraduate minors for students interested in secondary education and teaching English as a second language (TESOL):
Massachusetts,MA	Boston University	The Education minor is offered to undergraduate students at Boston University wishing to enhance their knowledge of education.
	U Mass Amherst	The Minor in Education is a way for students interested in education to explore various theoretical aspects of education and to gain experience working with students in a variety of settings. While completion of the minor does not lead to a license or certificate, students who pursue the minor will gain a strong knowledge base in the area of education and be well-prepared to enter a licensure program, graduate program, or career in the field of education. UMass undergraduates from any department are welcome to complete the minor, and the minor is highly recommended for students interested in pursuing licensure to teach at the Elementary (1-6) level.
Michigan,MI	Michigan State	The Minor in Educational Studies, administered by the College of Education, is intended for students who are interested in the intersection of learning, education and society. It can be a valuable program addition for students pursuing careers in the social and behavioral sciences, law, social justice, or youth services. This minor does not offer professional training for teaching or lead to a teaching certificate or license. The minor is available as an elective to students enrolled in any bachelor's degree program at Michigan State University, except the Bachelor of Arts Degree in Education. With the approval of the department and college that administer the student's degree program, the courses used to satisfy the minor may also be used to satisfy those for the bachelor's degree. At least 12 unique credits counted toward the 18-credit minor must not be used to fulfill requirements for the degree.
Minnesota,MN		
Mississippi,MS		
Missouri,MO	Uni Washington @ St Louis	The Department of Education offers an undergraduate major and minor in Educational Studies for persons interested in the study of educational processes and institutions. The major entails 24 hours of study, while the minor requires 18 hours of advanced study. The Educational Studies major and minor do not lead to teacher certification.
Montana,MT		
Nebraska,NE		
Nevada,NV		
New Hampshire,NH	Dartmouth College	The Education Department offers both a minor in Education and a teacher certification program; undergraduates may choose either or both options. Students may take Education courses singly, to fill distributive requirements or as electives, or in a sequence that will satisfy the requirements for the minor and/or certification.
New Jersey,NJ		
New Mexico,NM		
New York,NY	University at Buffalo	For undergraduate students at the University at Buffalo interested in pursuing initial teacher certification to be able to teach in New York State preK-12 public schools, the education minor functions as an introduction to the education profession so that undergraduate students may explore the possibility of a career in teaching. The education minor provides an opportunity for undergraduate students to begin to develop pedagogical knowledge essential for effective teaching and it allows a head start on the course work leading to initial teacher certification through the University at Buffalo's graduate-level initial teacher certification program. This minor cannot in itself lead directly to initial teacher certification.
	Cornell University	A Minor in Education offers excellent preparation for graduate-level certification programs at other institutions
	NYU Steinhardt	The Department of Teaching and Learning offers two minors in education: Global Studies and Teacher Ed (no longer offer a General Minor)
	Syracuse	Syracuse University students who wish to minor in education have the opportunity to explore education as a professional field of study, learn about topical issues in education, prepare for graduate programs in related fields and develop experience working with children and adults through education and counseling.
North Carolina,NC	Duke	The Minor in Education is designed to provide students who are majoring in an Arts and Sciences discipline with opportunities to combine coursework in their majors with academic and field-based experiences focused on complex social, psychological, economic, historical, political, and cultural issues that impact schools and school children.
North Dakota,ND		
Ohio,OH		

Oklahoma,OK		
Oregon,OR		
Pennsylvania,PA	Penn State	The Special Education Minor provides undergraduate students with coursework on instructional practices to support the achievement of students with special education needs.
Rhode Island,RI		
South Carolina,SC		
South Dakota,SD		
Tennessee,TN		
Texas,TX		
Utah,UT		
Vermont,VT		
Virginia,VA		
Washington,WA	University of Washington	Minor in Education, Learning, and Society (ELS) is intended to provide a strong background in how human beings learn, and how society, environment, and culture shape that learning. The 31-credit ELS Minor is intended for students with a broad range of interests. Prospective students may intend to pursue careers in education, or they may be interested in issues of public policy, social justice, or learning and cognition.
West Virginia,WV		
Wisconsin,WI		
Wyoming,WY		

Appendix C

On 2013-11-27 2:54 PM, "Ulrike Stege" <stege@cs.uvic.ca> wrote:

Dear Dr. Milford,

I would like to express my support for the proposed Minor in Education Program.

I am an Associate Professor in Computer Science and currently the Chair of the Computer Science Undergraduate Curriculum Committee, as well as the future Chair of Computer Science, starting January 2014.

I am particular interested in such a program as one of my research areas is computer science education; I am also heavily involved in computer science outreach.

I have reviewed your proposal and also shared it with the curriculum committee (which includes as a member also our Director of Undergraduate Studies, Dr. Ganti). We are all in support of the proposed program and believe that it will be a great opportunity for Computer Science students.

We are looking forward to the start of program. Please let us know if there is anything we can do to make this a success.

Ulrike Stege

From: Fine Arts Dean <finedean@uvic.ca>
Date: Tuesday, January 14, 2014 9:54 AM
To: University of <cichair@uvic.ca>
Subject: RE: Minor consultation

Good Morning Leslie,

I have reviewed your proposal for a Minor in Education aimed at providing skills and information to students interested in careers that might involve an educational component outside the traditional K-12 school system. Many programs within Fine Arts could benefit from such a minor as most Fine Arts organizations have some educational component, but few of these organizations have an educational specialist on staff. Having a minor such as this could help graduates find work and could also help strengthen arts organizations across Canada.

I believe the proposal is strong and the required courses would provide a good foundation for the type of work our graduates are likely to take on.

--

Sarah J. Blackstone
Dean, Faculty of Fine Arts
University of Victoria
Victoria, BC
250-721-7755

From: Leslee Francis Pelton <lfrancis@uvic.ca>

Date: Monday, 13 January, 2014 3:08 PM

To: cichair <cichair@uvic.ca>

Cc: Pat Bright <pbright@uvic.ca>

Subject: Re: Minor consultation

Hi Rick,

Thanks for the suggestions of other suitable courses for the proposed minor. I'm sorry that Lara was unaware that her course was on the list. I'm glad to have her support. As for enrolment, I view the elective list for the minor as electives for any major/minor would be viewed. The course is an option an enrolment is not guaranteed. If students really want that course as part of the minor, they need to plan ahead and be proactive in registering as soon as they can to maximize their chances of getting in the course. Since there are plenty of options for students in the elective list, they can always choose another course if they cannot get into Lara's course and don't want to wait for it in a different term.

We will add the EPHE 270, 253, and 252 courses as acceptable electives. However, I won't add any of the skill performance courses at this time, in the interest of keeping the list to a manageable size. The proposal does say that other courses may be accepted on approval of the department, so we could approve these other courses on an individual basis, as needed. If we start seeing a pattern of large numbers of request for a particular EPHE course, we can amend the minor requirements at that time to include the course.

Thanks for sending this out and getting back to me with your comments.

Leslee

--

Leslee Francis Pelton, Chair
Department of Curriculum and Instruction
University of Victoria
PO Box 1700, STN C
Victoria, BC V8W 2Y2
250-721-7886
FAX: 250-721-759

From: Frederick Bell <fbell@uvic.ca>

Date: Monday, January 13, 2014 2:31 PM

To: University of <cichair@uvic.ca>

Subject: Re: Minor consultation

Hi Leslee,

After consulting with the teacher education folks they have some suggestions on what other EPHE courses might be considered. If recreation settings is one where graduates might work then offering EPHE 270 (outdoor recreation), 253 (program planning) or 252 (leadership) may fit. There are also many of our skill performance and analysis courses that could be added but these are mostly for our secondary PE teacher education students and recreation students who might be teaching activities in a setting. I also met with Lara Lauzon who was not aware that her course was on a list of electives for this program. She supports this but gave a caution about this course is always greatly oversubscribed so if it is on a list of electives and want to ensure enrolment then registration issues arise.

Cheers,
Rick



January 8th, 2014

To Whom It May Concern,

As a community recreation programmer with the District of Saanich I see the value of 'non-formal, community based' education in action on a daily basis. Our centre houses recreation, education, health and wellness programs for all age groups. Our members make up our community, and their participation indicates an opportunity for teaching, coaching, instruction, guiding, leading and learning throughout the year. Whether it's a line dancing program for seniors, a licensed full year preschool program, or drop in art session for teens there is always learning happening within the context of our community centre settings.

My role within our organization is twofold. On the one hand I create, design, implement and manage community programs within the centre (incidentally most of my staff are either teachers on call or student teachers). My other role within the District is community building which allows me leave my desk to create connections throughout our region. This has been very fruitful and the partnerships created have really driven the innovation and creativity in my role as community recreation programmer. One such connection has been with the Swan Lake Christmas Hill Nature Sanctuary where we have been operating in conjunction with the program team at Swan Lake a nature preschool program for 3-5 year olds. It is through those 'informal' learning opportunities in the outdoors that opens my eyes to the value of non-classroom traditional based education, community driven and supported by partnerships.

Having graduated with my PhD from the Department of Curriculum & Instruction at UVic, I can speak to the potential and value of approaching education from a perspective which celebrates a diversity in styles, venues, and outcomes. Being open to what education can be for today's students, and not being afraid to challenge some of our preconceived notions of teaching and learning seems to be at the heart of this exciting new initiative in the Faculty of Education at UVic.

As a representative of the District of Saanich, Parks & Recreation Department I give full support to this new Minor in Education program and would welcome further opportunity to create partnerships and develop connections with the Faculty and its students.

Chris Filler



To whom it may concern:

I am writing to express the support of the Swan Lake Christmas Hill Nature Sanctuary program naturalist staff for the proposed Minor in Education at the University of Victoria which will focus on non formal (i.e. classroom-based) sites of learning.

Swan Lake Christmas Hill Nature Sanctuary is a living classroom fostering an understanding and appreciation of nature through direct experiences. Educational programs for all ages encourage responsibility for the care and protection of the natural environment. Managed by a non-profit society, this urban refuge provides an exceptional opportunity to bring people and nature together and has done so for over 30 years.

Our role as Program Naturalists is to facilitate these direct experiences and contribute to the redefinition of education as a global process not limited to the traditional classroom. I myself have come to this education linked position not through a traditional teaching background but with a Biology degree, a passion for nature, and a lot of experience with the general public and with children.

I believe that there is great value in offering a program that recognizes that learning occurs beyond the typical formal institutions. This allows for community based organizations such as our own to be recognized as legitimate sites of learning.

Our organization has previously supported the University of Victoria Education Department through their alternative practicum placement which was of benefit to both us and the students who had the opportunity to experience a non-traditional educational setting. We continue to offer our support to the University in the hopes that together we will contribute to a generation of educators with a strong sense of community and environmental engagement.

Sincerely,

Renee Cenerini
Program Naturalist
Swan Lake Christmas Hill Nature Sanctuary



March 28, 2014

Re: Letter of Support for UVic Minor in Education

Dear Leslee Francis Pelton:

I strongly support the proposal for the Minor in Education through Department of Curriculum and Instruction. As an alternative science educator, I see the growing need for graduates who have scientific aptitude coupled with knowledge in education pedagogy. There are a growing number of non-profit organizations locally and across the country who are providing educational outreach in a variety of disciplines, and equipping students with these skill sets will ensure a pool of qualified applicants exist.

In my 6 years at Science Venture, I have employed more than 100 undergraduate students and new graduates from a variety of disciplines (Eg. Computer Science, Engineering, Science, and Education). Many of these students apply for work at Science Venture as they are passionate about STEM but are also interested in careers in outreach (E.g. park interpreters, science museums/centers). This new proposed minor would provide students the opportunity to explore education in a broader perspective, while still majoring in science discipline. For some students, this may lead to furthering their education through the post degree program.

Of particular interest to Science Venture, would be providing field experience opportunities for students enrolled in this program. In 2013, Science Venture reached over 12,000 Vancouver Island youth through clubs, in-school workshops, and summer camps. With programming taking place year round, there would a number of opportunities for these minor students to observe, participate, and contribute to Science Venture. The reciprocal learning opportunities from this partnership would be huge.

After reviewing the courses outlined in the proposal, there are several that resonate. In particular, the Indigenous Education courses are extremely relevant for Science Venture as we offer community based programming in Aboriginal communities across Vancouver Island. As well the digital arts course, complements a growing program theme we offer at summer camp.

For the reasons outlined in this letter, I support the proposal for the Minor in Education through the Department of Curriculum and Instruction. There is a growing need for graduates with this type of training, and this Minor would support both employers and students.

Sincerely,

A handwritten signature in cursive script that reads "Melisa Yestrau".

Melisa Yestrau
Director, Science Venture
University of Victoria
250-721-8661



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March 31, 2014

Leslee Francis Pelton, Chair
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University of Victoria
PO Box 1700, STN CSC
Victoria, BC V8W 2Y2
TEL.: 250-721-7886
FAX: 250-721-7598

Re: Proposed Minor in Non-Formal Education

Dear Leslee and Todd,

The Faculty of Social Sciences supports the introduction of the proposed Minor in Non-Formal Education. As the proposal makes clear, education is a responsibility of many organizations outside the formal educational sector. Many graduates in Social Sciences find themselves in positions where their responsibilities include communication and education with a variety of audiences. A grounding in educational theory combined with skills and experience in learning design would be assets for these and other graduates. The experiential component of the program – ED-P 300 – is likely to be particularly useful, especially if students complete that course after completing most of the foundational courses in the program.

We feel the minor will be attractive to a modest but worthwhile number of students in Social Sciences. If there is opportunity in the years ahead, we encourage you also to explore a more focused program, incorporating coursework dealing with life-long learning and the proliferation of non-traditional learning environments, along with a less diverse range of electives. We anticipate that this may be even more attractive to some of our students. ED-D 101 could be a useful requirement, as it introduces students to learning theory in a context that is particularly meaningful – i.e. their own educational success.

We wish you the best of success with this initiative.

Sincerely,

A handwritten signature in blue ink, appearing to read "Peter Keller", is written over a light blue horizontal line.

Peter Keller
Dean of Social Sciences

Hi Katy,

Further to my earlier note related to the proposed Minor in Education, we have had an opportunity to meet with the proponents of the proposal. While there still remain some concerns, we have been assured that the Division will be involved in ongoing discussions as the full development of the Minor unfolds. Accordingly, we will not oppose the proposal when it is brought before the Senate Committee on Planning.

Regards,
Maureen

Maureen MacDonald, Ph.D.
Dean
Division of Continuing Studies
University of Victoria
PO Box 3030 STN CSC
Victoria, British Columbia
V8W 3N6
Tel: 250-721-8456
Email: uvcsdean@uvic.ca

Minor in Education Consultations

Unit/ Organization	Name	Email
Saanich Parks & Recreation	Chris Filler	Chris.Filler@saanich.ca
Swan Lake Christmas Hill Nature Sanctuary	Renee Cenerini	
UVic Science Venture	SV Director	svdirector@engr.uvic.ca
Business, Dean	Saul Klein	bizdean@uvic.ca
Continuing Studies, Director Community and Professional Programs	Richard Rush	rushr@uvic.ca
Engineering, Dean	Tom Tiedje	engrdean@uvic.ca
Fine Arts, Dean	Sarah Blackstone	finedean@uvic.ca
Human and Social Development, Dean	Mary Ellen Purkis	hsddean@uvic.ca
Humanities, Dean	John Archibald	deanhums@uvic.ca
Science, Dean	Robert Lipson	sciedean@uvic.ca
Social Sciences, Dean	Peter Keller	soscdean@uvic.ca
Computer Science, Chair	Ulrike Stege	stege@cs.uvic.ca
EPLS, Chair	John Anderson	eplschr@uvic.ca
EPHE, Director	Rick Bell	fbell@uvic.ca
Dean, Division of Continuing Studies	Maureen MacDonald	uvcsdean@uvic.ca



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR ACTION

November 7, 2014

To: Operations and Facilities Committee

From: Valerie Kuehne
Acting Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: November 25, 2014

A handwritten signature in blue ink, reading "Valerie Kuehne".

Subject: Proposal for a Minor in Geographic Information Technology

Basis for Jurisdiction: Senate Committee on Planning meeting April 29, 2014
Senate meeting October 3, 2014

Previous Consultation:

Senate Committee on Planning on April 29, 2014
Senate meeting on October 3, 2014

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve Minor in Geographic Information Technology and that the program be withdrawn if the program is not offered within five years of the granting of the approval.

Background:

Overview/nature of the academic program

Spatial technology is everywhere. Location-aware devices in our phones, cars, and computers are generating a huge amount of geographic data and causing a new appetite for training in geographic information technologies. For example, Google Maps have made digital mapping a part of daily life, recreation grade Global Positioning Systems (GPS) now enable accurate mapping, and social media activities performed on smart phones are tagged with location information.

The goal of the Geographic Information Technology Minor's academic program is to provide students from disciplines outside geography with knowledge of theories and skills in spatial sciences. Geographic Information Technology skills include Geographic Information Systems (GIS), Remote Sensing, Spatial Analysis, Cartography, Global Positioning Systems, and Surveying. Graduates from the Minor in Geographic Information Technology will be well poised to use spatial technologies to answer applied research questions associated with people, the earth, and resource management.

Alignment with the University's Mission and Strategic plan

The University of Victoria's Strategic Plan outlines many initiatives to support the offering of high quality and innovative programs for student success. This undergraduate Minor is designed to be taken simultaneously with other undergraduate programs. Most other institutions that offer geographic skills training outside the discipline do so through diplomas, which are taken after an undergraduate degree is complete. The Geographic Information Technology Minor is a response to the dynamic needs of students and will improve employment opportunities for graduates.

Senate/academic considerations

The program integrates nine units of 2nd, 3rd, and 4th year geography into a Minor that can be combined with most undergraduate programs offered at UVic. A strength of the proposed program is that it operates within existing courses offered by UVic Geography. As such, no new courses are required.

Demand and availability

As spatial data become ubiquitous, users of geographic science are no longer housed only in geography departments. This program will benefit a growing number of students interested in using geographic technology to study applications outside geography. We have seen several students over the past few years that return to geography after having graduated from another discipline (e.g., biology, psychology). By offering a Minor for non-geography majors, students with diverse applied interests can take advantage of the growing popularity of maps and geographic techniques without returning for another degree. We have designed the Geographic Information Technology Minor to minimize unnecessary academic barriers by, for example, accepting introductory statistics courses offered by units other than Geography, and anticipate particular interest from students in Anthropology, Earth and Ocean Sciences, Biology, Economics, and History. We expect approximately 20 students to enrol in the Minor program each year, a number that can be accommodated within existing course offerings. The required courses are offered

more than once every winter session and on occasion during summer session, making it possible for students to complete the Minor alongside their major in a timely fashion.

Resource implications

The Geographic Information Technology Minor is based on existing courses offered by the Geography department, meaning its resource needs are minimal and can be met within the existing Faculty of Social Sciences' budget. Many of the courses included in the Minor are lab based and additional lab sections may be required to accommodate increased enrolment. Teaching assistants needed to lead the lab assistants will be funded from within existing Faculty and / or department budgets. Upgraded field surveying equipment, also needed to support other Geography academic programs, has been funded by the Faculty and the department. The geography computer teaching labs are already near capacity. We have worked with the library to offer free home licences of student GIS software to ease the pressure on labs.

It is possible that student demand could exceed current modest expectations. Any resources required to meet additional demand (eg, funding for sessional instructors to teach additional sections, funding for TAs to offer more lab sections) will be found within the Faculty's and / or department's existing budgets.

Other relevant factors

This summer the BC government announced \$400 million for skills based education. There is a growing emphasis on ensuring that British Columbia university graduates have the skills required for the jobs of the future. Geomatics, or geographic science and skills, was identified as one of three major emerging technologies of the 21st century. The Minor in Geographic Information Technology and others based on geographic and mapping skills may be a strategic focus for UVic, as we are already a national teaching and research leader in this area.

Attachment(s): Proposal in a Minor in Geographic Information Technology



University
of Victoria

Associate Vice-President Academic Planning

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MEMO

Date: April 30, 2014
To: The Secretary of the Senate
From: Dr. Catherine Mateer, Chair, Senate Committee on Planning
Re: **Proposal for a Minor in Geographic Information Technology**

At its meeting of 29 April 2014, the Senate Committee on Planning discussed and approved the Proposal for a Minor in Geographic Information Technology. The following motion is recommended:

That Senate approve and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Minor in Geographic Information Technology, as described in the document "Minor in Geographic Information Technology", and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

:mam

Committee Membership:

Dr. Catherine Mateer, Chair
Ms. Lauren Charlton
Dr. Stan Dosso
Ms. Katrina Flanders
Dr. Reuven Gordon
Ms. Carrie Anderson
Dr. Howard Brunt
Dr. Maureen MacDonald
Dr. Timothy Iles
Dr. Merwan Engineer

Dr. Reeta Tremblay
Dr. David Boag
Dr. Catherine McGregor
Dr. Victoria Wyatt
Dr. Anne Bruce
Dr. Ann Stahl
Ms. Emily Rogers
Ms. Norah McRae
Dr. Sarah Blackstone
Ms. Jess Gelowsky (Secretary)

1. Identification of new program

Name

Minor in Geographic Information Technology (with Co-op option)

Location

Victoria, British Columbia

Academic units offering the new program

Department of Geography

Anticipated program start date

January, 2015

Name, title, phone number and e-mail address of contact person

Dr. Trisalyn Nelson,
Associate Professor of Geography
Lansdowne Research Chair in Geomatics
Director of Geomatics
250-472-5620
trisalyn@uvic.ca

2. History and context of the program

Spatial technology is everywhere. Location-aware devices in our phones, cars, and computers are generating a huge amount of geographic data and causing a new appetite for training in geographic information technologies. For example, Google Maps have made digital mapping a part of daily life, recreation grade Global Positioning Systems (GPS) now enable accurate mapping, and social media activities performed on smart phones are tagged with location information.

Historically part of a geographer's toolbox, the science of generating, handling, and analyzing map data are now relevant to many disciplines. Anthropology, Biology, Economics, and History are just a few examples of disciplines that are now working with mapped data. There is an opportunity to better serve students across campus by providing clear access to geographic skills training through development of a minor in Geographic Information Technology.

Geographic science and skills training will help our students be job ready. The job market for people with spatial skills is expected to increase by 35% over the next decade, based on US statistics reported by Science Careers (Underwood 2013). As well, a Geographic Information Technology minor will support research programs that utilize geographic science for applied research. An example of student and researcher appetite for geographic skills is that this year the Geography Department in conjunction with the Faculty of Social Sciences offered a weeklong

graduate level course in Geographic Information Systems (GIS). The 25 person course was full within 2 days of announcing the offering. As well, we have been offering free two-hour workshops in GIS through the January 2014 term and each has filled to capacity.

3. Aims, goals and/or objectives

The goal of the Geographic Information Technology minor is to provide students from disciplines outside geography with knowledge on the theories and skills in spatial sciences. Geographic Information Technology skills include Geographic Information Systems (GIS), Remote Sensing, Spatial Analysis, Cartography, Global Positioning Systems, and Surveying. Graduates from the minor in Geographic Information Technology will be well poised to use spatial technologies to answer applied research questions associated with people, the earth, and resource management.

Distinctive characteristics

We believe that a minor in Geographic Information Technology is unique in BC. There are many opportunities to obtain technical certificates (e.g., VIU, SFU, BCIT, Selkirk College – see section 9 for details), but we know of no other undergraduate minor. The minor will serve a broad array of UVic undergraduates by providing access to marketable scientific skills. Significantly, it does not necessitate an additional year of coursework, as is common practice with skill certificate programs in this area.

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

The minor in Geographic Information Technology will provide a service to students across the UVic campus. In particular students will benefit from a clearer path for obtaining geographic skills that are broadly applicable. No new courses are required to make this minor a success. Rather, the minor packages existing courses.

There are several objectives of the strategic plan that are well served by the proposed minor in Geographic Information Technologies. Most specifically, targeted skills training will increase opportunities for co-op, internship and other experiential learning, as well as increase employment options for graduates. The proposed minor also meets objectives intended to take advantage of existing investments, as the infrastructure and curriculum needed are already in place within the Department of Geography.

Target audience, student and labour market demand

As spatial data become ubiquitous, users of geographic science are no longer housed only in geography departments. This program will benefit a growing number of students that are

interested in using geographic technology to study applications outside geography. We have seen several students over the past few years that return to geography after having graduated from another discipline (e.g., biology, psychology). By offering a minor for non-geography majors, students with diverse applied interests can take advantage of the growing popularity of maps and geographic techniques without returning for another degree. We have designed the Geographic Information Technology minor with limited academic barriers, and anticipate particular interest from students in Anthropology, Earth and Ocean Sciences, Biology, Economics, and History.

There is a growing emphasis on ensuring that British Columbia university graduates have the skills required for the jobs of the future.¹ Geomatics, or geographic science and skills, was identified as one of three major emerging technologies of the 21st century.² Substantial labour market demand continues to exist for personnel with geomatics skills. For example, the Alberta Career and Industry Outlook predicts growing opportunities in geomatics in the resource and environment sector³, while WorkBC has predicted *excellent* demand growth for the broader career category of Mapping and Related Technologists⁴. Like other technical skills, knowledge of the techniques associated with spatial data capture and analysis will increase a graduate's employment options. Geography Co-op, for instance, has GIS jobs that go unfilled, which indicates the high demand for students trained in geographic analysis.

Plans for student recruitment, retention, and success

Initially, students will be recruited through advertising on websites, listserve emails, and with brochures. Much of the interest in geographic techniques is fuelled by faculty research and key research faculty on campus will be informed of the new minor and invited to encourage student interest. We will also inform undergraduate advisors. Working with Co-op, the Co-op coordinators will be an additional mechanism for advertising the program. Additionally, we are currently offering free workshops on GIS to the UVic community. The workshop series provides an opportunity to support students and faculty interested in geographic science, but also builds an awareness of the opportunities and power of further education in geographic technology.

4. Admissions Requirements

All registered UVic students will be eligible as long as they have the pre-requisites for the required courses. For the Co-op option admission is as follows.

- A minor student who is in the Co-op program with their major, can apply to do the Geographic Information Technology minor Co-op once they have declared.

¹ <http://engage.gov.bc.ca/thronespeech/transcript/>

² Gewin, V. (2004) Mapping Opportunities. *Nature* (427) 22. January. 376-77.

³ <http://alis.alberta.ca/pdf/cshop/careerindustry.pdf>

⁴ <http://www.workbc.ca/Job-Seekers/Career-Profiles/2255>

- Otherwise, a Geographic Information Technology minor student who is NOT in another Co-op program, could apply to the Social Sciences (Geography) Work Experience Program to complete one Co-op term through their minor⁵

5. Areas of specialization and evidence of adequate faculty complement.

Please see Table 1 and the attached short cvs in the Appendix A.

Table 1. Relevant Faculty Teaching and Research Interests

Faculty	Position	Teaching Interest & Expertise
Dr. Rosaline Canessa	Associate Professor	Geographic Information Sciences; Advanced Topics in GISciences
Dr. Maycira Costa	Associate Professor	Remote Sensing, Field Geomatics
Dr. Peter Keller	Professor	Cartography and GIS
Dr. Trisalyn Nelson	Associate Professor	Spatial Analysis, Modelling, and Statistics
Dr. Olaf Niemann	Professor	Introduction to Remote Sensing; Digital Remote Sensing; Advanced Topics in Digital Remote Sensing
Dr. Ian O'Connell	Assistant Teaching Professor	GIS, Remote Sensing, Cartography, Surveying
Dr. Randall Scharien Pending Appointment (July 2014)	Assistant Professor	Remote Sensing

⁵ <http://web.uvic.ca/calendar2013/FACS/FoSoS/FPre/SSCoEP.html>, last paragraph

6. Curriculum design

All the required courses for the minor in Geographic Information Technology exist and are regular, on campus, courses. In total, the Geographic Information Technology minor is **nine units**.

Schedule

2 nd Year (4.5 units)	3 rd Year (3.0 units)	4 th Year (1.5 units)
GEOG 222	One of: GEOG 319 or 322	One additional course chosen from: GEOG 319, 322, 323, 325, 328, 329, 418, 420, 422, or 428
GEOG 228	One of: GEOG 328 or 329	
GEOG 226 (or equivalent statistics course)		

Geography 222: Introduction to Maps and GIS

Introduces techniques and fundamentals of spatial data and analysis. Topics include: scale, map interpretation, GPS and Geographic Information Systems.

1.5 Units

Prerequisite: Second year standing.

Geography 228: Introduction to Remote Sensing

Introduces the use of remotely sensed images to address information issues related to both physical and human geography. Students will be exposed to a range of image types and resolutions, as well as methods and tools used for their analysis.

1.5 Units

Prerequisite: Second year standing.

Geography 226: Introduction to Quantitative Methods in Geography

Application of statistical techniques to geographic problems. Topics include hypothesis formulation, sampling strategies, parametric and nonparametric statistical tests, statistical models. All laboratory exercises are computer based.

1.5 Units

Please note that GEOG 226 can be substituted by ECON 245 (or 240); PSYC 300A; SOCI 271 (or 371A or 371); or STAT 252, 254, 255, 260 (or 250).

Prerequisite: 3 units of 100- or 200-level Geography or 3 units of 100- or 200-level EOS.

Geography 319: Remote Sensing of the Environment

Focuses on physical principles underlying remote sensing and electromagnetic propagation in free space and matter; attenuation, absorption and scattering mechanisms; interaction of energy with the atmosphere and Earth materials such as vegetation, soil, rock, water and urban structures; and microwave/LIDAR interaction with Earth materials.

1.5 Units

Prerequisites: GEOG 222 and GEOG 228

Geography 322: Digital Remote Sensing

Processing and analysis of digital remotely sensed data. Data from various sources will be discussed and analysed with respect to their applicability in geographical sciences. Laboratory assignments will use image analysis software in a variety of applications.

1.5 Units

Prerequisites: GEOG 222, 228 and pre- or corequisite: GEOG 226

Geography 323: Cartography

Introduces topographic and thematic cartography. Emphasis on cartographic data manipulation, generalization, and symbolization; map design, visualization and communication. Laboratory assignments will provide practical experience in designing and drafting maps.

1.5 Units

Prerequisite: GEOG 222 and 226

Geography 325: Field Surveying

An introduction to fundamental concepts of surveying and field work. This is an instrument-based course covering differential leveling, traversing, tachometry, GPS, and their applications to field work.

1.5 Units

Prerequisite: GEOG 222 and 226; Recommended: 1.5 units of 100-level MATH

Geography 328: GIS Analysis

Focuses on analysis for digital mapping and modeling, developing and using geographic data to answer spatial research questions, conducting basic spatial interpolations, and carrying-out multi-criteria modelling.

1.5 Units

Prerequisite: GEOG 222 and 228.

Geography 329: GIS Applications and Tools

The basics of GIS tool development including applications, desktop GIS customization, map mashups, model building in a GIS environment, Internet GIS, building web pages that include GIS maps and tasks.

1.5 Units

Prerequisite: GEOG 222 and 228.

Geography 418: Advanced Spatial Analysis and Geostatistics

Explores advanced topics in the numerical analysis of points, lines, areas, and surfaces in discrete and continuous space, drawing on methodologies from geo-statistics, spatial analysis, regional sciences and landscape ecology. Includes coverage of spatial systems modelling and simulation, spatio-temporal analysis, exploratory spatial analysis and spatial data mining.

1.5 Units

Prerequisite: GEOG 328 or 329.

Geography 420: Field Studies in Coastal Geomatics

An integrated approach for using geomatics (remote sensing, GIS, spatial analysis) for data acquisition, processing and analysis to improve our understanding of marine and coastal areas. Topics focus on applications of geomatics for environmental and social lab work and seminar discussions. Students should be prepared to undertake one or more weekend field trips; a fee for each field trip may be applied.

1.5 Units

Prerequisite: GEOG 319 or 322 and GEOG 328 or 329

Geography 422: Advanced Topics in Digital Remote Sensing

Aspects of remote sensing including processing and classification of digital satellite and airborne data and digital elevation modelling. Emphasis will be placed on the processes of interpreting remotely sensed data, the enhancement of digital data for visual analysis and the integration of remotely sensed data with other spatial data.

1.5 Units

Prerequisite: GEOG 319 or 322

Geography 428: Advanced Topics in Geographic Information Sciences

Contemporary research topics in the geographic information sciences. Topic will vary annually, but will be selected from one of the following: spatial decision support; visualization; business demographics; environmental modeling; or spatial analysis. Students are advised to consult the department for an outline of the specific topic covered any year.

1.5 Units

Prerequisite: GEOG 328 or 329.

Linkages between the learning outcomes and the curriculum design

The primary learning outcome of this program is to provide disciplines outside geography with theoretical knowledge and technical training in spatial science and associated skills. Skills to be acquired include: GIS, Remote Sensing, Spatial Analysis, Cartography, Global Positioning Systems, and Surveying. All courses provide instruction in associated technical skills. Laboratory instruction will give students the ability to use theory in applied contexts.

Integration of opportunities for experiential learning or other forms of civic engagement

Experiential learning is a core component of geography curriculum. At the interface between arts and science, geographers are trained by applying theory and skills to real world problems. As such, experiential learning is provided in all classes through a combination of laboratory activities, field work, projects, and Co-op. For instance, all courses listed as part of the minor in Geographic Information Technology have labs. Data and applied research questions used in labs span the full range of geographic query including human geography, physical geography, biogeography, and resource management. As such, the curriculum is already well placed to be inclusive of students from a range of disciplines. Another aspect of experiential learning is that all fourth year courses have a large project component. Many of the projects are done in partnership with organizations within and outside UVic and provide an ideal venue for civic engagement. The Co-op option also provides a practical and valuable experiential learning opportunity.

7. Enrolment plan for the length of the program

We anticipate attracting between 10 and 20 students to this program over the next 4 years (Table 2). It is expected that many more students will take a subset of the courses offered in the minor. For instance, it is likely that advertising the program will increase enrolments in GEOG 222 and 228, as students are attracted to obtaining fundamental skills. Not all students may find it necessary to take the full range of courses required by the minor.

Table 2 Enrolment targets

	2014/15	2015/16	2016/17	2017/18
Entry Enrolments	10	15	20	20

8. Funding plan

As all the courses and computing facilities required for this program are already in place, the only additional funding required is for additional Teaching Assistant (TA) support. As all of the six courses required for the minor have a laboratory component, each new minor student will require six additional lab spaces (three labs in 2nd year, 2 labs in 3rd year, and one lab in 4th year). Typically, labs will accommodate between 15 and 20 students. Additional lab spaces are outlined in Table 3 and range from two to seven TAs over the next four years. Additional TA requests do not account for potential influx in some courses, likely 2nd year, that may be associated with increased interest in geographic skills training that is generated from advertisement of the program and general growth in popularity of mapping.

Table 3 Additional Lab Spaces and TAs required for the minor program.

	2014/15	2015/16	2016/17	2017/18
News Lab Spaces Required	30	65	100	115
TAs Required	2	3	7	8

Aging field surveying equipment is a serious limitation to both the number of students we can teach and the quality of curriculum. We are seeking additional budget to support the purchase of upgraded surveying equipment that will be required to offer up-to-date skills training in field surveying.

9. Related programs in your own or other British Columbia post-secondary institutions

There are several programs targeted at providing technical geographic skills training in BC. Most of these are advanced diplomas that occur after an undergraduate degree is complete and are linked with certificate programs. This is the only program we are aware of that is a minor that is integrated with an ongoing undergraduate degree.

Institution	Program	Duration	Accreditation	Website
Vancouver Island University	Advanced Diploma in GIS Applications	8 months – in class	Advanced Diploma	http://www.viu.ca/adgisa/index.asp
		16 months – online		
Simon Fraser University	Spatial Information Systems (SIS) Certificate	Complete required courses.	Certificate	http://www.sfu.ca/geography/undergraduate-program/spatial-information-science
	Major in GIScience	4 years	BSc	
BCIT	Diploma in Geomatics	2 years	Diploma	http://www.bcit.ca/study/programs/geomatics
	Bachelor of Technology in Geomatics	4 years	BTech	
Selkirk College	Advanced Diploma in Geographic Information Systems	1 year	Advanced Diploma	http://selkirk.ca/program/adgis
	Bachelor of Geographic Information Systems	4 years	BGIS	http://selkirk.ca/program/gis

10. Evidence of support and recognition from other post-secondary institutions

Given that the minor in Geographic Information Technology is new packaging of existing curriculum, we have not garnered letters of support from other institutions. Rather, we have internal letters of support from across the UVic community (see Appendix A).

Appendix B – University of Victoria Letters of Support



University
of Victoria

University of Victoria
PO Box 1700 STN CSC
Victoria BC V8W 2Y2 Canada

Tel (250) 721-6120
Fax (250) 721-6200
Email seos@uvic.ca
Web <http://seos.uvic.ca>

School of Earth and Ocean Sciences

January 29, 2014

Dr. Trisalyn Nelson
Geography Department
University of Victoria

Dear Trisalyn -

Thank you for providing us with the proposal for the new mini-minor in Geographic Technologies. The proposal was considered – and given full support - by the SEOS Undergraduate Committee. This program should be of interest to students in SEOS programs. Digital cartographic and GIS skills are of increasing importance for earth scientists of all disciplines. The proposed program will provide students with an important set of skills in this area. We particularly appreciate the accessibility of your the proposed program to students from a broad range of disciplines.

Sincerely,

Stephen Johnston
Director, School of Earth and Ocean Sciences



University
of Victoria

Department of Biology
PO Box 1700 STN CSC
Victoria, British Columbia V8W 2Y2, Canada
Tel: (250) 721-7146 Fax: (250) 721-7120
E-mail: baum@uvic.ca
Web: baumlab.weebly.com

4th February 2014

Letter of Support for Geography Minor in Geographic Technologies

Dear Sir/Madam,

I am writing to express my support for the proposed Minor in Geographic Technologies in the Department of Geography.

Quantitative skills are of critical importance to modern ecologists. This proposed minor will fill an important need, training UVic's Biology students in spatial skills (GIS, remote sensing) that are of increasing relevance to our field. This minor should make UVic graduates more competitive for positions in graduate school and for today's job market, whether they are seeking employment in academia, government or industry.

Please do not hesitate to contact me should you require additional information.

Yours Sincerely,

A handwritten signature in dark ink, appearing to read 'Julia K. Baum'.

Julia K. Baum
Assistant Professor of Biology
Sloan Research Fellow in Ocean Science



UVic Social Sciences Curriculum Committee

Re: UVic Department of Geography proposed **Minor in Geographic Technologies**

As the geo-spatial / map librarian, I regularly am asked and encounter students and faculty who need geographic technology skills. I point them to the Geography department but many state they cannot change majors.

A Minor in Geographic Technologies would address the above needs and enable students (and perhaps even some faculty) to acquire the geographic technology skills for today's and tomorrow's geospatial world.

Daniel Brendle-Moczuk, MLIS
Geo-Spatial / Map Librarian
UVic Libraries
danielbm@uvic.ca
250-853-3619



PO Box 3025 STN CSC
Victoria BC V8W 3P2
Canada
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Web <http://www.mycoop.coop.uvic.ca/sscoop/>

University
of Victoria

Social Sciences
Co-operative
Education Program

February 13, 2014

Dr Trisalyn Nelson
Lansdowne Research Chair of Spatial Sciences
Associate Professor
Spatial Pattern Analysis and Research (SPAR) Lab
Department of Geography

Dear Trisalyn:

Re: Support for a minor in geomatics for all UVic disciplines

As a Co-op Coordinator in the Faculty of Social Sciences, I am well acquainted with labour market trends and needs. From my experience, I believe that students in various non-geography majors could benefit from a minor in geomatics in that they would have the opportunity to develop practical spatial analysis skills, which are sought for in many positions, not traditionally targeting geography majors.

Over the past seven years, I have seen a steady demand for geomatics knowledge, skills, and experience in job opportunities that are not targeted for students in geography programs. The most prominent examples are positions in the biological field, whereby they are seeking students/grads with detailed knowledge on particular plants or animals but also GIS competence. Other examples include positions in archeology (anthropology), business, economics, sociology, linguistics, history, and engineering.

UVic students with a geomatics minor would also benefit from an opportunity to participate in cooperative education. We would be pleased to support these students in further developing job search, career management, workplace, and reflective analysis skills.

In sum, I support a minor in geomatics for all students on campus.

Sincerely,

A handwritten signature in black ink, appearing to read "Helen Kobrc".

Helen Kobrc, MA
Coordinator - Geography
Social Sciences Co-op Program
Co-operative Education and Career Services



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR ACTION

November 7, 2014

To: Operations and Facilities Committee

From: Valerie Kuehne
Acting Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: November 24, 2014

A handwritten signature in blue ink, appearing to read "Valerie Kuehne".

Subject: Discontinuation of Canadian Studies Certificate Program

Basis for Jurisdiction: Senate Committee on Planning meeting of September 10, 2014
Senate meeting of October 3, 2014

Previous Consultation: At its meeting of October 3, 2014 the Senate approved and recommended the following motion to the Board for approval:

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the request to discontinue the Canadian Studies Certificate Program.

Attachment(s):

1. September 15, 2014 memo to Senate



University
of Victoria

Associate Vice-President Academic Planning

PO Box 1700 STN CSC
Victoria British Columbia V8W 2Y2 Canada
Tel (250) 721-7012 Fax (250) 721-7216
E-mail avmateer@uvic.ca Web <http://www.uvic.ca/vpac>

MEMO

Date: September 15, 2014
To: The Secretary of the Senate
From: Dr. Sarah J. Blackstone, Acting Chair, Senate Committee on Planning
Re: **Request to Discontinue the Canadian Studies Certificate Program**

At its meeting of 10 September 2014, the Senate Committee on Planning discussed and approved the request to discontinue the Canadian Studies Certificate Program. The following motion is recommended:

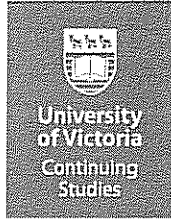
That Senate approve, and recommend that the Board of Governors that is also approve, the request to discontinue the Canadian Studies Certificate Program.

Sarah J. Blackstone

:mam

Committee Membership:

Dr. Sarah J. Blackstone, Acting Chair	Dr. Valerie S. Kuehne
Ms. Lauren Charlton	Dr. David Boag
Dr. Stan Dosso	Dr. Catherine McGregor
Ms. Katrina Flanders	Dr. Victoria Wyatt
Dr. Reuven Gordon	Dr. Anne Bruce
Ms. Cassbreea Dewis	Dr. Ann Stahl
Dr. David Castle	Mr. Alex Neiman
Dr. Maureen MacDonald	Ms. Norah McRae
Dr. Timothy Iles	Dr. Stephen Evans
Dr. Merwan Engineer	Ms. Gillian Calder
Dr. Patrick Nahirney	Ms. Jess Gelowsky (Secretary)



*Learning that shapes
who you are.*

Office of the Dean
Continuing Studies
Room 358

3800 Finnerty Road
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V8P 5C2

Tel: 250-721-8456
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<http://www.uvcs.uvic.ca>

August 19, 2014

TO: Sarah Blackstone
Acting Chair, Senate Committee on Planning

FROM: Maureen MacDonald
Chair, Senate Committee on Continuing Studies

RE: Canadian Studies Certificate Program

A handwritten signature in cursive script, appearing to read "Maureen MacDonald", written over the "FROM:" line of the memo.

On March 18, 2014 the Senate Committee on Continuing Studies moved to have the Canadian Studies Certificate Program permanently discontinued effective immediately.

The Canadian Studies Certificate program was approved in 1997. There have not been any new applications to the certificate program since 2008 and only one active student between 2006 and 2009. A recommendation to discontinue the certificate program was made to the Senate Committee on Continuing Studies by program staff in consultation with the Canadian Studies Program Steering Committee.

At this time we no longer see potential for this program and as such we recommend that we permanently discontinue the certificate program.



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR ACTION

November 7, 2014

To: Operations and Facilities Committee

From: Valerie Kuehne
Acting Vice-President Academic and Provost

cc: President and Vice-Chancellor

Meeting Date: November 24, 2014

Subject: New and Revised Awards

Basis for Jurisdiction: - University Act, 27(2)(k)
- Senate meeting of October 3, 2014

A handwritten signature in blue ink that reads "Valerie Kuehne".

Previous Consultation: At its meeting on October 3, 2014 Senate approved and recommended to the Board of Governors for approval the attached new and revised graduate and undergraduate awards.

Recommendation:

THAT the Operations and Facilities Committee recommend to the Board of Governors that the Board of Governors approve the following new and revised graduate and undergraduate awards:

- Wanosts'a 7 Scholarship (new)
- Class of 1981 Entrance Scholarship in Honour of Anne Fraser (new) *
- Vera Allen Travel Award for Medical Sciences (new) *
- Elias Mandel Prize for Study Abroad in Humanities (new) *
- Susan Hill and Susanne Diakiw Bursary in Education (new) *
- Susan Hill and Susanne Diakiw Bursary in Earth and Ocean Sciences (new) *
- Cloverdale Paint Bursary (revised)
- Michiel Horn and Cornelia Schuh Scholarship (revised) *
- Mansell-McLellan Entrance Scholarship (revised) *
- Lorene Kennedy Field Course Award (revised) *
- Mrs. Matilda M. Schill Scholarship (new) *
- Heather Raven Leadership Award (revised) *
- Hamber Foundation Women's Studies Bursary (revised)
- Aldyen Hamber Entrance Scholarship (revised)
- School of Public Administration Leadership Legacy Award (new)
- Victoria Real Estate Board Past Presidents Scholarship (new)
- Petch Bursary in Women's Studies (revised) *
- Peter B. Gustavson School of Business Entrance Tuition Scholarship (revised)
- Class of 1996 Bursary (revised) *
- Dorothy & Ernest Ayton Memorial Scholarship (revised) *
- Edward Mothersill Scholarship in Philosophy (new) *
- Norman J. Ruff Scholarship (revised) *
- Political Science Alumni Scholarship (new)
- Iola Worthington Scholarship in Business (revised) *
- DuMoulin Black LLP Prize in Securities Regulation (new)
- Microserve Scholarship in Business, Management Information Systems (new)
- Lorene Kennedy Restoration of Natural Systems Diploma & Certificate Selected Project Award (new) *
- Motion Picture Technicians Union Local 891 Bursary (revised)
- Denise Heap Bursary (new) *
- Dr. Ian MacPherson Memorial Scholarship (new)
- Hartwig Industries Graduate Award in Concussion Research (new)

** Administered by the University of Victoria Foundation*

MEMORANDUM

University of Victoria

Student Awards and Financial Aid
Email: lnolt@uvic.ca
Tel: (250) 721-8425
Fax: (250) 721-8757

TO: Secretary of Senate
University Secretary's Office

DATE: September 17, 2014

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

RE: Awards Recommended to Senate for Approval

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~~

WANOSTS' A7 SCHOLARSHIP (NEW)

One or more scholarships are awarded to graduate students from any program at the University of Victoria who are working on issues of Indigenous knowledge or Indigenous languages for the clear benefit of the community and in cooperation with the community. Applications will be available through the Faculty of Graduate Studies website. Recipients will be nominated by the Wanosts' a7 Scholarship Committee, which is comprised of the deans or deans' designates of the Faculties of Humanities, Social Sciences, Human and Social Development, Education, and Law and the Division of Continuing Studies.

CLASS OF 1981 ENTRANCE SCHOLARSHIP IN HONOUR OF ANNE FRASER* (NEW)

One scholarship is awarded to an academically outstanding student entering the Faculty of Law J.D. program.

VERA ALLEN TRAVEL AWARD FOR MEDICAL SCIENCES* (NEW)

One or more travel grants will be awarded to graduate students in the Division of Medical Sciences who will be presenting their thesis work as a first author on the scientific abstract, at a national or international scientific conference. The award will support travel to conferences outside of British Columbia. Preference will be given to PhD students. Master's students will be eligible in the event no PhD students qualify. Students must apply for this award through the Division of Medical Sciences. The application deadline is Sept. 21st annually. Selection of the recipient or recipients will be made by the Graduate Admissions and Awards Committee, upon

the recommendation of the Head, Division of Medical Sciences in consultation with the Division's nomination committee.

ELIAS MANDEL PRIZE FOR STUDY ABROAD IN HUMANITIES* (NEW)

One or more prizes are awarded to undergraduate students in the Faculty of Humanities who are studying abroad through courses, field schools or programs offered or recognized by the Faculty of Humanities. The Faculty of Humanities will nominate the recipients of these prizes.

SUSAN HILL AND SUSANNE DIAKIW BURSARY IN EDUCATION* (NEW)

A bursary is awarded to a female undergraduate student in the Faculty of Education.

SUSAN HILL AND SUSANNE DIAKIW BURSARY IN EARTH AND OCEAN SCIENCES* (NEW)

A bursary is awarded to a female undergraduate student in the School of Earth and Ocean Sciences.

CLOVERDALE PAINT BURSARY (REVISED)

Bursaries of a maximum of \$1,000 are awarded to entering or returning students whose ~~family~~ families are residents of British Columbia or Alberta, and who ~~has~~ have either entrepreneurial objectives ~~and~~ or demonstrated community service. Preference will be given to a student who is an employee or is related to an employee of Cloverdale Paint Inc.

MICHIEL HORN AND CORNELIA SCHUH SCHOLARSHIP* (REVISED)

~~A scholarship of \$2,500 is~~ One or more scholarships of at least \$2,500 are awarded to a 3rd or 4th year Honours History or Honours History/English students. Preference will be given to a students who can demonstrate financial need.

MANSELL-MCLELLAN ENTRANCE SCHOLARSHIP* (REVISED)

One or more scholarships of \$1,000 each are awarded to female students entering the Faculty of Engineering from a BC Secondary School. Preference is given to Canadian citizens or landed immigrants from British Columbia.

LORENE KENNEDY FIELD COURSE AWARD* (REVISED)

One or more awards are given to offset additional costs required for field-based courses offered by the School of Environmental Studies or the Restoration of Natural Systems Program. Awards are given to full-time or part-time undergraduate students who are declared majors or minors in the School of Environmental Studies, graduate students in the School of Environmental Studies and students in the Restoration of Natural Systems program. Nominations will be made by the School of Environmental Studies.

MRS. MATILDA M. SCHILL SCHOLARSHIP* (NEW)

A scholarship is awarded to an academically outstanding undergraduate student entering from secondary school, college, or university, or continuing in the Faculty of Education who has been admitted to a secondary teacher education program with an English teaching area or concentration. Preference will be given to a student with demonstrated financial need. Secondary

teacher education programs include BEd Secondary Curriculum, Diploma in Secondary Teacher Education, and BEd Secondary Post-Degree Professional Program.

HEATHER RAVEN LEADERSHIP AWARD* (REVISED)

This award is given to a one second year student in the Faculty of Law, who has demonstrated leadership, academic excellence and a commitment to community service. The award is established by the Law Foundation of BC and the Faculty of Law in honour of Heather Raven.

HAMBER FOUNDATION WOMEN'S STUDIES BURSARY (REVISED)

~~Four \$1000 bursaries are awarded to third or fourth year students with a declared major in Women's Studies.~~

One or more bursaries are awarded to students in the Department of Women's Studies, with preference given to students with a declared major in this program.

ALDYEN HAMBER ENTRANCE SCHOLARSHIP (REVISED)

~~Four scholarships of \$500~~ Two scholarships of \$1,000 each are awarded to students entering first year at the University of Victoria directly from British Columbia secondary schools. Preference is given to female students entering the Faculty of Humanities.

SCHOOL OF PUBLIC ADMINISTRATION LEADERSHIP LEGACY AWARD (NEW)

An award of \$750 is given every three years to graduate students in the School of Public Administration who are enrolled in the public sector or non-profit leadership program and who have demonstrated leadership development (either their own or that of others) through their academic achievement, contributions to the larger community or by promotion of leadership in the workplace. Applicants will be judged on leadership contributions in one of three areas: an initiative that improves support for students with disabilities; the design and execution of a plan that directly connects UVic to the community on a pressing issue such as climate change; or the development of a program that reduces conflict in the workplace. Selection will be made by the Graduate Awards Committee upon the recommendation of the School of Public Administration.

VICTORIA REAL ESTATE BOARD PAST PRESIDENTS SCHOLARSHIP (NEW)

A scholarship of \$1,000 or two scholarships of \$500 are awarded to academically outstanding undergraduate students enrolled in the Peter B. Gustavson School of Business. This scholarship is for continuing students only.

PETCH BURSARY IN WOMEN STUDIES* (REVISED)

One or more bursaries will be awarded to students ~~with a declared major~~ in Women's Studies; with preference given to students with a declared major in this program.

PETER B. GUSTAVSON SCHOOL OF BUSINESS ENTRANCE TUITION SCHOLARSHIP (REVISED)

Scholarships are awarded to students entering the Bachelor of Commerce Core Program. Scholarships are awarded based on the 30-unit GPA ~~qualitative and quantitative criteria~~ used by the Peter B. Gustavson School of Business. ~~in its admission process.~~

CLASS OF 1996 BURSARY* (REVISED)

A bursary is awarded to a student ~~entering third or fourth year~~ in Women's Studies.

DOROTHY & ERNEST AYTON MEMORIAL SCHOLARSHIP* (REVISED)

~~A number of~~ Scholarships of \$500 each are awarded to students ~~completing in~~ first or second year ~~of a degree program~~ who are continuing to take courses in Hispanic and Italian Studies ~~and who are continuing in the program.~~

EDWARD MOTHERSILL SCHOLARSHIP IN PHILOSOPHY* (NEW)

One or more scholarships are awarded to undergraduate students entering 3rd or 4th year in a Major or Honours program in the Department of Philosophy.

NORMAN J. RUFF SCHOLARSHIP* (REVISED)

A scholarship is awarded to an undergraduate student entering their final year in a Majors or Honours program in Political Science with a wide interest in the study of British Columbia politics who has submitted the best essay on some aspect of BC politics, public policy or government. ~~The student will be chosen from courses on B.C. Political Economy and B.C. Governance (respectively) and who has a wide interest in the study of British Columbia politics.~~

POLITICAL SCIENCE ALUMNI SCHOLARSHIP (NEW)

A scholarship of \$1,000 is awarded to an academically outstanding undergraduate student entering 4th year who is studying political theory in the Department of Political Science.

IOLA WORTHINGTON SCHOLARSHIP IN BUSINESS* (REVISED)

Scholarships are awarded to students entering the 'core' program or continuing in the ~~Faculty~~ Peter B. Gustavson School of Business.

DuMOULIN BLACK LLP PRIZE IN SECURITIES REGULATION (NEW)

A prize of \$1,000 is awarded to the J.D. student who has achieved the highest academic standing in the Securities Regulation course in the Faculty of Law. Nomination of the recipient will be made by the Faculty of Law.

MICROSERVE SCHOLARSHIP IN BUSINESS, MANAGEMENT INFORMATION SYSTEMS (NEW)

A scholarship of \$1,000 is awarded to an academically outstanding student enrolled in 3rd or 4th year of the Bachelor of Commerce program in the Peter B. Gustavson School of Business who has demonstrated aptitude for and interest specifically in management information systems and/or management and technology. Selection is based on academic standing with emphasis on achievement in COM 331: Management Information Systems.

LORENE KENNEDY RESTORATION OF NATURAL SYSTEMS DIPLOMA & CERTIFICATE SELECTED PROJECT AWARD* (NEW)

One or more awards are given to offset additional costs required for field work conducted as part of a Diploma & Certificate in the Restoration of Natural Systems (RNS) program. Nominations will be made by the RNS program.

MOTION PICTURE TECHNICIANS UNION LOCAL 891 BURSARY (REVISED)

~~A total of \$1,000 is awarded one or more students in the Department of Theatre who can demonstrate financial need.~~ One or more bursaries are awarded to students in the Department of Theatre who specialize in Design, Directing, or Production & Management.

DENISE HEAP BURSARY* (NEW)

One or more bursaries will be awarded to students entering or continuing in the Faculty of Law J.D. program who have demonstrated financial need. Preference may be given to recipients who have demonstrated a commitment to community, the arts and/or social justice through volunteer activities. Nominations will be made by the Faculty of Law.

DR. IAN MACPHERSON MEMORIAL SCHOLARSHIP (NEW)

One or more scholarships of \$1,000 are awarded to outstanding graduate students with an interest in co-operative studies and community-based economy. Applications must be submitted to the Centre for Co-operative & Community-Based Economy by October 31st. Selection of the recipient will be made by the Graduate Admissions and Awards Committee upon the recommendation of the Centre for Co-operative & Community-Based Economy.

HARTWIG INDUSTRIES GRADUATE AWARD IN CONCUSSION RESEARCH (NEW)

An award of \$1,500 is given annually to a graduate student doing concussion-related research in the Graduate Program in Neuroscience or the School of Exercise Science, Physical & Health Education. Selection of the recipient will be made by the Graduate Awards Committee upon the recommendation of the Director of the Graduate Program in Neuroscience.



Lori Nolt

2013/2014 Senate Committee on Awards

A. Lepp (Chair), P. Arora, A. Baniyadi, K. Barnes, A. Cirillo, C. Crippen, L. Charlton, L. Nolt, B. Macy, Y. Rondeau, J. Walsh, M. Wilson, J. Wood

2014/2015 Senate Committee on Awards

Lepp (Chair), A. Baniyadi, A. Cirillo, C. Crippen, L. Charlton, S. Evans, K. Erickson, L. Nolt, Y. Rondeau, M. Sotoudehnia, J. Walsh, J. Wood,



University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

November 25, 2014

To: Operations and Facilities Committee

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

A handwritten signature in blue ink, reading "Valerie S. Kuehne".

cc: President and Vice-Chancellor

Meeting Date: November 25, 2014

Subject: 2014/15 Enrolment Analysis

Basis for Jurisdiction: University Act, s 27(1) and s 27(2)(r)

Previous Consultation: None

Background: The Enrolment Analysis is an annual report that describes enrolment projections for the current year and contains information about applications, admissions, and registrations.

Summary: The interim enrolment report to the Ministry of Advanced Education (AVED) will indicate that projected AVED-funded enrolments at the University of Victoria are approximately 41 FTE lower compared with last year. Although the overall enrolment target set by AVED has been exceeded, the University has not met the Ministry target at the undergraduate level. This is compensated by healthy graduate enrolments. In addition, international undergraduate enrolments have surpassed targets this year once again.

Planned Further Action: None

Attachment(s): The 2014/15 Enrolment Analysis and Appendix A are attached.

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2014/15 Enrolment Analysis

1. Highlights

The interim enrolment report to the Ministry of Advanced Education (AVED) illustrates that 2014/15 Ministry-funded enrolments (which does not include international students) at the University of Victoria are projected to be 41 FTE lower than last year. While UVic has significantly exceeded the graduate enrolment target set by AVED by over 950 FTE, we will not meet the ministry target for domestic undergraduate students, even though total FTE targets have been surpassed.

We have substantially exceeded our target associated with full-fee-paying international undergraduate students. Growing our international undergraduate population has been a strategic priority in the past few years and that goal has been realized—there has been a 31 percent increase in international FTEs this year. This year, maintaining and diversifying our international population is a strategic priority.

2. University of Victoria FTE Enrolments and Targets

FTE Enrolments by Year (includes international students)

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	10 year change	1 year change
Undergrad	13,461	13,694	13,450	13,648	14,182	14,828	14,815	14,726	15,065	15,403	1,942	338
Graduate	2,036	2,096	2,122	2,252	2,447	2,678	2,808	2,847	2,952	2,999	963	47
Total	15,487	15,790	15,572	15,900	16,629	17,506	17,623	17,573	18,017	18,402	2,915	385

AVED Target Comparison

	AVED Funded 2014/15 Target	Projected 2014/15 Total	Variance from AVED Target
Domestic UG FTE	14,488	13,609	-879
Graduate FTE	2,040	2,999	959
Total funded FTE	16,528	16,608	80

Internal Target Comparison

	UVic Internal 2014/15 Target	Projected 2014/15 Total	Variance from Internal Target
Domestic UG FTE	14,488	13,609	-879
International UG FTE	1,250	1,794	544
Subtotal UG FTE	15,738	15,403	-335
Graduate FTE	2,040	2,999	959
Total FTE	17,778	18,402	624

Enrolment matters will continue to receive attention. However, due to demographic, funding and strategic reasons, UVic will remain approximately the same size as currently. With this slowdown in growth, our enrolment attention will focus on our strategic goals of meeting our domestic undergraduate targets, enhancing the quality of our entering class, increasing overall retention rates, and diversifying our undergraduate international student population in alignment with our tiering strategy. Enhancing retention, and therefore student success, will continue to be a key enrolment management strategy. The university is now also exploring the possibility of rebalancing the undergraduate-graduate mix in order to better reflect our mission as a research-intensive institution.

From an enrolment perspective, the quality enhancements will be achieved by offering a competitive entrance scholarship package for one more year, increasing applications and admissions of high calibre undergraduates, and enhancing retention rates and timely graduation for all students. This will also allow us to achieve the Ministry and internal targets associated with domestic undergraduates. Internationalization will be achieved by diversifying current enrolments and maintaining current retention rates of international students. As well, we will continue to enhance pathways between the Division of Continuing Studies and our academic programs, and increase opportunities for student exchange experiences.

With a substantial growth in post-secondary capacity across the province and a declining 18-24 year-old population, the student recruitment environment is increasingly competitive. With a goal of being a university of choice, the recruitment of outstanding students from diverse backgrounds and areas continues to be a high priority.

Given that the university's undergraduate student growth over the past four years has occurred mostly in first year enrolments (as opposed to college transfer students), this growth is now compounding as the larger first-year classes progress to the upper years.

3. Enrolment Planning: Targets and Resources

Grant funding from the Province of BC is accompanied by undergraduate and graduate enrolment targets and accountabilities. This represents our "AVED-funded target." The University also sets a higher internal target for enrolments for the purpose of its own academic and budget planning, and largely to take into account undergraduate international students who are not funded by government and pay full international tuition.

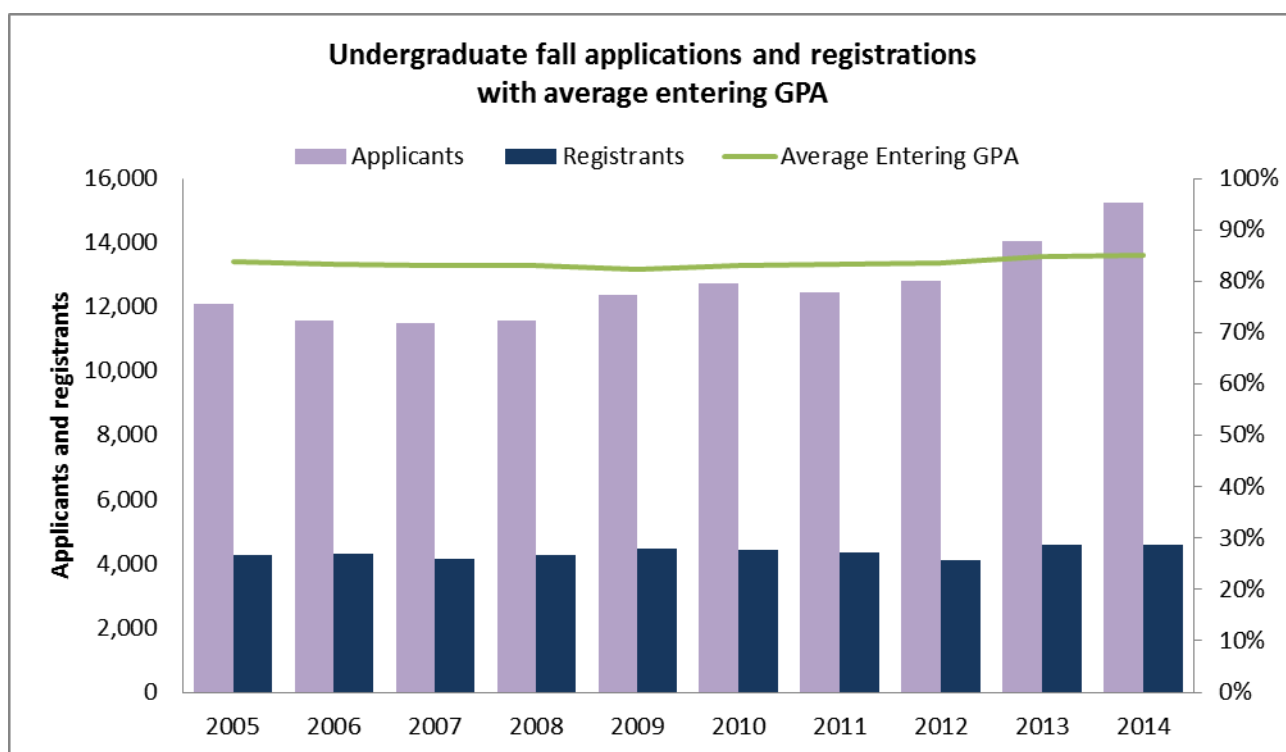
Our international plan formulated a staged movement towards a "self-funded" model of undergraduate international student enrolments and that has largely been achieved. Our total enrolments should eventually exceed AVED-funded enrolments by the number of full-fee international undergraduate students. The total enrolment target is currently 1,250 FTE beyond the AVED target (we now exceed the international student goal by around 550 FTE). Overall across domestic and international undergraduates and graduates, we are 620 FTE over our target.

Each Faculty, in turn, has undergraduate and graduate enrolment targets, and is resourced to meet those targets. Deans subsequently set enrolment expectations within the faculties. There is no mechanical formula for per student funding in the Faculties since costs and resources vary substantially depending upon the nature of the pedagogy in different disciplines, different services required in different areas, equipment and related personnel, labour market differences by discipline, the success of the faculty in generating additional resources, economies of scale, the different costs of research support, etc.

4. Undergraduate Enrolment Growth and Quality

While the number of graduating grade 12 BC students continues to decline, participation rates still continue to increase. UVic has focused its efforts on geographical regions with demographic growth in the 18-24 year old range or traditionally strong rates of participation. To date these regions outside BC have included southern Ontario and Alberta within Canada, and China, India and the US outside Canada. We have also begun to expand our efforts into Saskatchewan and Manitoba as we believe the strong economy in both of these provinces has increased student mobility.

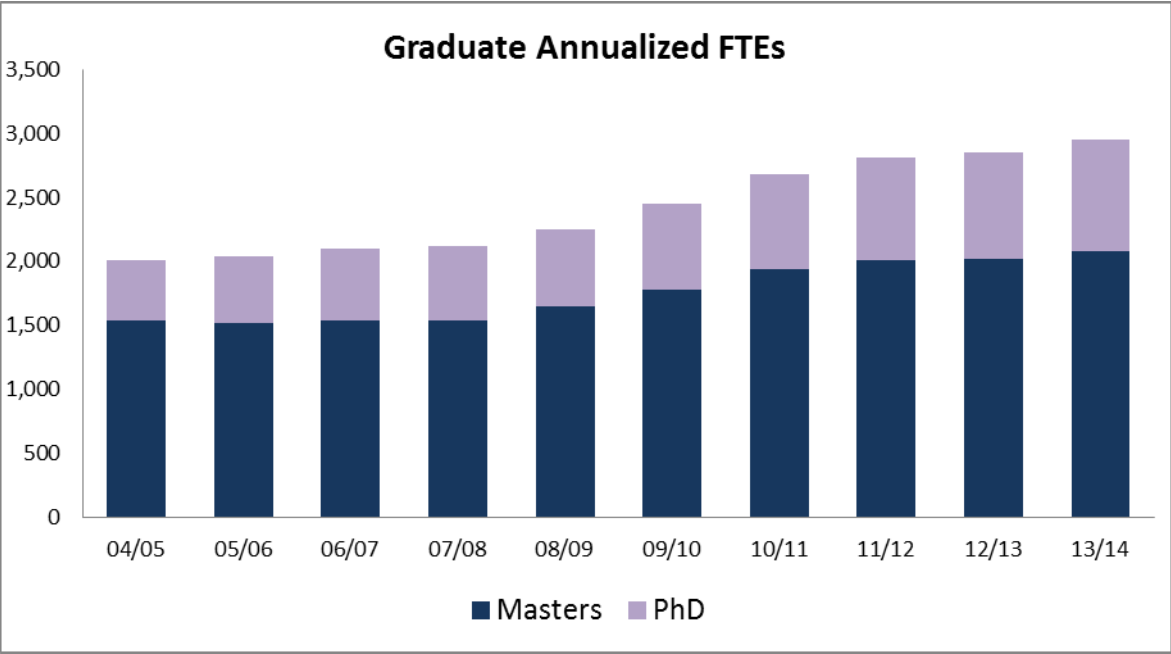
The high quality of the student body is achieved by admitting and retaining a large proportion of new undergraduates whose entering grade average would be characterized as excellent – over the past four years the average entering GPA from high school students in the fall term was 84 percent. From year to year the university alters its general admission cut-off but these changes affect only a small proportion of the total incoming class.



The strategy pursued this last year in achieving a high proportion of excellent students involved an enhanced scholarship program to increase our pool of applicants who fall into that high-admission-average category. Applications increased substantially this year (10 percent) and are at their highest level ever.

5. Graduate Enrolment Growth

Over the past 10 years, the university has achieved significant growth in graduate enrolments. Within the last five year period enrolments have grown by over 20 percent—and over 30 percent at the PhD level. In accordance with UVic’s strategic plan, the university has now met its goal for being the appropriate size. Moving forward however, discussions are taking place with Deans to determine areas for strategic growth, while keeping the overall graduate enrolments at current levels.

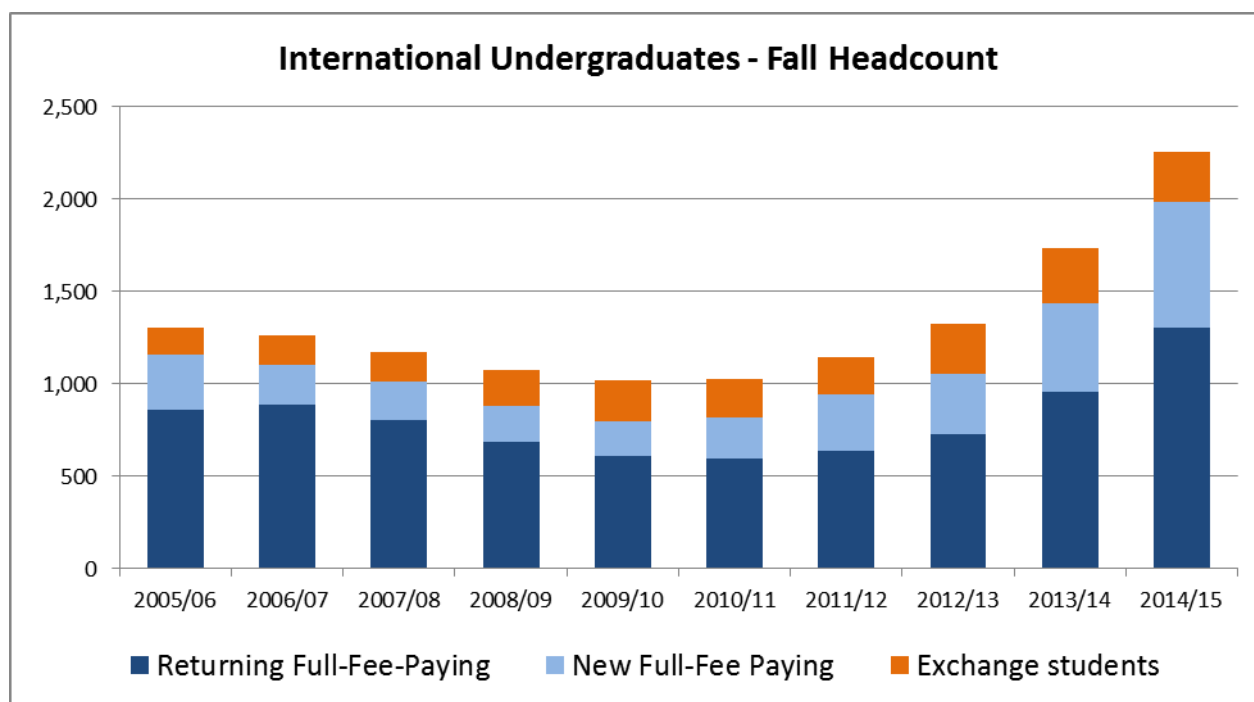


6. Undergraduate International Growth

In the area of undergraduate international enrolments, the University of Victoria's goal is to maintain current enrolments, diversify the student population in alignment with our "International Tiering Strategy", and increase the quality of incoming undergraduate international students. UVic is also committed to supporting international students once they are here. Broadly speaking three different types of international students can be focused upon to meet these goals:

- Degree-seeking undergraduate students;
- Visiting students, typically attending for one term or one academic year;
- Exchange students, coming for some period of time, ranging from a number of weeks to a term or an academic year.

UVic experienced significant growth in full fee-paying international students in the fall of 2014. The number of full-fee paying students (headcounts) increased by 39 percent over last year, while the number of incoming exchange students (non-full fee paying) decreased by 12 percent.



International student recruitment has changed its operations significantly since 2007, with the intent of making UVic more competitive in the current marketplace. The major objective of the changes has been to improve support for prospective students. This has been done in four general ways: focusing our staff on a few key countries to build up expertise and to allow for effective follow up; developing a limited number of hybrid agent/employee agreements with highly reputable individuals

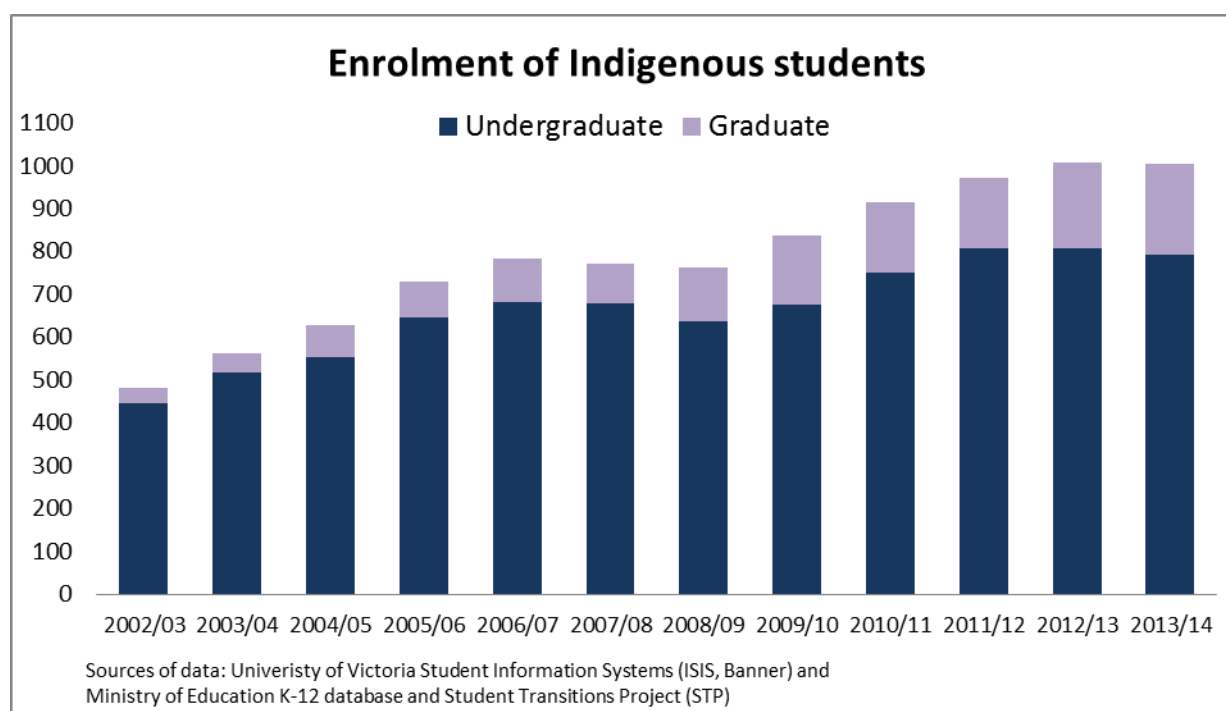
and organizations; offering a credit pathways program; and creating a competitive entrance scholarship program.

To help realize growth, the office of international recruitment has instigated five broad initiatives in the past few years:

- Focus BC recruitment in institutions with high concentrations of international students and a reputation for strong support. The intent of this is to make UVic the #1 choice for Victoria and Vancouver Island international high school students planning to continue post-secondary studies in Canada.
- Refine and enhance the Pathways Program whereby international students who are not academically admissible due to our language requirements would be allowed the opportunity to take credit courses in a program through Continuing Studies while improving their language skills. At the conclusion of a 12 month program successful students are admissible into the second year of study at UVic.
- Build highly selective agent programs in key countries and develop appropriate metrics to measure success.
- Focus recruitment efforts on China, the US, and on international students already resident in BC with twice yearly visits, country-specific webinars, on-campus events, counselor events and country-specific online and print communication.
- Actively pursue Germany and other European markets for short-term full-fee-paying visiting students. This provides for a diversity of countries, quality students, and allows us to fill higher level courses. This strategy would require us to invest in both an updated course catalogue as well as offer financial incentives to partner institutions.

7. Enrolment goals – Indigenous Students

The growth in the number of Indigenous students studying at UVic has occurred at well above the national rate. The potential exists to continue that growth: by keeping Indigenous student recruitment closely aligned with our national recruitment team but located within the Office of Indigenous Affairs, it appears to be well structured for such. Looking ahead, additional resources and capacity may be necessary to support this growth, particularly for student services. In addition, new community-based programs may lead to changes in existing admission and registration processes.



8. Enrolment goals – New Canadians

Along with the Aboriginal population, new Canadians in the 18-24 age group will represent some of the highest population growth in Canada. Historically, new Canadians have placed a high priority on education – participation rates are generally higher than average. However, there are specific challenges to recruiting from this population: UVic's ability to compete with medical/doctoral institutions in Ontario, Alberta, and Quebec; and the significant cultural considerations of not moving away from home. The provincial immigration policy to bring more immigrants to Victoria is intertwined with UVic's success in broadening its student body in this category.

9. Application and Admissions Patterns

Detailed information regarding application rates from different segments of the population is presented in Appendix A. At the undergraduate level, overall applications increased by 8 percent since last year while overall registrations remained stable.

From secondary schools, applications increased by 12 percent overall since the fall of 2013 and by 10 percent within BC. Registration rates were up 4 percent across all secondary schools and up 5 percent within BC. At the post-secondary level, applications remained stable from post-secondary institutions overall, while applications from the BC Colleges decreased by approximately 6 percent. Registration rates for all post-secondary students decreased by 7 percent and from BC colleges registrations decreased approximately 9 percent.

There are a total of approximately 3,000 international students overall currently attending UVic (including exchange students), reflecting a substantial increase in undergraduate and graduate international student enrolment.

10. Challenges, new strategies and initiatives

The 18-24 year old age cohort in BC is projected to decline between 1 and 2 percent in every year from 2014 to 2021 at which point modest (less than 1 percent) growth is anticipated. In the Greater Victoria region, declines in that age group are in the 1 to 3 percent range and continue through to 2023. Indeed, most regions in BC are experiencing declines in the 18-24 year old age cohort with the exception of the Lower Mainland. While recruitment efforts in that region have increased, conversion to registration has been difficult due to the competitive nature of that market. There is certainly increased competition in the province, notably from “teaching” universities in communities where we see significantly higher school graduation rates (for example: Surrey and Richmond). The choice to attend these schools is attractive for students and parents as the overall cost is less and access is readily available.

Government initiatives to increase enrolments under the “jobs plan” are creating an even greater level of competition amongst BC institutions in the trades and technological skills job market. Many UVic programs are aligned with the jobs plan objectives—over the next four years UVic will demonstrate that it is meeting the objectives of this plan and will ensure that 25 percent of its operating grant is targeted towards programs in support of the “Top 60 Jobs” and other areas of priority.

There is also the increasingly competitive nature of entrance scholarship programs at competitor institutions. Further challenges to conversion rates involve admissions staff receiving an increasing number of requests for admission deferrals, whereby a student can delay their offer of admission to a later term. The most commonly cited reasons for deferral requests are concerns related to finances and the ability to afford university studies.

In light of these challenges and to address our strategic direction of growing domestic undergraduate enrolment, a number of initiatives are underway:

- Review of scholarship programs to increase our competitiveness in attracting and supporting students. Focus on admissions processing time and ensure scholarship offers are matched with offers of admission. For the 2014/15 academic year we will be implementing Year 3 of the Domestic scholarship program with the goal to become more competitive with our competitor institutions in our key regions.
- Focus on greater coordination between the Student Recruitment office and the Faculties through the Student Recruitment Committee to organize conversion activities such as regional events, call campaigns, and expanded webinars.

Enrolment trends across Canada are on the downturn and declines are being reported by many universities in the Maritimes and Ontario as well as in central Canada. BC is approaching a period of decline for its key 18-24 demographic. In addition to the initiatives above, the university must ensure that branding and outreach activities resonate in the post-secondary market and that key university services, such as Academic Advising and Career Services are responsive to the needs of our students.

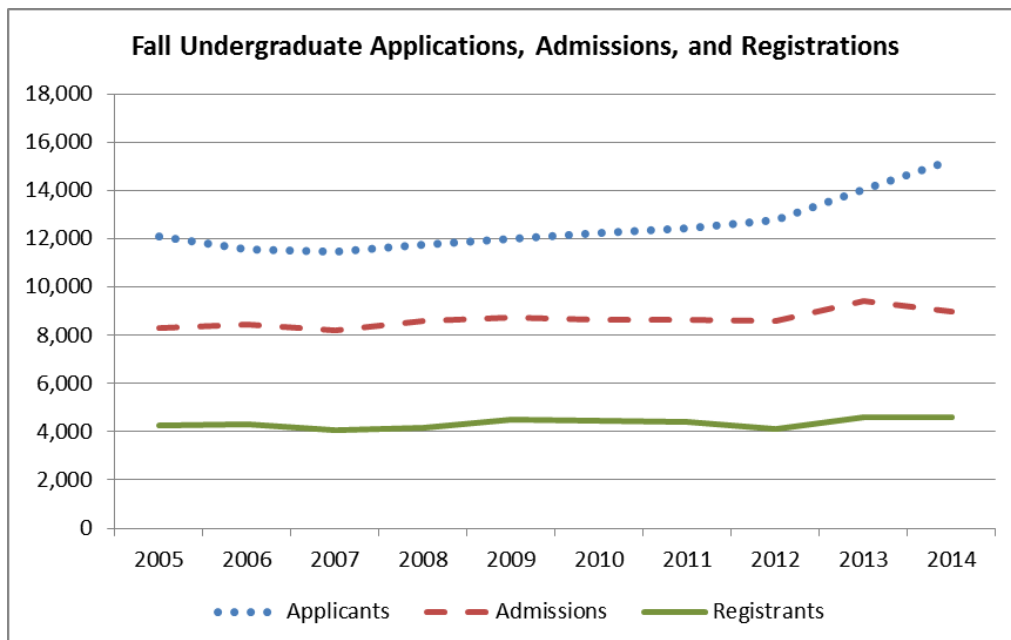
Appendix A – Undergraduate Applications, Admissions, and Registrations

1. Fall applications, admissions & registrations – 10 year trend

The number of applicants to University of Victoria's undergraduate fall programs increased by over 8 percent this year. However, the number of those admitted decreased by over 4 percent, while the number who registered was almost the same as last year.

The Faculty of Law has historically not been included in the overall numbers of undergraduate applications and registrations as their application data were not systematically captured in the past. For consistency, in addition to the totals highlighted below, there were 1,211 applicants and 124 registrants to the Faculty of Law in the fall term of 2014.

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Applicants	12,108	11,576	11,452	11,760	11,988	12,226	12,463	12,792	14,059	15,244
Admissions	8,314	8,443	8,200	8,603	8,740	8,631	8,651	8,601	9,448	9,009
Registrants	4,276	4,309	4,048	4,152	4,481	4,478	4,391	4,118	4,604	4,588



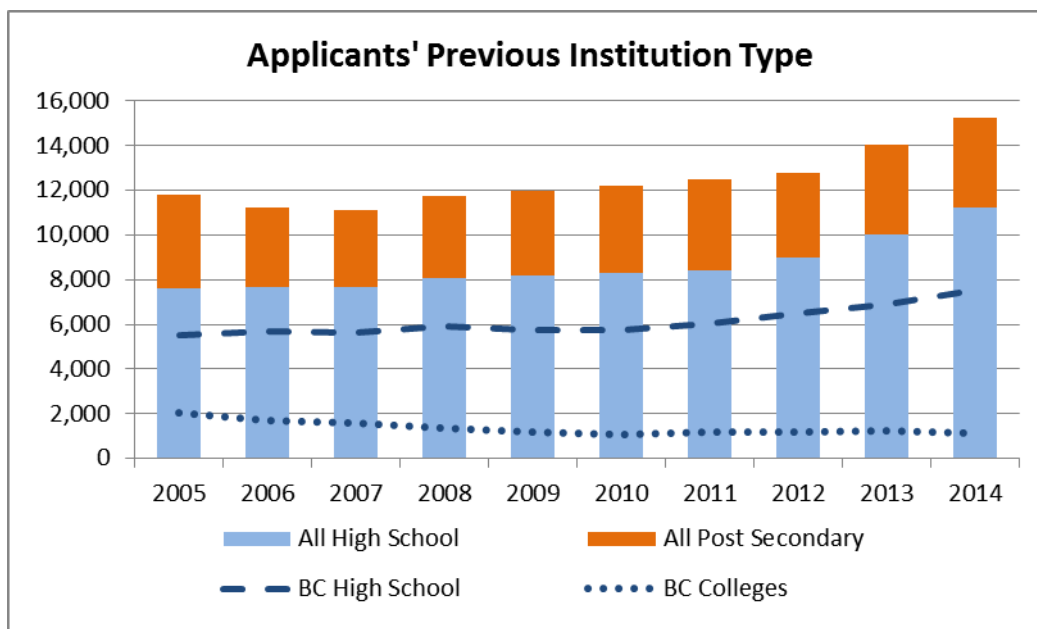
2. Previous institution of undergraduate applicants – fall term

(a) Previous institution type – applicants

As of October 2014, there was a 17 percent increase since last year in the number of applicants from high schools outside of BC, while there was a 10 percent rise in applicants from BC high schools. The number of applicants from BC colleges decreased by 6 percent, and has continued to lag since the designation of five new BC universities in 2008. Applicants from out-of-province post-secondary institutions rose by 2 percent.

Overall, the number of applicants to UVic for the fall term from all regions has increased by 8 percent this year (exclusive of the Faculty of Law).

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
BC High School	5,541	5,714	5,614	5,942	5,726	5,748	6,020	6,495	6,867	7,539
BC Colleges	2,058	1,707	1,586	1,384	1,188	1,086	1,211	1,194	1,216	1,138
Total BC	7,612	7,421	7,200	7,326	6,914	6,834	7,231	7,689	8,083	8,677
All High School	7,603	7,678	7,690	8,096	8,180	8,308	8,435	8,968	10,041	11,256
All Post Secondary	4,198	3,570	3,413	3,664	3,808	3,918	4,028	3,824	4,018	3,988
Grand Total	12,108	11,576	11,452	11,760	11,988	12,226	12,463	12,792	14,059	15,244

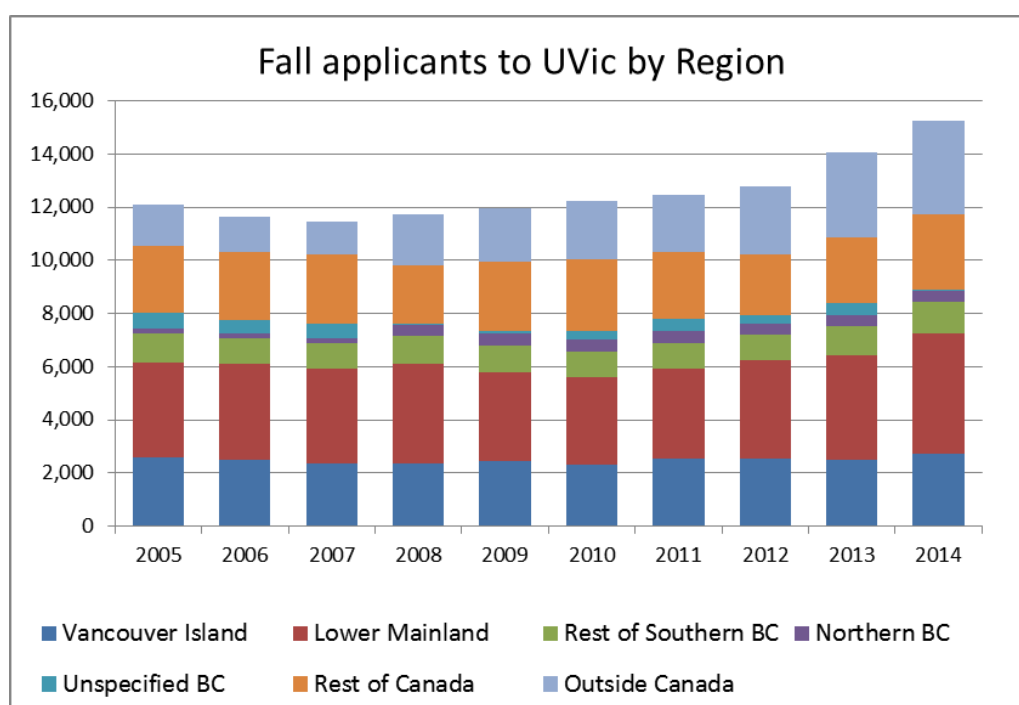


(b) Geographic region of previous institution – applicants

In total, 58 percent of undergraduate applicants to the University of Victoria were from British Columbia, while 18 percent were from the rest of Canada and 23 percent were from outside Canada (this category includes “unknown” previous institutions). The Lower Mainland continues to be a strong source of applicants—30 percent were from that area. Vancouver Island is the origin of 18 percent of applicants.

There was an increase in the numbers of applicants from all regions since last year. In particular, there was a 15 percent increase in applicants from the Lower Mainland and 13 percent increase from the rest of Canada. Applications from outside Canada increased by 11 percent. The average increase from all areas was 8 percent.

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Vancouver Island	2,583	2,512	2,354	2,378	2,465	2,310	2,522	2,554	2,521	2,740
Lower Mainland	3,563	3,594	3,562	3,722	3,326	3,288	3,390	3,715	3,921	4,512
Rest of Southern BC	1,089	971	984	1,066	1,022	992	977	926	1,083	1,182
Northern BC	187	191	182	423	426	429	440	426	400	430
Unspecified BC	601	504	538	44	122	329	466	308	460	44
Rest of Canada	2,545	2,547	2,590	2,201	2,614	2,700	2,521	2,292	2,497	2,815
Outside Canada	1,540	1,347	1,248	1,926	2,013	2,178	2,147	2,571	3,177	3,521
Total	12,108	11,666	11,458	11,760	11,988	12,226	12,463	12,792	14,059	15,244

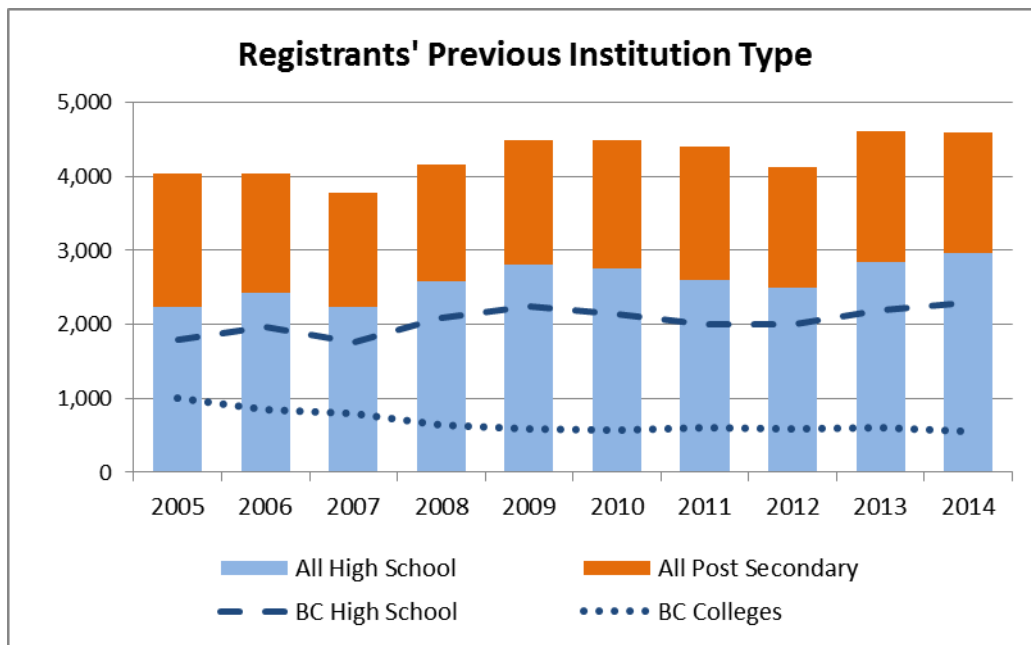


3. Previous institution of undergraduate registrants – fall term

(a) Previous institution type – registrants

Since last year there was an increase in the numbers of registrants who were from BC high schools (up 5 percent), but not from high schools outside BC. Registrants from post-secondary institutions decreased somewhat, both from within BC and outside the province. However, the overall percentage decrease in registrants from all types of previous institutions was very slight.

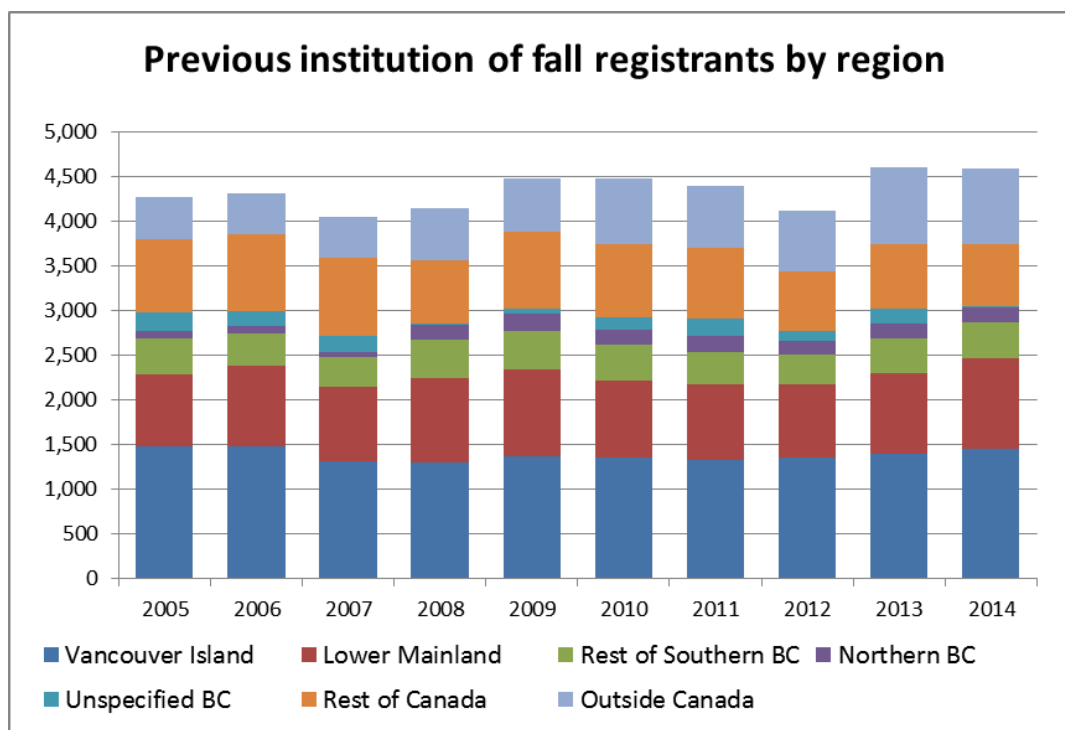
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
BC High School	1,782	1,965	1,758	2,081	2,239	2,135	2,000	2,003	2,182	2,293
BC Colleges	997	844	790	631	593	563	596	585	599	543
Total BC	2,779	2,809	2,548	2,712	2,832	2,698	2,596	2,588	2,781	2,836
All High School	2,228	2,420	2,236	2,581	2,808	2,750	2,592	2,493	2,842	2,953
All Post Secondary	1,801	1,619	1,547	1,571	1,673	1,728	1,799	1,625	1,762	1,635
Grand Total	4,276	4,039	4,048	4,152	4,481	4,478	4,391	4,118	4,604	4,588



(b) Geographic location of previous institution – registrants

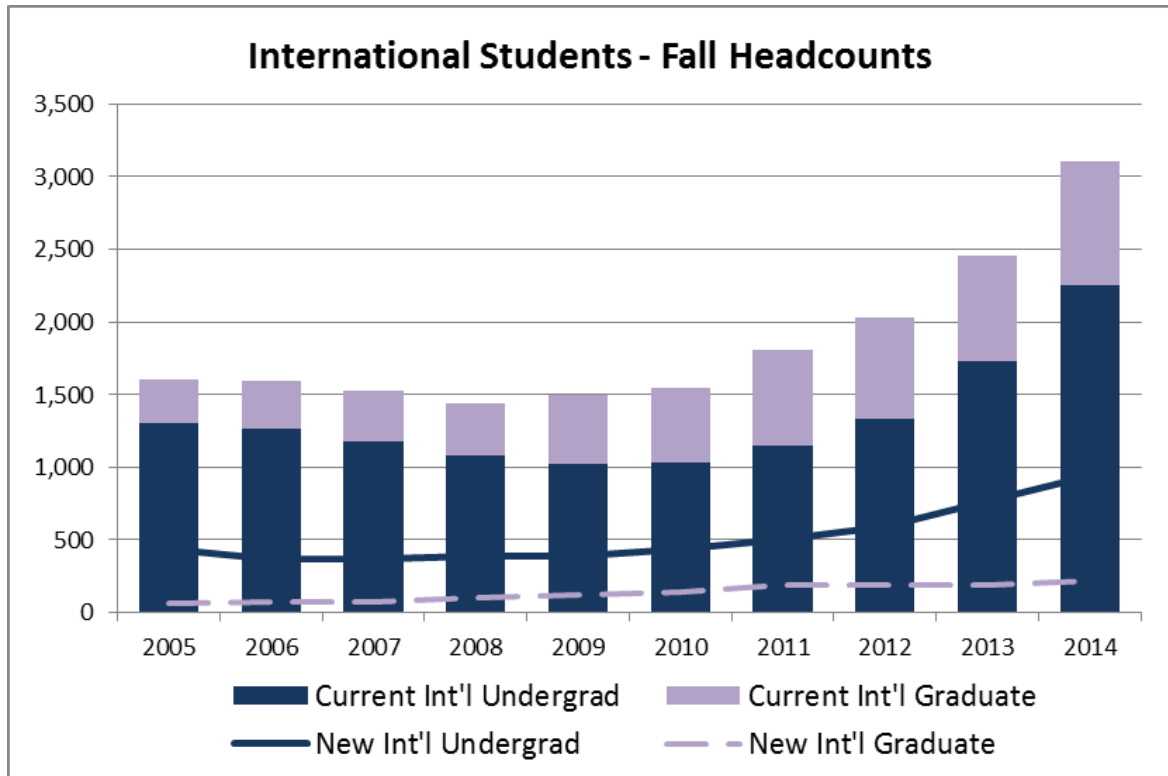
The greatest numbers of undergraduate students who registered at UVic in the fall of 2014 were from Vancouver Island (32 percent) and the Lower Mainland (22 percent). A total of 67 percent of UVic registrants were from the province of BC in 2014, 15 percent were from the rest of Canada, and 18 percent were from outside Canada (or unknown). The overall number of registrants decreased very slightly compared with last year (.3 percent).

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Vancouver Island	1,483	1,480	1,309	1,300	1,368	1,356	1,323	1,358	1,400	1,454
Lower Mainland	806	897	830	942	971	865	843	813	897	1,014
Rest of Southern BC	395	362	342	427	425	399	367	334	389	403
Northern BC	83	85	60	164	207	170	176	148	168	169
Unspecified BC	206	171	179	21	50	128	198	114	167	12
Rest of Canada	820	859	875	706	866	820	799	674	722	697
Outside Canada	484	455	453	592	594	740	685	677	861	839
Total	4,277	4,309	4,048	4,152	4,481	4,478	4,391	4,118	4,604	4,588



4. International Registrations

Including incoming exchange students, there were 1,155 new international students (undergraduate and graduate) who registered at UVic in 2014, an increase of 21 percent from the previous year. There are a total of 3,108 international students overall currently attending UVic (headcount for the fall term only), reflecting a 26 percent increase in total international student enrolment.





University
of Victoria

SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

November 12, 2014

To: University Operations and Facilities Committee

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

A handwritten signature in blue ink, reading "Valerie S. Kuehne".

Meeting Date: November 25, 2014

Subject: Report on Student Financial Aid 2013-14

Basis for Jurisdiction: Strategic Plan Objectives 2, 3

Background: The Report on Student Financial Aid is an annual report presented to the Board.

Summary: The attached report submitted by Student Awards and Financial Aid, Office of the Registrar, Student Affairs, provides an overview of the types and levels of financial assistance available to undergraduate students and need based funding received by graduate students during the May 2013 to April 2014 academic year. This includes scholarships, bursaries, awards, and work study funding.

In 2013/14, undergraduate students received more than \$12 million in financial aid from base budget, carry over, annual donor, and endowed sources of funding. More than \$8 million in scholarships was awarded to 2645 full time undergraduate students. In addition, 1322 undergraduate students shared bursaries and awards valued at more

than \$3.6 million and 265 graduate students received bursaries and awards valued at more than \$565k. The Work Study Program provided part-time employment opportunities to 552 students who earned more than \$706k from September 2013 to April 2014.

Over the past five years, the total value of student financial aid for undergraduate students and bursaries for graduate students has increased by more than \$3.2 million dollars for a 33% percent increase (see table on page 3).

In the fall of 2012, Student Awards and Financial Aid and Student Recruitment reviewed the scholarship strategy with a view to enhancing the entrance scholarship program to better ensure our competitiveness and to support our domestic recruitment targets. As a result of that review significant short term enhancements were made to our entrance scholarship program. Prospective students who were admitted in September 2013 with an admission average of 85 to 94.49% and domestic International Baccalaureate applicants reporting 32 to 37 IB points were offered higher value scholarships than those offered in previous years. The impact those enhancements had on influencing student choice are detailed in this report.

Although the attached report focuses on undergraduate student support and bursary funding for graduate students, the University's gross expenditures for scholarships and bursaries for all students has increased more than \$5.6 million dollars or 19 percent from \$30,300,000 in 2009/10 to \$35,925,000 dollars in 2013/14 (see table on page 3).

Attachment(s): The 2013-2014 Report on Student Financial Aid is attached, as well as Appendix 1: Study on Affordability and Accessibility.

2013 – 2014 Report on Student Financial Aid

General Information

The University of Victoria's Goal

The renewed strategic plan "A Vision for the Future – Building on Excellence" articulates among its highest priorities the objective: *To actively recruit and retain outstanding students from diverse regions and backgrounds and remove barriers to admission and retention other than academic and creative potential.* UVic aspires to be nationally competitive in recruiting and retaining undergraduate and graduate students of the highest calibre in an increasingly competitive environment.

Undergraduate Student Financial Aid Funding

Over the past five years, the commitment of additional base budget funding has made it possible to increase both the value and number of undergraduate scholarships and bursaries. The following chart shows base budget, carry over, annual donor, and endowed sources of student financial assistance awarded over those years¹.

	2009/10	2010/11	2011/12	2012/13	2013/14
Scholarships	\$ 4,919,697	\$ 5,086,204	\$ 5,177,606	\$ 5,990,420	\$ 8,029,202
Bursaries	\$ 4,121,318	\$ 4,169,799	\$ 3,950,875	\$ 3,727,287	\$ 4,189,456
Work Study	\$ 655,000	\$ 695,000	\$ 745,332	\$ 718,713	\$ 706,772
Total	\$ 9,696,015	\$ 9,951,003	\$ 9,873,813	\$ 10,436,420	\$ 12,925,430

While this report details funding for undergraduate scholarships, undergraduate and graduate bursaries, and the work study program, total financial support for all students (graduate and undergraduate from all sources) results in a much more substantial number.

The following figures, from audited financial statements, include all scholarships, fellowships and bursaries expended from general operating, specific purposes, and sponsored research funds

All Gross Expenditures for Scholarships, Fellowships & Bursaries

2009/10	\$30,300,000
2010/11	\$30,918,000
2011/12	\$32,484,000
2012/13	\$33,500,000
2013/14	\$35,925,000

¹ As SAFA administers bursaries and work study for both undergraduate and graduate students, the dollar values for these types of aid include funding awarded to graduate students.

A. University of Victoria's Undergraduate Scholarship Program

The University of Victoria offers entrance and in-course scholarships and both play a significant role in supporting our recruitment and retention goals. In 2013/14, 2,645 undergraduate students received entrance and in-course scholarships totalling \$8,029,202 from base budget, carry over, annual donor, and endowed sources of funding for a 34 percent increase from the previous year. The average value of scholarships received in 2013/14 was \$3,036, a 35 percent increase from the average award of \$2,241 in 2012/13.

Scholarships are awarded in two categories: entrance and in-course scholarships. The majority of entrance scholarships are offered on the basis of the admission average of the applicant. There is also a category of entrance scholarships awarded with consideration given to admission average, volunteer commitment, athleticism, leadership, or other criteria specified in the terms of reference for each award.

The majority of in-course scholarships are adjudicated based on grades in UVic courses in the previous 12 months of study and by departmental nomination. There are also in-course scholarships awarded on the basis of grades and other specific criteria.

The following table compares scholarships awarded in 2012/13 and 2013/14:

Summary of Entrance Scholarship Data			
	May 2012 - Apr 2013	May 2013 - Apr 2014	Change from 2012/13 to 2013/14
Number of scholarships	1,520	1,571	↑ 51
Number of recipients	1,079	1,362	↑ 283
Value of scholarships	\$2,962,232	\$4,478,132	↑ \$1,515,900
Average award per recipient	\$2,745	\$3,288	↑ \$543
Summary of In-Course Scholarship Data			
	May 2012 - Apr 2013	May 2013 - Apr 2014	Change from 2012/13 to 2013/14
Number of scholarships	1,901	1,861	↓ 40
Number of recipients	1,594	1,283	↓ 320
Value of scholarships	\$3,028,188	\$3,551,070	↑ \$522,822
Average award per recipient	\$1,900	\$2,768	↑ \$868

Entrance Scholarships:

The largest category of entrance scholarships is automatic scholarships awarded on the basis of admission average only. To be considered for this scholarship category prospective students were required to self-report their grade 12 marks by March 31st. Student entering with a self-reported admission average of 85 percent or higher were

offered entrance scholarships valued at \$2,000 or higher. The scholarship offer letter advised that the scholarship would be awarded upon confirmation of their final grades in August and registration in a full course load.

Automatic Entrance Scholarship Comparison 2012 and 2013											
		2013 #	2013 \$	2013 #	2013 \$	2013 %	2012 #	2012 \$	2012 #	2012 \$	2012 %
Admission average range	Value	Offered	Offered	Accepted	Accepted	Accepted	Offered	Offered	Accepted	Accepted	Accepted
UVic Excellence Renewable Entrance Scholarships - Base Budget											
97.00 - 100% (2012 & 2014)	\$6,500	99	\$ 643,500	53	\$ 344,500	54%	83	\$ 539,500	56	\$ 364,000	67%
95.50 - 96.99% (2012 & 2014)	\$5,000	160	\$ 800,000	78	\$ 390,000	49%	125	\$ 625,000	65	\$ 325,000	52%
94.50 - 95.49% (2012 & 2014)	\$4,000	130	\$ 520,000	55	\$ 220,000	42%	132	\$ 528,000	62	\$ 248,000	47%
Non-Renewable Entrance Scholarships - Base Budget											
93.50 - 94.49% (2013-2014)	\$4,000	185	\$ 740,000	54	\$ 216,000	29%	-	-	-	-	-
93.50 - 94.49% (2011 & 2012)	\$3,000	-	-	-	-	-	152	\$ 456,000	65	\$ 195,000	43%
90.00 - 93.49% (2013-2014)	\$3,000	959	\$2,877,000	374	\$1,122,000	39%	-	-	-	-	-
90.00 - 93.49% (2011 & 2012)	\$2,000	-	-	-	-	-	827	\$1,654,000	290	\$ 580,000	35%
85.00 - 89.99% (2013-2014)	\$2,000	1713	\$3,426,000	543	\$1,086,000	32%	-	-	-	-	-
85.00 - 89.99% (2011 & 2012)	\$1,000	-	-	-	-	-	1370	\$1,370,000	401	\$ 401,000	29%
Totals (domestic entrance)		3246	\$9,006,500	1157	\$3,378,500	36%	2689	\$5,172,500	939	\$2,113,000	35%

In 2013, 3246 prospective students were offered entrance scholarships based on grades only valued at \$9,006,500. This represents a 21 percent increase in offers over the previous year when 2,689 students were offered scholarships in the same category valued at \$5,172,500. Of those offers, 1157 with a total value of \$3,378,500 were accepted, an acceptance rate of 35 percent. While the acceptance rate in 2013/14 is the same as in 2012/13, there was a 218 student increase in accepted offers. The average value of entrance scholarships per recipient in this category was \$2,920, an increase of \$670 for a 30 percent increase over the average of \$2,250 in the previous year. Renewable scholarships aid in the retention of excellent students by providing a continuing source of funding throughout their program. In 2013, 186 entering students accepted renewable scholarships with values ranging from \$12,000 to \$26,000 payable over four years.

Confirmation of final high school grades was received in August and if higher than the self-reported grades the scholarship offer was increased. If grades were lower the offer was reduced or withdrawn (if final marks were lower than 85 percent). Students who had their offer reduced or withdrawn were advised of an appeal process and the opportunity to present any extenuating circumstances that had an impact on their final grades. In 2013/14 382 offers were increased and 342 were reduced or revoked. Twenty seven appeals were received and eighteen were approved.

In-Course Scholarships:

In 2013/14, 656 base budget funded in-course scholarships with a total value of \$2,126,989 were awarded to students who demonstrated academic excellence in their previous year of study at UVic. The average value of these scholarships was \$3,242. Of these scholarships, 261 with a value of \$1,340,726 were renewals of entrance scholarships. In the previous year 1,143 students received scholarships in this category with a total value of \$1,854,708, an average of \$1,622 per recipient. Scholarship renewals accounted for 199 of the in course scholarships

offered in 2012/13 with a total value of \$994,500 awarded. The increase in the number of higher value scholarship renewals in 2013/14 had a significant impact on the 100 percent increase in the average value of in-course scholarships awarded in that year. This increase in higher value scholarships and a decrease in lower value scholarships were largely due to a change in the minimum course load requirements to qualify for in-course scholarships. In previous years scholarships were awarded to students who registered in less than 12 units of coursework. In October 2012, the Senate approved a recommendation made by the Senate Committee on Awards to require that students maintain registration in 80% of a full course load to qualify (40% for students with a disability). At the same time the rules governing renewal criteria for scholarships were relaxed. Students were previously required to maintain a sessional GPA of 7.5 in at least 12 units of coursework to be eligible for scholarship renewal. The sessional GPA is now being calculated using the student's best 12 units of coursework. In addition, the minimum GPA requirement for appealing scholarship renewals has been removed.

Competitiveness of UVic's Entrance Scholarship Program:

In the fall of 2012, Student Awards and Financial Aid and Student Recruitment reviewed our scholarship strategy with a view to enhancing the entrance scholarship program to better ensure our competitiveness and to support our domestic recruitment targets. As a result of that review, a proposal was accepted to make significant, short term enhancements to our entrance scholarship program. Prospective students who applied for admission in 2013 with an admission average of 85 to 94.49% and domestic International Baccalaureate applicants reporting 32 to 37 IB points were offered higher value scholarships than in previous years. In addition, students transferring from Canadian colleges or universities were eligible for higher value transfer scholarships. Those increased scholarship values are detailed in the following tables.

2013 Entrance Scholarship Program

Renewable Entrance Scholarships

Admission Average:

97+	\$6500 x 4 = \$26,000
95.50 to 96.99	\$5000 x 4 = \$20,000
94.50 to 95.49	\$4000 x 4 = \$16,000

Non-Renewable Entrance Scholarships

Admission Average:

93.50 to 94.49	\$4000 President's Entrance
90.00 to 93.49	\$3000 UVic Entrance
85.00 to 89.99	\$2000 UVic Entrance

International Baccalaureate Scholarships (Domestic):

Renewable Entrance Scholarships

IB Points including Bonus Points:

41+	\$6500 x 4 = \$26,000
40	\$5000 x 4 = \$20,000
38/39	\$4000 x 4 = \$16,000

Non-Renewable Entrance Scholarships

34/37	\$4000 President's Entrance
32/33	\$3000 UVic Entrance

Transfer Scholarships

7.8/9.0

\$3000

2012 Entrance Scholarship Program**Renewable Entrance Scholarships**

Admission Average:

97+	\$6500 x 4 = \$26,000
95.50 to 96.99	\$5000 x 4 = \$20,000
94.50 to 95.49	\$4000 x 4 = \$16,000

Non-Renewable Entrance Scholarships

Admission Average:

93.50 to 94.49	\$3000 President's Entrance
90.00 to 93.49	\$2000 UVic Entrance
85.00 to 89.99	\$1000 UVic Entrance

International Baccalaureate Scholarships (Domestic):**Renewable Entrance Scholarships**

IB Points including Bonus Points:

41+	\$6500 x 4 = \$26,000
40	\$5000 x 4 = \$20,000
38/39	\$4000 x 4 = \$16,000

Non-Renewable Entrance Scholarships

36/37	\$4000 President's Entrance
34/35	\$3000 UVic Entrance
32/33	\$2000 UVic Entrance

Transfer Scholarships

7.8/9.0	\$2000
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The impact of the increases in scholarship values from 2012/13 to 2013/14 is included in the Entrance Scholarship section of this report. The following table details the increases we have seen in the numbers of high achieving students who have accepted our scholarship offer of automatic entrance scholarships based on self-reported high school grades from 2011 to 2014.

Automatic Entrance Scholarships 2011-2014											
Admiss	Value	2014 # Offered	2014 \$ Offered	2014 # Accepted	2014 \$ Accepted	2014 % Accepted	2011 # Offered	2011 \$ Offered	2011 # Accepted	2011 \$ Accepted	2011 % Accepted
UVic Excellence Renewable Entrance Scholarships - Base Budget											
97.00 - 100	\$6,500	110	\$ 715,000	62	\$ 403,000	56%	62	\$ 403,000	39	\$ 253,500	63%
95.50 - 96	\$5,000	171	\$ 855,000	77	\$ 385,000	45%	103	\$ 515,000	55	\$ 275,000	53%
94.50 - 95	\$4,000	205	\$ 820,000	72	\$ 288,000	35%	124	\$ 496,000	52	\$ 208,000	42%
Non-Renewable Entrance Scholarships - Base Budget											
93.50 - 94	\$4,000	236	\$ 944,000	59	\$ 236,000	25%					
93.50 - 94	\$3,000	-	-	-	-	-	128	\$ 384,000	25	\$ 75,000	20%
90.00 - 93	\$3,000	1080	\$ 3,240,000	337	\$ 1,011,000	31%	-	-	-	-	
90.00 - 93	\$2,000	-	-	-	-	-	735	\$ 1,470,000	244	\$ 488,000	33%
85.00 - 89	\$2,000	1995	\$ 3,990,000	678	\$ 1,356,000	34%	-	-	-	-	
85.00 - 89	\$1,000	-	-	-	-	-	1417	\$ 1,417,000	460	\$ 460,000	32%
Totals		3797	\$ 10,564,000	1285	\$ 3,679,000	34%	2569	\$ 4,685,000	875	\$ 1,759,500	34%

A review of the automatic entrance scholarships offered by comparator universities indicates that UVic's entrance scholarship program has become significantly more competitive with the enhancements introduced in 2013/14. The following chart demonstrates UVic's favourable competitive position in 2014/15:

UVic Entrance Scholarship Comparators 2014 - 2015			
School		Amount	GPA
UVic	UVic Excellence (unlimited)	\$6500 x 4yrs	97-100
	UVic Excellence (unlimited)	\$5000 x 4yrs	95.50-96.99
	UVic Excellence (unlimited)	\$4000 x 4 yrs	94.5-95.49
	President's Entrance (unlimited)	\$4,000	93.50-94.49
	UVic Entrance (unlimited)	\$3,000	90-93.49
	UVic Entrance (unlimited)	\$2,000	85-89.99
Guelph	University of Guelph Entrance Scholarship (unlimited)	\$3,000	90+
	University of Guelph Entrance Scholarship (unlimited)	\$2,000	85% - 89.9%
Queen's	Excellence Scholarship (unlimited)	\$1500 to \$2000	90.0 - 94.9% (IB 36.5 - 38.5)
	Principle's Scholarship (unlimited)	\$4000 x 2yrs	95% + (IB 39 +)
SFU	Academic Excellence Scholarship (unlimited)	\$5,000	95+
	Automatic Entrance Scholarship (unlimited)	Varies	competititve averages
U of Calgary	President's Admission Scholarships (unlimited)	\$2500 x 2yrs	95-100
	President's Admission Scholarships (unlimited)	\$2000 x 2yrs	90-94.99
	U of Calgary Entrance Scholarships (unlimited)	\$1,250	85-89.99
	U of Calgary Entrance Scholarships (unlimited)	\$500	80-84.99
UBC	Automatic Entrance Scholarships	0	None offered

It should be noted that our position as a destination university results in higher costs for students who relocate to study at UVic. To attract high achieving students in 2013/14 we offered higher value scholarships to strengthen our competitive position against commuter campuses. The success of the enhancements to the entrance scholarship program offered since 2013 have been funded with base budget and carry over funding. Cost projections for the enhanced scholarship program were based on the admission averages of the pools of eligible applicants in 2010/11 and 2011/12. What we could not predict was the size of the incoming class and the greater numbers of high achieving students in 2013. In addition, higher numbers of renewable scholarships in 2012 and 2013 has increased our commitment to scholarship renewals. As a result, the current scholarship program is not sustainable. Actual spending in 2013/14 and 2014/15 have been used to forecast scholarship spending in 2015/16 and beyond. Based on those predictions, reductions in the values of scholarships are planned and will need to be made.

New Scholarships for International Students

In 2011/12 Student Awards and Financial Aid and International Recruitment developed a number of targeted scholarships to better support our international recruitment goals. These new renewable and non-renewable scholarships have been created to attract excellent students and aid in building relationships with specific

international schools. The following scholarships were awarded for the first time to students who commenced their studies in September 2013.

- United World College Scholarship – 4 x \$90,000 payable at \$22,500 per year for 4 years
- Aga Khan Academy Scholarship– 1 x \$90,000 payable at \$22,500 per year for 4 years
- Council of International Schools– 1 x \$90,000 payable at \$22,500 per year for 4 years
- International Entrance Scholarships - 20 x \$10,000

Recipients of the United World College, Aga Khan Academy, and Council of International Schools Scholarships are selected on the basis of academic merit and financial need. SAFA is tracking acceptance and retention data and this information will be used to determine if these new scholarships support our goals and inform any changes that need to be made to the program.

B. University of Victoria's Undergraduate Bursary Program

The Bursary Program is one of the major funding tools in the University's financial assistance strategy for undergraduate students and is designed to reduce the gap between total need and available resources when primary resources are insufficient. Students are required to demonstrate financial need to qualify for bursaries.

To apply for bursaries, students submit online applications that are assessed to determine eligibility. Basic educational expenses recognized by the provincial student assistance authority are included in the assessment of financial need. These costs include the associated program costs for tuition and mandatory fees, books and supplies, accommodation, food, transportation, personal expenses and childcare costs if applicable. The costs not covered by other sources, or unmet need, is calculated by deducting student, parental or spousal contributions and government aid from the allowable costs detailed above. Bursaries are made available to cover a percentage of the applicant's unmet need. It should be noted that the need assessment calculations for Child Care Bursaries, Cathcart Bursaries, LE, NONET Bursaries, Achievement Awards, and bursaries awarded by the Faculty of Law differ from the assessment of need that applies to all other need based awards. Those differences are reflected in the tables that follow.

Bursary funding is also provided to students who do not qualify for government student assistance due to extenuating circumstances or who experience unforeseen financial crisis. These students are invited to meet with a Financial Aid Officer to discuss their financial situation and bursary funding is approved on a discretionary basis.

In 2013/14, 1,322 undergraduate students shared bursaries and awards valued at more than \$3.6 million. The average amount of need-based funding per bursary recipient (excludes awards) was \$3,087. Bursaries are awarded throughout the academic year and the table on page 11 provides a detailed breakdown of bursaries and awards allocated to undergraduate students.

Undergraduate Bursary Program May 2013 - April 2014							
Range of Awards	Number of Recipients	Total Assessed Need of applicants	Average Assessed Need	Total Bursary Awarded	Average Bursary Awarded	Average Remaining Unmet Need	Total Remaining Unmet Need
Over \$10,000	51	752,692	14,759	764,035	14,981	-	-
\$9,001-10,000	9	79,018	8,780	85,068	9,452	-	-
\$8,001- 9,000	15	124,404	8,294	127,080	8,472	-	-
\$7,001-8,000	16	118,185	7,387	120,396	7,525	-	-
\$6,001- 7,000	23	150,088	6,526	148,027	6,436	90	2,061
\$5,001-6,000	49	285,603	5,829	268,049	5,470	358	17,554
\$4,001-5,000	59	279,046	4,730	261,005	4,424	306	18,041
\$3,001-4,000	88	349,174	3,968	305,966	3,479	491	43,207
\$2,001-3,000	193	612,487	3,174	490,034	2,539	635	122,453
\$1,001-2,000	231	516,784	2,237	333,749	1,445	792	183,035
\$401-1,000	219	472,530	2,158	154,249	704	1,453	318,281
\$0 - \$400	41	23,364	570	11,388	278	292	11,976
Totals	994	\$ 3,763,375		\$ 3,069,046			\$ 694,329
Undergraduate Awards May 2013 - April 2014							
	Number of Recipients	Total Funding Awarded	Average Award				
Totals	328	\$ 555,123	\$ 1,692				

The allocation formula used to distribute bursary funding is designed to ensure a greater level of support for students with the most significant financial barriers. The pool of applicants with the highest financial need is primarily comprised of students with dependents. These students are less able to meet their costs by securing part time employment due to available time and related child care costs. In consideration of the significant financial barrier that exists for this group of students, applicants with need greater than \$7500 were awarded bursaries to cover 100% of the need not covered by other sources. The allocation of funding is as follows:

Range of Unmet Need	Percentage of Need Met
\$20000+	100%
\$15001 - 20000	100%
\$10001 - 15000	100%
\$7501 - 10000	100%
\$5001 - 7500	90%
\$4001 - 5000	90%
\$3001 - 4000	80%
\$2001 - 3000	80%
\$1001 - 2000	70%
\$501 - 1000	70%

C. University of Victoria's Graduate Bursary Program

Graduate bursaries are a funding tool made available to reduce the gap between total need and available resources when primary resources are insufficient. Students are required to demonstrate financial need to qualify for bursaries.

Graduate students submit online applications that are assessed to determine eligibility. The need assessment process outlined for the undergraduate bursary program is also used to assess the unmet need of graduate applicants.

In 2013/14, 265 graduate students shared bursaries and awards valued at \$565,287. The average amount of need-based funding per bursary recipient (excludes awards) was \$2,164. Bursaries are awarded throughout the academic year and the following table provides a detailed breakdown of bursaries and awards allocated to graduate students last year.

UVic Graduate Bursary Program 2013-2014

UVic Graduate Bursary Program May 2013 - April 2014							
Range of Awards	Number of Recipients	Total Assessed Need of applicants	Average Assessed Need	Total Bursary Awarded	Average Bursary Awarded	Average Remaining Unmet Need	Total Remaining Unmet Need
Over \$10,000	14	187,666	13,405	178,786	12,770	634	8,880
\$9,001-10,000	0	-	-	-	-	-	-
\$8,001- 9,000	2	18,718	9,359	16,845	8,423	937	1,873
\$7,001-8,000	4	36,593	9,148	29,774	7,444	1,705	6,819
\$6,001-7,000	7	54,393	7,770	45,690	6,527	1,243	8,703
\$5,001-6,000	7	45,344	6,478	38,225	5,461	1,017	7,119
\$4,001-5,000	7	41,330	5,904	31,683	4,526	1,378	9,647
\$3,001-4,000	10	47,310	4,731	37,000	3,700	1,031	10,310
\$2,001-3,000	21	66,739	3,178	47,131	2,244	934	19,608
\$1,001-2,000	39	81,210	2,082	57,802	1,482	600	23,408
\$401-1,000	75	460,681	6,142	56,401	752	5,390	404,280
\$1-400	74	229,056	3,095	23,450	317	2,778	205,606
Totals	260	\$ 1,269,040		\$ 562,787			\$ 706,253
Graduate Awards May 2013 - April 2014							
	Number of Recipients	Total Funding Awarded	Average Award				
Totals	5	\$ 2,500	\$ 500				

The unmet need of the pool of graduate applicants that applied for bursary funding in 2013/14 was \$706,253. While the numbers of new bursaries for graduate students has grown over the last four years, the financial need of this group of applicants is considerably greater than the need-based funding currently available. Graduate programs with higher tuition costs and the growing number of bursary applicants supporting dependents contributes to the high need of this relatively small group of applicants. Creating new need-based awards for graduate students has been highlighted as an area of need for the Development Office team and trends in this funding will continue to be tracked by SAFA.

D. University of Victoria's Youth in Care Award

In 2013 Mary Ellen Turpel-Lafond, the BC Representative for Children and Youth, challenged universities and colleges in BC to offer a tuition waiver for students who grew up in the care system. Each year 700 youth age-out of government care and another 400 age-out of alternative care known as the Youth Agreement.

UVic rose to the challenge and a proposal to offer the University of Victoria Youth in Care Award was approved by senior executive as a pilot project in 2014/15 and 2015/16.

The award covers up to 8 terms of funding or completion of a first degree, whichever comes first, of actual tuition costs (excluding mandatory fees). Entering, in-course, and transfer students who meet the following criteria and are registered in their first undergraduate degree are eligible to apply:

- be a resident of British Columbia and demonstrate eligibility for the program as a current or former youth-in-care in the Province of British Columbia
- be at least 19 years of age during the 2014/15 academic year
- have been offered admission or are registered for the upcoming term or terms of study in their first undergraduate degree program
- demonstrate financial need
- maintain registration in at least 60% of a full course load in each term of study (4.5 units per term or 3.0 units per term for students with a permanent disability) and have attained a sessional grade point average of at least 2.0 in two terms of previously funded study if applicable
- complete, sign and submit an application form, including the "Release of Information" consent form required to confirm eligibility, by the application deadline of June 30th.

Upon receipt of the applicants consent the University will verify each student's eligibility with the Ministry of Child and Family Development.

Funding for up to five awards has been approved for each academic year of the pilot. That funding includes the renewal commitments for the first two cohorts of award recipients. In the event that more than five applications are received from eligible applicants before the June 30th deadline, the five applicants with the highest admission average will receive the award. Seventeen applications were received for the inaugural year of the awards program and five candidates with the highest average who demonstrated financial need were selected to receive the award in 2014/15. The demand for the award is greater than the funding available and the UVic Development team is working with our generous private donors and the private sector to raise funds to support additional awards.

UVic is committed to “employing our core strengths to benefit our external communities - locally, regionally, nationally and internationally - and promoting civic engagement and global citizenship” and our response to the challenge posed fits perfectly with our vision, mission and fundamental values.

E. University of Victoria’s Work Study Program

Media continues to report that the rising costs of post-secondary education means more students are working. Higher Education Strategy Associates (HESA) has confirmed the student in-school employment rate jumped from 30% to 40 % in the mid 1980’s. That rate stayed constant through to the end of the 1990’s when it jumped another few percentage points to just over 45% where it has remained ever since. HESA also reports that the average number of working hours has been 16 to 17 hours per week since 1997. Created in the late 1970’s, the Work Study Program continues to be a valuable

component of the total financial aid package available to students and is of significant benefit to both students and the University.

Facts about the Work Study Program

- Students are not required to be in receipt of government student assistance to participate in the Work Study Program, but must demonstrate financial need according to a standardized need assessment.
- The Work Study Program has a base budget of \$695,000 and the hourly rate of pay is a minimum of \$11.00 per hour.
- In 2013/14 more than 1,138 students were eligible to participate in the program.
- 552 students were hired into 436 Work Study positions.
- Participants earned \$706,772 for an average of \$1,280 per student.

F. Government Student Assistance

In 2013/14, 5136 undergraduate and graduate students received \$54,530,311 in funding through all Canadian federal and provincial/territorial government student assistance programs, a 1 percent increase in total funding from the \$53,975,771 received by UVic students in 2012/13. Approximately \$8,728,453 or 16 percent of this total was awarded as non-repayable grant funding. Federal grant programs continue to play a significant role in meeting the need of the financially vulnerable students.

In addition to Canadian government student assistance 51 received Direct Loans from the US Department of Education totalling \$580,505. The number of recipients is up from 2012/13 when 49 students received a total of \$554,471.

Economic changes have an impact on participation in post-secondary studies, applications for government assistance and the demand on the UVic Bursary Program. Trends in government student assistance and the impact on demand for UVic programs will continue to be reviewed and, where possible, our programs will be adjusted to meet the needs of students.



**University
of Victoria**

Study on Affordability and Accessibility

Prepared by Institutional Planning and Analysis

Report to the Provost and Vice-President Academic

Results to be presented to
Board of Governors (2014-2015)

This report available at
<http://web.uvic.ca/vpac/> and <http://www.inst.uvic.ca/>

Strategic Plan Objective 2: To actively recruit and retain outstanding students from diverse regions and backgrounds and **to remove all barriers to admission and retention other than academic and creative potential.**

In 2002, the provincial government lifted a six-year tuition freeze at BC's public post-secondary institutions. In each of the three years since the freeze was lifted, undergraduate domestic tuition at the University of Victoria increased by 30%, 30% and 16.6%. Most recently, government has instituted limits on the increases to tuition to the rate of inflation in the province (approximately 2%).

While the increases to tuition have slowed and indeed are capped at 2% per annum, there continues to be concern that higher education in the province may no longer be as widely accessible as it has been in the past. In particular, the Board of Governors wants to be vigilant to ensure that tuition increases do not cause the socio-economic profile of undergraduate students to change.

Under the leadership of the Vice-President Academic and Provost, Institutional Planning and Analysis has developed an ongoing long-term study to monitor and analyze the effect of tuition increases on affordability and accessibility. The study has two principal components:

1. An assessment of the financial and socio-economic status of new applicants and registrants.
2. The monitoring of debt loads and debt repayment of baccalaureate graduates two and five years after graduation.

Taken together, these studies will assist in determining the impact of tuition fee increases on accessibility and affordability to BC university education.

1. Financial and socio-economic status of new applicants and registrants: Family Income Study

The relationship between family income and university attendance has been well established (Corak, Lipps, Zhao, 2003): lower family income reduces the probability of university attendance. What is less clear in the research literature is whether the differences in participation are a result of financial barriers. The available evidence suggests a more complex relationship between university attendance and socio-economic status (Butlin, 1999, Foley, 2003). Nevertheless, there is concern that the increases in tuition fees at BC universities have been substantial enough to adversely affect students from lower income groups.

Universities do not collect information on the financial or socio-economic status of their students or applicants, nor would it be appropriate to do so. Therefore indirect methods must be used to determine trends in access based on income factors. We use a method based on postal codes and taxation data to approximate family income of applicants and registrants. Statistics Canada data on median family income by neighborhood (postal code forward sortation area) is

used as a proxy for the distribution of household incomes of UVic applicants and registrants.

The data for this study was drawn from two sources: a combined data file of BC grade 12 applicants and registrants to the University of Victoria; and, a special tabulation file from Statistics Canada of 2001 BC Tax Filer data that includes median income (of families with children) by postal code Forward Sortation Area (FSA's) along with the number of families (with children) within an FSA. It is important to realize that the data results in a correlation, not an actual measure of income. Our study makes use of the relatively safe assumption that university participation will be correlated with median family income of the FSA.

Given that median family incomes have increased relatively steadily in Canada since 2001, it is important to distinguish between the effects of rising income and university participation by income band. By holding family income constant at 2001 levels, we are able to distinguish if the distribution of family income among applicants and registrants to UVic has changed. In other words, changes to the income distribution will reveal a change in the socio-economic make-up of our applicants and registrants. Given that over a decade that has elapsed since 2001, for ease of interpretation, these 2001 income levels have been restated in 2010-11 dollars using the Consumer Price Index for Vancouver.

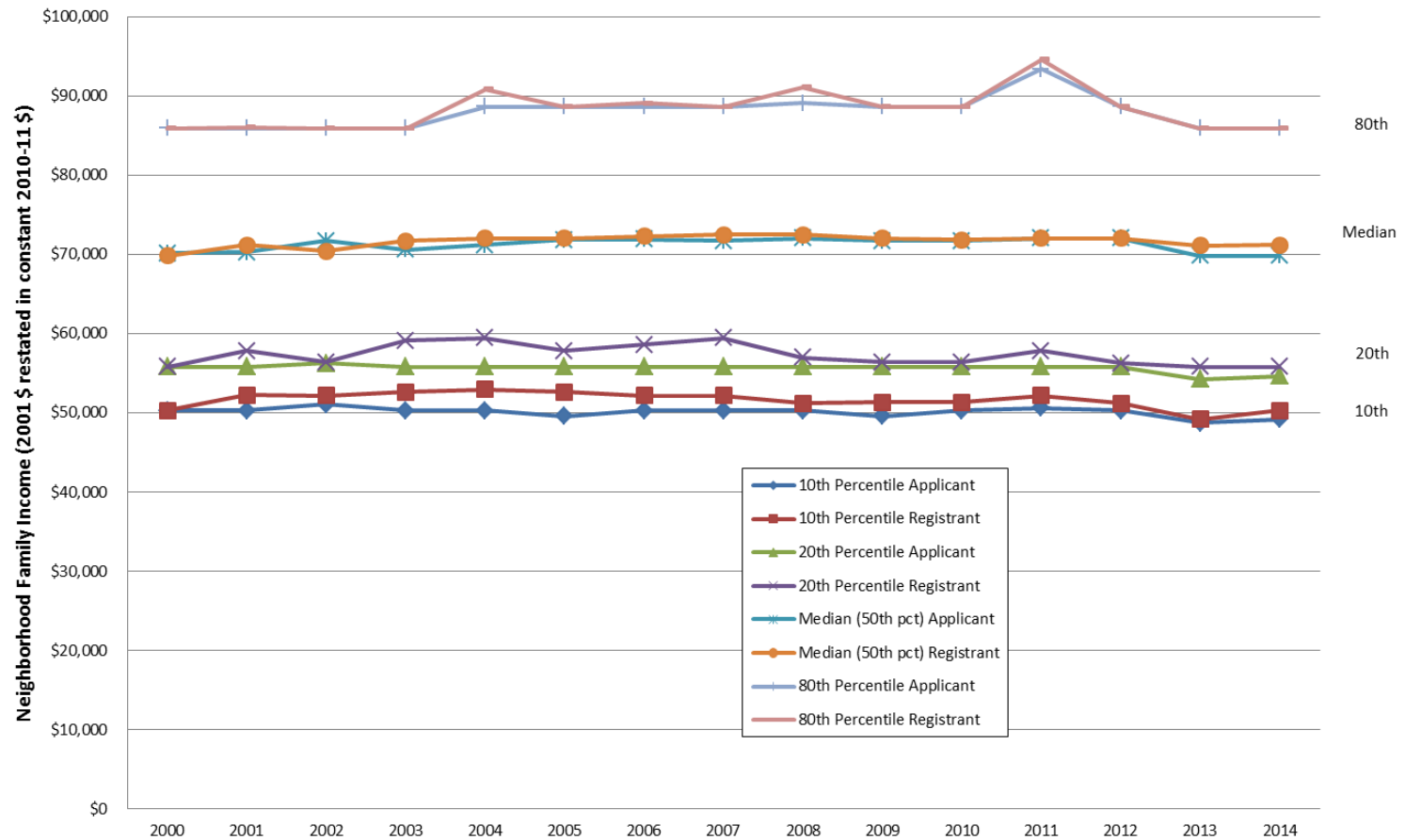
Over the fourteen years that applicant and registrant family income has been tracked, income levels have remained relatively stable. In fact, at the 10th, 20th, 50th and 80th percentiles, median family income levels of applicants and registrants are never more than \$4,200 apart and in most cases are virtually identical. For the most recent year (2014) income differences between applicants and registrants are within \$2,000 of each other. The increases in income by percentile band are generally uniform and there is no statistically significant difference between incomes over the study period. Indeed, where there are increases in income levels, they occurred as frequently in years with no increases in tuition.

In the period immediately before tuition increases occurred (from 2001 onwards to 2014) socio-economic diversity of applicants and registrants in the 50th and 80th percentiles has remained largely unchanged. In the 10th and 20th percentiles (the lowest income bands), socio-economic diversity of new applicants and registrants actually increased from 2001 onwards – a reflection of UVic's bursary program introduced in 2001 that targeted those students with the greatest need.

Table 1:
Neighborhood Family Incomes of UVic Applicants and Registrants
From BC Grade 12 (2001 dollars restated to 2010-11)

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2001 to 2014 Change
<i>Change in UVic Tuition</i>	0%	0%	30%	30%	16.6%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	
10th Percentile Applicant	\$ 50,266	\$ 50,266	\$ 51,090	\$ 50,266	\$ 50,266	\$ 49,560	\$ 50,266	\$ 50,266	\$ 50,266	\$ 49,560	\$ 50,266	\$ 50,619	\$ 50,266	\$ 48,736	\$ 49,207	-2.1%
10th Percentile Registrant	\$ 50,266	\$ 52,267	\$ 52,149	\$ 52,620	\$ 52,974	\$ 52,620	\$ 52,149	\$ 52,149	\$ 51,208	\$ 51,325	\$ 51,325	\$ 52,149	\$ 51,208	\$ 49,207	\$ 50,266	-3.8%
20th Percentile Applicant	\$ 55,799	\$ 55,799	\$ 56,270	\$ 55,799	\$ 55,799	\$ 55,799	\$ 55,799	\$ 55,799	\$ 55,799	\$ 55,799	\$ 55,799	\$ 55,799	\$ 55,799	\$ 54,268	\$ 54,622	-2.1%
20th Percentile Registrant	\$ 55,799	\$ 57,800	\$ 56,387	\$ 59,095	\$ 59,448	\$ 57,800	\$ 58,624	\$ 59,448	\$ 56,976	\$ 56,387	\$ 56,387	\$ 57,800	\$ 56,270	\$ 55,799	\$ 55,799	-3.5%
Median (50th pct) Applicant	\$ 70,160	\$ 70,278	\$ 71,691	\$ 70,631	\$ 71,220	\$ 71,809	\$ 71,926	\$ 71,691	\$ 72,044	\$ 71,691	\$ 71,691	\$ 72,044	\$ 72,044	\$ 69,807	\$ 69,807	-0.7%
Median (50th pct) Registrant	\$ 69,807	\$ 71,220	\$ 70,396	\$ 71,691	\$ 72,044	\$ 72,044	\$ 72,279	\$ 72,515	\$ 72,515	\$ 72,044	\$ 71,809	\$ 72,044	\$ 72,044	\$ 71,102	\$ 71,220	0.0%
80th Percentile Applicant	\$ 85,935	\$ 85,935	\$ 85,935	\$ 85,935	\$ 88,642	\$ 88,642	\$ 88,642	\$ 88,642	\$ 89,113	\$ 88,642	\$ 88,642	\$ 93,351	\$ 88,642	\$ 85,935	\$ 85,935	0.0%
80th Percentile Registrant	\$ 85,935	\$ 86,053	\$ 85,935	\$ 85,935	\$ 90,879	\$ 88,642	\$ 89,113	\$ 88,642	\$ 91,114	\$ 88,642	\$ 88,642	\$ 94,646	\$ 88,642	\$ 85,935	\$ 85,935	-0.1%

Neighborhood Family Income of BC Grade 12 Applicants and Registrants to UVic



Sources: UVic Student Information Systems; 2001 Statistics Canada Family Neighborhood Income; 2010-11 Consumer Price Index (Vancouver)

There are only modest variations in median income at any income-band (Table 1 and Figure 1.) As such, there is little to suggest that the socio-economic make-up of our entering undergraduate population has changed over the last seven years. The lone exception is that median incomes at the 80% percentiles rose in the 2011 but those levels have returned to normal most recently.

As the survey results that follow will reveal, many students do suffer economic hardship during the route to their degree, but they appear to be making the necessary adjustments and sacrifices to accommodate current higher tuition.

2. Debt load and debt repayment by baccalaureate graduates

Evidence from the annual survey of baccalaureate graduates suggests that around half of UVic grads complete their program with debt. Two-years after graduation, one quarter of UVic grads have repaid all their outstanding debt, the remainder with debt have reduced their debt load by almost half. Five-years after graduation, one third have completely repaid their outstanding debt, and those with debt on average owe less than \$10,000. Differences in debt-loads between UVic graduates and grads from the other BC universities are largely attributed to the fact that over 70% of UVic students have come from outside the Greater Victoria region in order to study, thereby incurring higher living costs (less likely to be living at home during their studies).

The most recent information on graduate debt levels is as follows:

5 years after graduation (2013 Survey of 2008 Grads)

Percent who incurred debt

UVic: 51%

Provincial Average: 50%

Median Debt upon graduation (for those with debt)

UVic: \$25,000

Provincial Average: \$20,000

Percent who have repaid all debt

UVic: 33%

Provincial Average: 40%

Amount left to be repaid

UVic: \$9,000

Provincial Average: \$8,000

2 years after graduation (2013 Survey of 2011 Grads)

Percent who incurred debt

UVic: 53%

Provincial Average: 49%

Median Debt upon graduation (for those with debt)

UVic: \$23,000

Provincial Average: \$20,000

Percent who have repaid all debt

UVic: 20%

Provincial Average: 24%

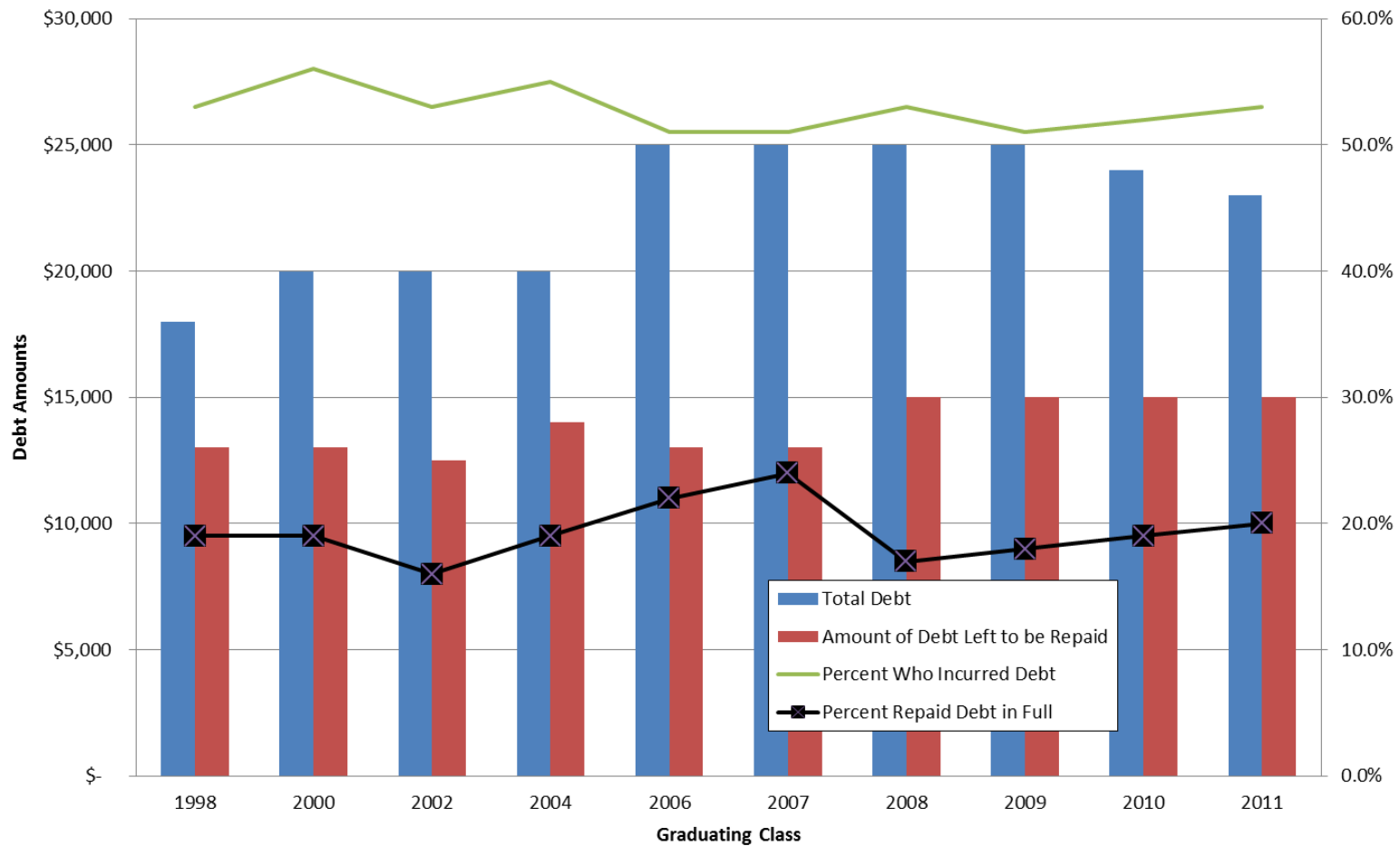
Amount left to be repaid

UVic: \$15,000

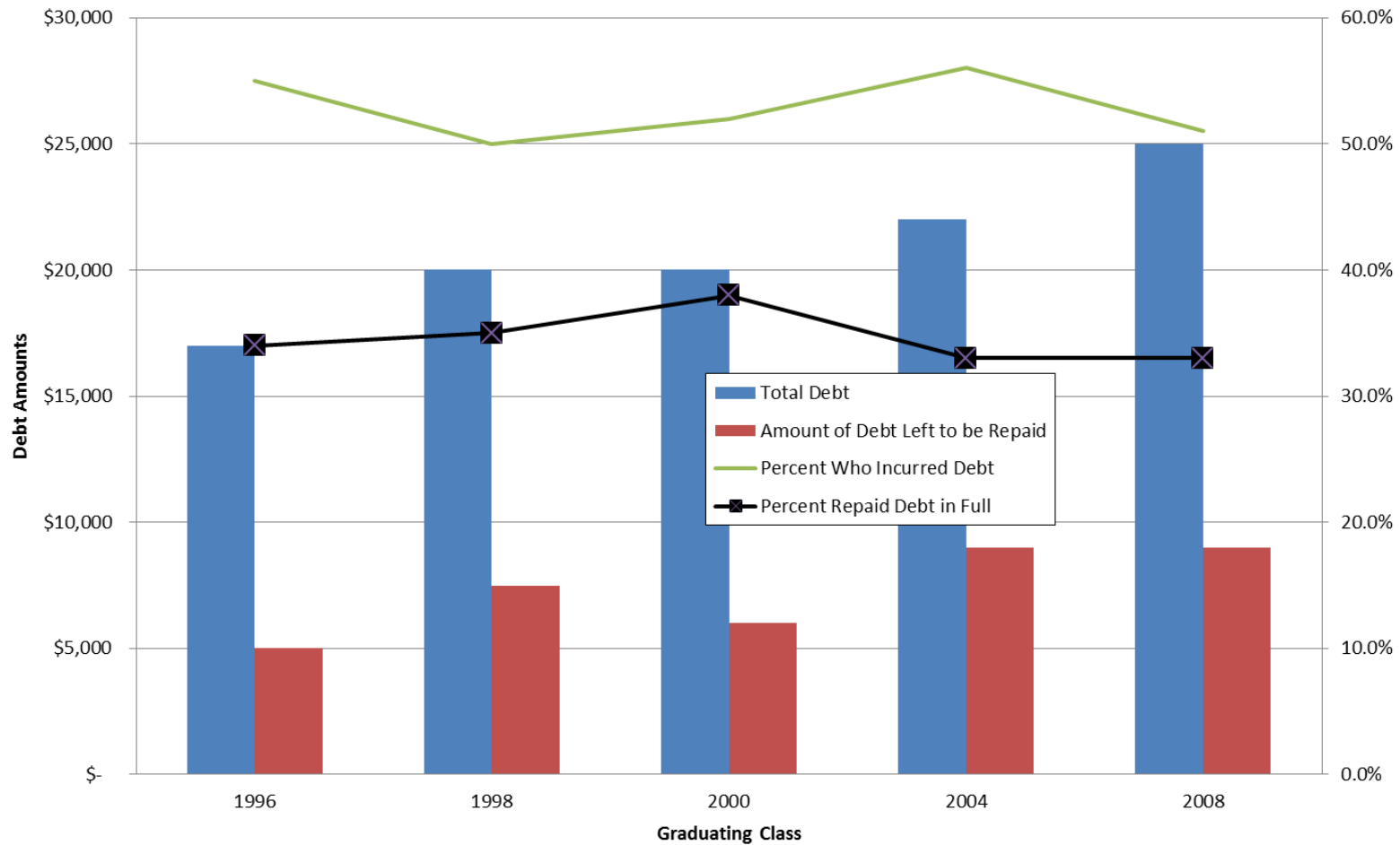
Provincial Average: \$12,000

How have debt levels of UVic graduates changed over time? Debt levels have risen, but the proportion taking on debt has fallen. After two years, almost a fifth of all students with debt have repaid those loans in full (and that proportion is rising). After five years, over a third of graduates with debt have repaid those loans in full. Those with debt after five years owe between \$5,000 and \$9,000.

University of Victoria Baccalaureate Graduate Survey 2 Years After Graduation Student Debt Incurred and Left to be Repaid



University of Victoria Baccalaureate Graduate Survey 5 Years After Graduation Student Debt Incurred and Left to be Repaid



Based on the most recently posted information from the University of Victoria's office of the Registrar, the average baccalaureate degree costs about \$65,000 (<http://registrar.uvic.ca/safa/annual-costs.html#Howmuchisitgoingtocost>) for four years of study. It follows that just over half of our graduates are actually financing that through debt. For those with debt, the median amount (\$24,000) is about 40% of their total educational cost. After two years, those with debt have reduced the median amount outstanding down to \$15,000, and after five years that amount falls to between \$5,000 and \$9,000.

How do baccalaureate graduates achieve this outcome? Two years after graduation, ninety-two percent of our graduates (across all disciplines) who are in the labour force are employed and they have an average annual salary of around \$52,200. After five years, that median salary rises to \$60,800 (based on the 2013 surveys of 2012 and the 2013 survey of 2008 grads). The evidence supports the view that education is a good personal investment that pays for itself over a relatively short time horizon.

3. Conclusions

Despite tuition increases which have lately been limited, most students are meeting their financial needs by reducing their expenses and accessing additional income. Most also expect that they will find a way to cope with further increases. There is, however, a small group of students who are at the margin where further cost increases would prevent them from completing their studies. This provides some guidance to the university in the continued formulation of appropriate financial assistance policies. Students access a wide variety of sources of income to pay for their education – while student income and parental/family contributions play a key role, scholarships, bursaries and loans are also major contributors.

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