The next open meeting of the Senate of the University of Victoria is scheduled for Friday, February 7, 2014 at 3:30 p.m. in the Senate and Board Chambers, University Centre, Room A180.

AGENDA as reviewed by the Senate Committee on Agenda and Governance.

1. APPROVAL OF THE AGENDA

2. MINUTES

   a. January 10, 2014

      Motion: That the minutes of the open session of the meeting of the Senate held on January 10, 2014 be approved and that the approved minutes be circulated in the usual way.

3. BUSINESS ARISING FROM THE MINUTES

4. REMARKS FROM THE CHAIR

   a. President’s Report

   b. Change to Policy BP 3100 – Naming of Facilities and Physical Assets

      - Carmen Charette, Vice-President External Relations has been invited to attend

5. CORRESPONDENCE
6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Admission, Re-registration and Transfer - Dr. Adam Monahan, Chair

   i. Faculty of Engineering Admission Requirements

      Motion: That Senate approve the introduction of a minimum grade requirement of 65% in Pre-calculus 12 (or equivalent) for admission to the Bachelor of Science in Computer Science program, effective May 1, 2014.

b. Senate Committee on Agenda and Governance – Prof. Jamie Cassels, Chair

   i. Revisions to the Terms of Reference for Senate Committees

      Motion: That Senate approve the revisions to the terms of reference for the Senate Committee on Admission, Re-Registration and Transfer.

      Motion: That Senate approve the revisions to the terms of reference for the Senate Committee on Libraries.

c. Senate Committee on Awards – Dr. Annalee Lepp, Chair

   i. New and Revised Awards

      Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the new and revised awards set out in the attached document as recommended by the Senate Committee on Awards:

      - Langford-Seaborne Scholarship (revised)
      - Margaret Ann (McIntyre) Tront Scholarship (new)
      - Donna Trenholm Staff Award in Humanities (revised)*
      - Frank Hori Foundation Scholarship (new)
      - Sharyl Yore Award (revised)*
      - Boehm Family Award for Excellence in Science (new)*
      - Howe/Docherty Rugby Award (new)*
      - Martin and Diana Hocking Scholarship in Chemistry (new)*
      - Martin Collis Undergraduate Bursary (revised)*

      * Administered by the University of Victoria Foundation
d. Senate Committee on Curriculum - Dr. Tim Haskett, Chair

i. Annual Report [SEN-FEB 7/14-6] ACTION

Motion: That Senate receive the 2013/2014 annual report of the Senate Committee on Curriculum for information.

ii. Curriculum Changes ACTION

Motion: That Senate approve the curriculum changes recommended by the Faculties and the Senate Committee on Curriculum for inclusion in the academic calendar.

Motion: That Senate authorize the Chair of the Senate Committee on Curriculum to make small changes and additions that would otherwise unnecessarily delay the submission of items for the academic calendar.

Note: The summaries of the curriculum changes from the faculties, as well as the complete curriculum submissions, have been posted on the Senate SharePoint site. The complete curriculum submissions can be reviewed in the Office of the University Secretary starting on Friday, January 31, 2014.

e. Senate Committee on Planning - Dr. Catherine Mateer, Chair

i. Renewal of the Centre for Forest Biology [SEN-FEB 7/14-7] ACTION

Motion: That Senate extend the renewal of Approved Centre Status for the Centre for Forest Biology until December 31, 2014.

7. PROPOSALS AND REPORTS FROM FACULTIES

8. PROPOSALS AND REPORTS FROM THE VICE-PRESIDENT ACADEMIC AND PROVOST

a. Enrolment Projections [SEN-FEB 7/14-8] ACTION

Motion: That Senate approve, and recommend to the Board of Governors that it approve, a projected annualized internal enrolment target of 17,628 FTE for the 2014/15 academic year, subject to revision in the event of new information regarding mandated growth, funding levels, and application rates.

9. OTHER BUSINESS

a. Ten-Year Sessional Calendar \textit{[SEN-FEB 7/14-10]}  
   \textbf{Motion:} That Senate approve the 2013-2023 Ten-Year Sessional Calendar.

b. 2014/2015 Academic Year Important Dates \textit{[SEN-FEB 7/14-11]}  
   \textbf{Motion:} That Senate approve the 2014/2015 Academic Year Important Dates calendar for submission to the 2014/2015 academic calendar.

c. 2013/14 Emeritus and Emerita \textit{[SEN-FEB 7/14-12]}  
   \textbf{Motion:} That Senate receive for information the 2013/2014 Emeritus and Emerita list for submission to the 2014/2015 academic calendar.

d. 2014/2015 Senate Meeting Dates and Other Important Dates \textit{[SEN-FEB 7/14-13]}  
   \textbf{Motion:} That Senate approve the 2014/2015 Senate Meeting Dates and Other Important Dates.

10. ADJOURNMENT
DRAFT MINUTES

A meeting of the Senate of the University of Victoria was held on January 10, 2014 at 3:30 p.m. in the Senate and Board Chambers, University Centre, Room A180.

1. APPROVAL OF THE AGENDA

Prof. Cassels introduced two amendments to the agenda – the deferral of remarks on the Naming of Facilities and Physical Assets Policy to the February 2014 meeting, and the addition of an item related to influenza risks under Reports and Proposals from the Vice-President Academic and Provost.

Motion: (S. Blackstone/M. Kennedy)
That the agenda be approved as amended.

CARRIED

2. MINUTES

Motion: (R. Lipson/J. Webber)
That the minutes of the open session of the meeting of the Senate held on December 6, 2013 be approved and that the approved minutes be circulated in the usual way.

CARRIED

3. BUSINESS ARISING FROM THE MINUTES

a. Report on Implementation of Percentage Grading

In response to the questions and concerns raised at the December 2013 Senate meeting, Dr. Mateer provided a report on the implementation of percentage grading. She reviewed the timeline for proposals that had come to Senate regarding percentage grading over the past couple of years. She also reminded members of Senate of the proposal recently approved to revise the undergraduate grading descriptors. Dr. Mateer acknowledged the concerns raised regarding grade inflation and deflation. She further acknowledged the need for instructors to revise grading instruments, criteria and evaluation tools in light of the revised percentage grading scale and descriptors. Dr. Mateer added that she recognized the additional pressure on instructors and students during the transition.

Dr. Mateer informed members of Senate that the Senate Committee on Academic Standards would be undertaking an analysis of grading trends, and recognized that the committee would have to take the impact of the grading scale transition into account.
Dr. Mateer said the university was now in phase two of the implementation of percentage grading. She said that beginning in Summer 2014, instructors will be required to submit percentage grades, which will appear on the transcripts along with comparative grading information.

Dr. Monahan commented on the challenges associated with changing evaluation tools for mathematical and quantitative grading. Dr. Mateer provided a few suggestions, recognizing that instructors will have to make adjustments to the way they think about grading and evaluation.

Dr. Burke commented that part of the problem was the university’s stated expectation that A range grades will be achieved by a minority of students. He noted that this had not been the case in recent years, and commented that a minority of grades now appeared in the B range. Dr. Burke said it was difficult to have a majority of grades in the B range when there was only a ten point range for these grades.

Dr. Webb noted that since 2005 the academic calendar had indicated that grades in the A range will be received by a minority of students. He said this was the case in many faculties, but acknowledged that the calendar statement was intended to serve in part as a statement of aspiration and expectation. Dr. Webb added that the calendar indicated that the largest number of grades, not the majority, was expected to be in the B range. He said the university had been looking to revise the range of B grades for some time because it was inconsistent with other universities. Dr. Webb said many of his colleagues were happy to see adjustments made to the B range because it allowed them to put students in the C range and acknowledge satisfactory work.

Dr. Gillis said there was no doubt that instructors would have to revisit marking scales. She said that, in part, the transition to the new percentage scale had been supported because the original proposal also eliminated the 9 point GPA scale. Dr. Gillis acknowledged the valid reasons for not continuing with that aspect of the proposal but said it does have an impact on students. She said it was going to take time for faculty members to make the necessary adjustments.

4. REMARKS FROM THE CHAIR

a. Campus Conversations

Prof. Cassels provided a report to Senate on his Campus Conversations Summary, which had recently been circulated to members of Senate and the broader university community.

Prof. Cassels reviewed the purpose of his campus conversations and the process undertaken to conduct them. He commented that the conversations had been a tremendously positive opportunity for him to rediscover and reconnect with the campus.

Prof. Cassels introduced the three general learnings he had taken away from his campus conversations – further focus and build on our particular strengths in education and research; develop more robust and transparent planning processes; and communicate and engage more effectively.

With respect to building on our strengths, Prof. Cassels shared five ideas for affirming UVic as a university of choice for outstanding students, faculty and staff. He focused on affirming the university’s social mission to our students and society; taking advantage of our right sized learning
community; building on our overall excellence in education and our particular strengths; building on our research excellence; and enhancing the working and learning community.

Prof. Cassels acknowledged the sustainability challenges being faced by UVic and universities in general. He said that, although UVic was in better shape than many universities, the university needed to be more transparent and robust in its planning processes.

Prof. Cassels spoke about the need for robust and continuing communication, both internally and with external community.

Prof. Cassels offered his thanks to those who had participated in the campus conversations and encouraged all members of Senate to review his summary report.

Dr. Purkis agreed with Prof. Cassels that the university could improve on the way it communicates with its partners. She added that it was important for the university to critically assess partnerships before entering into them, to ensure that partnerships are sustainable. Prof. Cassels agreed and pointed to some examples in his report that identified the need to consider a strategy related to partnerships.

With respect to a communications strategy, Dr. Stahl suggested it would be useful to engage and consult with the university’s partners while the strategy was still under development. Prof. Cassels acknowledged the ongoing need for mutual communications both internally and externally. He said he had also heard that the university needs to streamline processes, making communication both more robust and more efficient.

Dr. Tiedje asked how Prof. Cassels’ conclusions could be operationalized. Prof. Cassels shared a few thoughts regarding how faculties and departments could implement some of his ideas. He said that, with respect to education, faculties and departments could ask how they can be certain that every undergraduate and graduate student’s education is enriched by research. They could also ask how to ensure that every student has a substantial experiential opportunity. With respect to research, Prof. Cassels said departments and faculties could begin to think about how they will prepare to participate in the development of an institutional strategic research plan.

Dr. Diacu asked about the statements in the summary report regarding faculty salaries. He asked how this issue could be addressed, particularly in light of the upcoming faculty unionization vote. Prof. Cassels said his report acknowledged concerns regarding faculty salaries, which are lower than at comparator institutions. He said that UVic faculty salaries had historically been relatively low and that the impact of strict regulation of public sector compensation in BC in recent decades had been to exacerbate this. Prof. Cassels said that, in the short term, the public sector wage control regime would not change. He said the university had to think of creative ways to address salary concerns. If this was done and priorities were identified, Prof. Cassels thought that with some time, concerns could be addressed. He said he had also heard concerns from staff regarding inclusion and support and hoped to address these as well.

Prof. Cassels said he anticipated that a unionized environment would change relationships on campus and the way things are done, because it would involve a shift from a collegial model toward a more formal, industrial relations model of faculty relations. Whatever the outcome of the faculty unionization vote, Prof. Cassels said it was crucial to maintain the positive, collaborative
environment that is such an important feature of UVic. He said it would be his goal to maintain such an environment, whatever the outcome of the certification vote.

b. Other Matters

Prof. Cassels reported on recent acclamations to Senate and upcoming elections for faculty positions. He also reported on upcoming calls for nominations for positions on both Senate and the Board of Governors.

With respect to provincial matters, Prof. Cassels reported on a number of recent meetings with cabinet ministers.

On the federal front, Prof. Cassels reported that The Honorable Greg Rickford, Minister of State for Science and Technology and Federal Economic Development Initiative for Northern Ontario and Janet Walden, NSERC Chief Operating Officer had been on campus that morning to mark the recent announcement of a $4.4 million funding extension to the Ocean Networks Canada Innovation Centre.

Prof. Cassels commented on renovations to the University Centre cafeteria. Mr. Dunsdon provided some details on the renovations and said it was hoped that the new Mystic Market would open in September 2014. Dr. Kennedy asked if the University Centre washrooms would be renovated as part of this project. Mr. Dunsdon said they would not, but added that the need to renovate the washrooms had been identified and was being considered.

Prof. Cassels announced the appointment of a new Associate Vice-President Alumni and Development, Tom Szdnay. He also provided a brief update on the search for a new Vice-President Research.

Dr. Mateer announced the appointed of Dr. Aragon as the Acting Director of Technology Integrated Learning.

5. CORRESPONDENCE

There was none.

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Agenda and Governance

i. Annual Report

Motion: (K. Gillis/S. Blackstone)
That Senate receive the 2012/2013 annual report of the Senate Committee on Agenda and Governance for information.

CARRIED
ii. Revisions to the Terms of Reference for the Senate Committee on Continuing Studies and Senate Committee on Curriculum

Dr. Monahan asked for clarification regarding the number of voting members on the Senate Committee on Curriculum. Ms. Andersen confirmed that this number could change if a Faculty Curriculum Chair was also appointed Chair of the Senate Committee on Curriculum. She said that, although this would not be the norm, it was currently the case. Dr. Monahan suggested that the wording might need to be clarified on this point. Members of Senate agreed to vote on approval of the terms of reference, subject to Ms. Andersen making any necessary wording clarifications.

Motion: (M. MacDonald/K. Gillis)
That Senate approve the revisions to the terms of reference for the Senate Committee on Continuing Studies.

CARRIED

Motion: (M. Webb/K. Gillis)
That Senate approve the revisions to the terms of reference for the Senate Committee on Curriculum.

CARRIED

iii. Appointments to the Non-Academic Misconduct Appeal Board

Motion: (K. Gillis/J. Webber)
That Senate approve the appointments of Lucia Heffelfinger Orser and Gina Starblanket to the Non-Academic Misconduct Appeal Board in accordance with the Procedures for Appealing a Decision Made Under a Non-Academic Misconduct Proceeding, Resolution of Non-Academic Misconduct Allegations Policy (AC1300) to begin immediately and end on June 30, 2014.

CARRIED

b. Senate Committee on Awards

i. New and Revised Awards

Motion: (A. Lepp/P. Kostek)
That Senate approve, and recommend to the Board of Governors that it also approve, the new and revised awards set out in the attached document:

- Albert Hung Chao Hong Scholarships in International Business and Entrepreneurship (revised) *
- Ryszard Borzuchowski Scholarship (new) *
- Shirley M. Dawson Bursary (new) *
- Ten Mile Fine Arts Student Assistance Fund (revised)
• Gerald G. Few Bursaries (revised) *
  Michiko Warkentyne Scholarship in Japanese Studies (new)
• Dianne Bourne Memorial Bursary (revised) *

* Administered by the University of Victoria Foundation

CARRIED

c. Senate Committee on Planning

i. Renewal of the Centre for Biomedical Research

Motion: (R. Lipson/S. Blackstone)
That Senate approve, and recommend to the Board of Governors that it also approve, the renewal of Approved Centre Status for the Centre on Biomedical Research (CBR) for the five year period January 1, 2014 through December 31, 2018.

CARRIED

ii. Course-Based Master of Nursing

Motion: (M. Purkis/D. Capson)
That Senate approve, and recommend to the Board of Governors that it also approve, the establishment of a Course-Based Master of Nursing, as described in the document “Proposal to revised the Master of Nursing in Advanced Practice Nursing (MN), so that the MN APL option and MN NUED option become a Course-Based Master’s Program”, dated December 4, 2013, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

CARRIED

iii. Interdisciplinary Minor in Health and Society

Motion: (M. Webb/M. Purkis)
That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of an Interdisciplinary Minor in Health and Society, as described in the document “Interdisciplinary Minor in Health and Society (IMHS)”, dated June 2013, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval. Once Senate and the Board of Governors have approved the proposal, the proposal must be posted on the Ministry of Advanced Education website for peer review for a period of 30 days.

CARRIED
7. PROPOSALS AND REPORTS FROM FACULTIES

a. Faculty of Law

i. Governance Rules for Law Faculty Council Amendment

Motion: (J. Webber/M. MacDonald)
That Senate approve the revisions to Law Faculty Council Rules.
CARRIED

8. PROPOSALS AND REPORTS FROM THE VICE-PRESIDENT ACADEMIC AND PROVOST

a. Report on Quality Exercise

Dr. Tremblay reminded members of Senate of the 2012/13 quality exercise undertaken by the Provost’s Office. She said a summary of findings had been circulated to members of Senate and asked Dr. Mateer to report on the exercise.

Dr. Mateer provided a PowerPoint presentation on the results of and response to the quality exercise. Dr. Mateer reviewed the goals of the exercise, noting that each academic unit had been asked to indicate quality goals in three areas – quality of learning and teaching, quality of the student experience, and quality of research. She reviewed the common goals and themes that had emerged from the quality exercise, some of which included a widespread commitment to curricular review and redesign, the articulation of learning outcomes, integration of experiential learning, improved academic advising, integration of research and education, and enhancement of first year curriculum. Dr. Mateer provided an overview of the work being undertaken by units and the university as a whole regarding each of these common goals and themes. She reviewed next steps, which included integration with the academic program review process; moving from goals to outcomes and assessment; and the integration of the quality exercise into planning initiatives.

b. Procedures for Academic Accommodation and Access for Graduate Students with Disabilities

Prof. Cassels said he had spoken to Dr. Tremblay, Dr. Capson and Mr. Dunsdon. He suggested that this item be deferred to the February 2014 meeting. In the meantime, Prof. Cassels said comments on the procedures could be submitted by email.

Motion: (D. Baer/P. Driessen)
That Senate defer discussion of the Procedures for Academic Accommodation and Access for Graduate Students with Disabilities to the next scheduled Senate meeting.
CARRIED

c. Omnibus Motion in Response to Influenza Risks

Dr. Tremblay informed members of Senate that a proposal related to this item had been circulated at the beginning of the meeting. She said the proposal had been developed in response to the
rapidly changing situation regarding H1N1 influenza. As such, Dr. Tremblay said she had not had an opportunity to consult with the Senate Committee on Agenda and Governance regarding the proposal.
Dr. Tremblay said the situation on campus was being actively monitored. Prof. Cassels commented that this monitoring was not just with respect to academic issues. He said a committee chaired by Kane Kilbey, Associate Vice-President Human Resources had been struck to address issues across the campus.
Dr. Tremblay reminded members of Senate of the omnibus motion related to influenza risks passed in 2009 and said the same authority was being requested at this time. Dr. Tremblay said any large issues would be directed through the Senate committees, as appropriate.

Dr. Driessen asked how this proposed motion fit with the recently approved emergency protocol for Senate operations. Ms. Andersen quoted a sentence from the protocol, which states that “Some types of emergencies can be planned for in advance. In those cases any delegation of authority should be carried out in advance at scheduled meetings of Senate”.

Dr. Burke asked how adjustments to academic policy and regulations would be communicated to instructors. Dr. Tremblay said communications would happen through a variety of media, including memos, emails, and the website.

Dr. Wyatt commented that, over the holiday break, she had heard parents comparing universities based on their policies and practices regarding influenza and class attendance.

Mr. Bell asked what constituted a “substantial impact of influenza-related illness”. Dr. Mateer provided some examples, including where faculty members or teaching staff are ill.

In response to a question from Dr. Blackstone regarding the steps that will be taken across campus to address influenza, Prof. Cassels asked Mr. Kilbey to provide some information. Mr. Kilbey reported on the steps currently being taken in residence and other high traffic areas, as well as some plans for future action.

Motion: (R. Tremblay/M. Purkis)
That Senate approve an omnibus motion to allow the Provost to implement short-term adjustments to academic policy, regulations, and/or process that maybe required or deemed necessary by the Provost in response to a substantial impact of influenza-related illness on academic operations during the period January 10, 2014 through to April 30, 2014. Any adjustments made resulting from this motion would be reported to Senate at the next scheduled meeting of Senate and a summary report of all actions or adjustments made, if any, would be provided at the scheduled May 2, 2014 Senate meeting.

CARRIED

There being no other business, the meeting was adjourned at 5:05 p.m.
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<td>Tracie Smith</td>
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<td>Librarian. Elected by the Professional Librarians</td>
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<td>Ann Stahl</td>
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<td>Dean, Faculty of Engineering. Ex officio.</td>
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<td>Reeta Tremblay</td>
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<td>Vice-President Academic and Provost. Ex officio</td>
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<td>Victoria Wyatt</td>
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<td>Faculty of Fine Arts. Elected by the faculty members</td>
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MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA

Effective December 12, 2013

EX OFFICIO MEMBERS - University Act: Section 35 (2) (a-f)
Chancellor: Murray Farmer (31/12/14)
President and Vice-Chancellor: Jamie Cassels, Chair
V.P. Academic & Provost: Reeta Tremblay
V.P. Research: Howard Brunt
Dean, Peter B. Gustavson School of Business: Saul Klein
Dean of Education: Ted Riecken
Dean of Engineering: Thomas Tiedje
Dean of Continuing Studies: Maureen MacDonald
Dean of Fine Arts: Sarah Blackstone
Dean of Graduate Studies: David Capson
Dean of Humanities: John Archibald
Dean of HSD: Mary Ellen Purkis, Vice-Chair
Dean of Science: Robert Lipson
Dean of Social Sciences: Peter Keller
University Librarian: Jonathan Bengtson

MEMBERS ELECTED BY THE FACULTIES - Section 35 (2) (g)
BUSI: Rebecca Grant (30/6/16)
Brock Smith (30/6/15)
EDUC: Carolyn Crippen (30/6/16)
Mary Kennedy (30/6/14)
ENGR: Peter Driessen (30/6/16)
Nikolai Dechev (30/6/14)
FINE: Patricia Kostek (30/6/15)
Lianne McLarty (30/6/16)
GRAD: Sara Beam (30/6/16)
John Walsh (30/6/14)
HUMA: Abdul Roudsari (30/6/15)
Esther Sangster-Gormley (30/6/16)
HUMS: Annalee Lepp (30/6/16)
Laura Parisi (30/6/15)
LAWF: Gillian Calder (30/6/14)
Mark Gillen (30/6/16)
SCIE: Robert Burke (30/6/14)
Florin Diacuc (30/6/14)
SOSC: Rosaline Canessa (30/6/15)
Michael Webb (30/6/14)

MEMBERS ELECTED BY THE FACULTY MEMBERS - Sections 35 (2) (g)
Janni Aragon – SOSC (30/6/15)
Doug Baer – SOSC (30/6/14)
Sikata Banerjee – HUMS (30/6/16)
Alison Chapman – HUMS (30/6/15)
Kathryn Gillis – SCIE (30/6/14)
Reuven Gordon – ENGR (30/6/14)

MEMBERS ELECTED BY THE FACULTY MEMBERS (continued)

MEMBERS ELECTED BY THE FACULTY

MEMBERS ELECTED FROM THE STUDENT ASSOCIATION – Section 35 (2) (h)
Pavan Arora (GRAD) (30/6/14)
Rachel Barr (SOSC) 
Peter Bell (GRAD) 
Jared Burnett-McCreery (ENGR) 
Nadia Hamdon (SOSC) 
Matthew Hammer (HUMS) 
Susan Karim (EDUC) 
Bowen Macy (SOSC) 
Kelsey Mech (SCIE) 
Lucia Heffelfinger Orser (HUMS) 
Yianni Pappas-Acreman (LAW) 
Emily Rogers (HUMA) 
Gina Starblanket 
Nick Tang (SCIE) 
TBA (BUSI) 
TBA (FINE)

MEMBERS ELECTED BY THE CONVOCATION - Section 35 (2) (i)
Nav Bassi (31/12/14)
Linda Hannah (31/12/14)
Robyn Lanning (31/12/14)
Cathy McIntyre (31/12/14)

ADDITIONAL MEMBERS - Section 35 (2) (k)
Head, Division of Medical Sciences: Oscar Casiro
Member elected by the Professional Librarians:
Tracie Smith (30/06/15)
Continuing Sessional: Alicia Ulysse (30/06/14)

SECRETARY OF SENATE - Section 64 (2)
University Secretary: Julia Eastman

BY INVITATION - Seated with specified speaking rights
Assoc. V.P. International – Andrew Marton
Assoc. V.P. Student Affairs: Jim Dunsdon
Assoc. V.P. Academic Planning: Catherine Mateer
Registrar: Lauren Charlton
Associate University Secretary: Carrie Andersen

Last updated: 12/17/2013
Attached for information is Policy BP3100 with tracked changes highlighting changes that were approved by the Board of Governors last spring. A summary is provided below and I look forward to providing more information at the Senate meeting.

In addition to Functional, Honorific and Philanthropic naming categories, the category of Time-Limited was added to allow for naming opportunities associated with corporate sponsorships. Philanthropic gifts and sponsorship differ in their philosophical underpinnings as philanthropy is a gift, with no specific recognition and exposure required, and sponsorship is a contractual relationship focused on furthering a corporation’s marketing and business objectives and developing mutual partnerships.

The catalyst for adding the time-limited category last spring was the need to secure corporate sponsorship dollars that were included as part of the CARSA fundraising strategy approved by the Board in June 2011. The time-limited category provides the opportunity for corporate sponsorship through onsite marketing in the naming of specific parts of the CARSA building that could generate annual revenue from a well-defined package of marketing rights and benefits. Based on experience so far in fundraising efforts for CARSA, we have evidence that there are more opportunities for fundraising through corporate sponsorship than through more traditional philanthropic approaches.

This policy change supports and is consistent with the strategic plan objective 33 to further diversify our funding through philanthropy from individuals, corporations and foundations and building further strategic partnerships with the private sector that will help us to achieve our goals.

In general, and in accordance with the naming policy BP3100, philanthropic gifts would come from private individuals, and time-limited sponsorship would be expected from corporations or business entities. The policy allows for organizations to be considered for philanthropic recognition. If this arises we would look for a blended naming opportunity which meets both criteria and includes both philanthropic gifts and corporate investment within a single proposal.

Due diligence will be taken with both philanthropic gifts and sponsorship agreements to ensure the relationship is authentic and relevant to all parties. There is a pre-approval process in place, depending on financial levels, prior to approaching prospects. Once interest and capacity is confirmed, endorsement and approval will be necessary from the Vice-President External Relations, the Executive, the President’s Advisory Committee on the Naming of Facilities and Physical Assets, the President, and the Board of Governors. The University Secretary will simultaneously ensure the necessary approvals regarding any naming have been granted in accordance with the Government of British Columbia’s Naming Privileges Policy.

Attachment: Policy BP3100 Naming of Facilities and Physical Assets (with tracked changes)
PURPOSE

1.00 This policy provides consistent principles for the naming of university Facilities and Physical Assets.

DEFINITIONS

2.00 Facilities include but are not limited to all or portions of: buildings, rooms, wings, physical structures, halls, laboratories, foyers, atria, lounges, recreation areas, athletic facilities, residences and lounges that the university may wish to name from time to time.

3.00 Functional means the actual purpose for which a Facility or Physical Asset is designed for, or the particular function to which it is suited.

4.00 Honorific means bestowing honour or respect in recognition of individuals who have made substantial or long-term contributions to the university.

5.00 Philanthropic means the act of philanthropy; gifts to the university which have real or in-kind monetary value.

6.00 Time-limited means naming in recognition of sponsorship, or other, support to the University which has real or in-kind monetary value.

7.00 Physical Assets include but are not limited to all or portions of: major pieces of equipment, roads, parking lots, walkways, fields, parks, gardens, monuments or other major physical resources that the university may wish to name from time to time.

JURISDICTION/SCOPE

8.00 This policy applies to the naming of university Facilities and Physical Assets.

POLICY
General Principles

9.00 Naming recommendations may originate from any member of the university community.

10.00 The university will follow transparent and consistent processes in the naming of its Facilities and Physical Assets.

11.00 The naming of Facilities and Physical Assets shall be in accordance with applicable legislation and policies.

12.00 The names of Facilities or Physical Assets shall be compatible with the strategic direction, vision, mission and values of the university and shall preserve the university's integrity.

13.00 No commitment shall be made by a member of the university regarding the naming of a Facility or Physical Asset until the proposal is approved by the requisite approval authority.

14.00 Naming will normally be for the useful life of the Facility or Physical Asset unless it is Time-Limited or an alternate arrangement is made.

15.00 The university will only name Facilities or Physical Assets after current public officials, current university employees, or current members of the Board of Governors in exceptional circumstances.

Advisory Committee on Naming Facilities and Physical Assets

16.00 To carry out this policy, the President shall establish an Advisory Committee on Naming Facilities and Physical Assets (Advisory Committee).

16.01 The Advisory Committee is comprised of:
   (a) the President, chair (ex officio);
   (b) two members of the Board of Governors appointed by the board chair, one of whom must be a student;
   (c) one staff member appointed by the President.
   (d) two faculty members appointed by the President;
   (e) the President, Alumni Association (or designate) (ex officio);
   (f) the Executive Director, Facilities Management (ex officio);
   (g) the Vice-President Finance and Operations (or designate) (ex officio);
   (h) the Vice-President External Relations (ex officio);
   (i) the Associate Vice-President Alumni and Development (ex officio); and
   (j) the University Secretary (or designate), secretary to the Advisory Committee (ex officio);
16.02 Normally, appointments for non-student members will be for two years and appointments for student members will be for one year.

16.03 Normally, appointed Advisory Committee members will serve a maximum of two consecutive terms.

Interim Names
17.00 Once the Functional purpose for a Facility or Physical Asset has been confirmed, interim names for Facilities or Physical Assets under development, construction or renovation shall not be assigned without prior endorsement from the Advisory Committee except where Facilities Management requires an interim name for planning purposes.

Naming Classifications
18.00 The university may name Facilities or Physical Assets:
   • for Functional purposes;
   • for Honorific purposes in recognition of distinguished members of the university community;
   • in recognition of Philanthropic support; or
   • for Time-limited purposes in recognition of sponsorship, or other, support.

Functional Naming
19.00 Proposals for naming a Facility or Physical Asset for Functional purposes shall be submitted in accordance with the associated procedures.

20.00 The President, acting on the recommendations of the Advisory Committee, may approve the naming of a Facility or Physical Asset where the name is solely Functional.

Honorific Naming
21.00 Proposals for naming a Facility or Physical Asset for Honorific purposes shall be submitted in accordance with the associated procedures.

22.00 For the purpose of naming a Facility or Physical Asset for Honorific purposes, the use of names of individuals shall be reserved to honour individuals who:
   • have made exceptional or long-term contributions to the development or status of the university; or
   • the university deems appropriate to recognize in memoriam.

23.00 After consulting with the Advisory Committee, the President may recommend that the Board of Governors approve the naming of a Facility or Physical Asset for Honorific Purposes after a distinguished person or persons.

Philanthropic Naming
24.00 Proposals for naming a Facility or Physical Asset for Philanthropic purposes shall be submitted in accordance with the associated procedures.
25.00 The naming of a Facility or Physical Asset in recognition of Philanthropic support shall be reserved to honour substantial contributions to the development or status of the university made through appropriate gifts.

25.01 The university's preference is to name Facilities or Physical Assets in recognition of Philanthropic support after individuals.

25.02 Philanthropic namings for organizations may be considered.

26.00 After consulting with the Advisory Committee, the President may recommend to the Board of Governors the naming of a Facility or Physical Asset for Philanthropic purposes where a gift or bequest is made to the university that:
   - represents all or an appropriate portion of the cost;
   - is central to the completion of the Facility or Physical Asset; or
   - could be recognized through the re-naming of an existing Facility or Physical Asset.

27.00 Naming opportunities plans and proposals must be submitted and receive appropriate approvals in accordance with the associated procedures prior to implementation.

28.00 Recognition extended for a donation received will be honoured in accordance with written agreements made with the donor(s) subject to the required approvals as set out in the associated procedures.

28.01 Individuals negotiating on behalf of the university are responsible for advising potential donors that the acceptance of any Philanthropic donation involving a proposal to name a Facility or Physical Asset is conditional upon final approval of the naming by the Board of Governors.

29.00 Funding requirements for naming a Facility or Physical Asset for Philanthropic purposes are established by the Associate Vice-President Alumni and Development, or the office of Corporate Relations, as appropriate, and reviewed by the Vice-President External Relations prior to submission to the President for approval.

**Time-limited Naming**

30.00 Proposals for naming a Facility or Physical Asset and a Naming Opportunities Plan for Time-limited purposes shall be submitted in accordance with the associated procedures prior to implementation. Due diligence must be undertaken to ensure prospects, and their business practices, are in alignment with the university’s mission; vision; and values.

31.00 For the purpose of naming a Facility or Physical Asset for Time-limited purposes, an organization must currently have a positive relationship with the University and/or the region or be an organization that has the potential to have a positive relationship with the University and/or the region.
32.00 No Time-limited name will be approved that will imply the University’s endorsement of a commercial product. This does not preclude a naming with the name of a company that manufactures or distributes commercial products.

33.00 After consulting with the Advisory Committee, the President may recommend that the Board of Governors approve the naming of a Facility or Physical Asset for Time-limited purposes.

Renaming a Facility or Physical Asset

34.00 The university will only consider renaming a Facility or Physical Asset that has been named for Honorific or Philanthropic purposes under exceptional circumstances including where:
- the primary usage or occupancy of the Facility or Physical Asset has changed;
- the Facility or Physical Asset will no longer be used;
- the Facility or Physical Asset has been substantially altered;
- subsequent circumstances pertaining to an individual or organization that a Facility or Physical Asset has been named after contradicts the university’s mission, vision, or values or brings its reputation into disrepute; or
- other exceptional circumstances occur where re-naming or revoking a name is warranted.

35.00 The University may re-name Facilities or Physical Assets named for Time-limited purposes at the expiration of the term, or in the event of revocation or mutually agreed cancellation.

36.00 The Board of Governors shall approve the re-naming of Facilities or Physical Assets for Honourific, Philanthropic or Time-Limited purposes in accordance with the associated procedures.

37.00 Where appropriate, individuals (or organizations) whom the Facility or Physical Asset were previously named after shall be recognized.

38.00 Where a Facility or Physical Asset is proposed for re-naming, reasonable efforts shall be made in advance to inform the original namesake or next-of-kin, as appropriate.

39.00 A proposal to re-name or to add an additional name to a Facility or Physical Asset shall adhere to the same principles and process as set out in this policy and its associated procedures.

Confidentiality of Naming Proposals

40.00 All naming request proposals shall be treated as confidential by all involved in the process until the naming is publicly announced by the university. Announcements regarding the naming shall be held only after final approval of the proposed name is confirmed.

Signage

41.00 Signage recognizing the naming of a university Facility or Physical Asset shall generally be of uniform design and in accordance with university policies and standards applicable to signage.
41.01 Signage or other methods associated with the naming of a Facility or Physical Asset shall not impact the quality, integrity, or safety of any associated area, Facility, property or land.

41.02 Signage associated with the Time-limited naming of a Facility or Physical Asset may include an organization’s logo as part of the design. Development of signage will be in accordance with the associated procedures.

Management of Naming Records
42.00 The University Secretary shall keep records of all naming proposals and decisions.

43.00 Facilities Management shall maintain an inventory of all named Facilities and Physical Assets.

44.00 A copy of all gift and sponsorship agreements involving naming recognition shall be maintained in a central repository managed by the Development Office.

AUTHORITIES AND OFFICERS
i) Approving Authority: Board of Governors
ii) Designated Executive Officer: President
iii) Procedural Authority: President
iv) Procedural Officer: University Secretary/Vice-President External Relations

RELEVANT LEGISLATION
University Act

RELATED POLICIES AND DOCUMENTS
Donations and Fundraising Policy (ER4105)
Policy for the Establishment of Endowed and Term Chairs and Professorships (AC1100)
Exterior Signs Policy (BP3115)
Interior Signs Policy (BP3120)
Student Awards Policy (AC1130)
British Columbia Government Naming Privileges Policy

Associated Procedures
Procedures for the Submission, Review and Approval of Proposals for Naming Facilities or Physical Assets
Procedures for Re-naming or Revoking the Name of a Facility or Physical Asset
Procedures for Implementing Names of Facilities and Physical Assets

Administrative Forms
Naming Opportunities Plan
Naming Request Proposal
Minimum Funding Requirements for Naming Opportunities
Memo

Date: January 21 2014

To: Members of Senate

From: Adam Monahan
   Chair, Senate Committee on Admission, Re-registration, and Transfer (SCART)

Re: Proposed changes to BSc Computer Science admission requirements

At the November 21, 2013 meeting of SCART, a proposal from the Faculty of Engineering to introduce a minimum grade of 65% in Pre-calculus 12 (or equivalent) for admission to the BSc Computer Science program was considered. The Committee voted in favour of recommending this change to Senate. No concerns with this proposed change were raised in consultations with the Senate Committee on Academic Standards (which considered the proposed change at its January 16, 2014 meeting). Attached are a memo from Dr. Tiedje, Dean of Engineering, discussing the rationale for this proposed change and the memo from SCAS acknowledging consultation.

Recommended Motion:

That Senate approve the introduction of a minimum grade of 65% in Pre-calculus 12 (or equivalent) for admission to the Bachelor of Science in Computer Science program, effective May 1, 2014.
November 2013

Proposal

The Faculty of Engineering proposes to introduce a new requirement, namely a minimum grade of 65% in Pre-calculus 12 (or equivalent) for admission to the Bachelor of Science program in Computer Science in the Faculty of Engineering.

Rationale

The proposed change is to the minimum grade below which admission to the Bachelor of Science in Computer Science would not be considered. Currently there is no minimum grade specified for Pre-calculus 12.

Introducing a minimum grade requirement of 65% is expected to have a minimal effect on admission numbers. For high school graduates admitted to the Bachelor of Science program in Computer Science in 2012 only 4 had grades in Pre-calculus 12 less than 65%. All of these students failed math at UVic and one did not take math.

Increasing the mathematics grade required for admission will improve transparency by giving prospective students and their high school counselors a more accurate idea of the academic qualifications required to succeed in Computer Science. The Computer Science program has 7 required math courses. The first course in this sequence, MATH 100, requires a grade of 73% in high school Pre-calculus 12 for admission. Students with less than 73% must successfully complete MATH 120 first.

The minimum grade in Pre-calculus 12, for admission to the Bachelor of Engineering and Bachelor of Software Engineering programs in the Faculty of Engineering is 73%. The Faculty of Engineering wishes to facilitate student mobility between the Bachelor of Science in Computer Science program and the Bachelor of Software Engineering programs. The introduction of a 65% minimum grade in Pre-calculus 12 is a small step in this direction. Last year the Faculty of Science introduced a minimum grade of 60% in Pre-calculus 12 for admission to theFaculty of Science. It is appropriate for Computer Science to have a somewhat higher minimum grade in Pre-calculus 12 because Computer Science is more mathematics intensive than most science programs, with 7 required mathematics courses, as noted above.

Recommended Motion

*That Senate approve the introduction of a minimum grade requirement of 65% in Pre-calculus 12 (or equivalent) for admission to the Bachelor of Science in Computer Science program, effective May 1, 2014.*
At its meeting on January 16, 2014, the Senate Committee on Academic Standards considered the proposal from the Senate Committee on Admission, Re-registration and Transfer regarding revisions to the Faculty of Engineering’s admission requirements. This is to confirm that members of the committee had no concerns with the academic standards aspects of the proposal.
The Senate Committee on Agenda and Governance met on January 24, 2014 to consider revisions to the terms of reference for the Senate Committee on Admission, Re-registration and Transfer and the Senate Committee on Libraries. Details of the proposed revisions are set out in the attached documents.

**Recommended Motions**

*That Senate approve the revisions to the terms of reference for the Senate Committee on Admission, Re-registration and Transfer.*

*That Senate approve the revisions to the terms of reference for the Senate Committee on Libraries.*

Respectfully submitted,

July 2013

2013/14 Senate Committee on Agenda and Governance
Jamie Cassels, Chair
Peter Bell, student senator
Robert Burke, Science
Julia Eastman, University Secretary
Kathy Gillis, Science
Robbyn Lanning, Convocation senator
Reuven Gordon, Engineering
Mary Ellen Purkis, Human and Social Development
Tracie Smith, Library
Reeta Tremblay, Vice-President Academic and Provost
Michael Webb, Social Sciences
Carrie Andersen (Secretary)
Memo

Date: December 20, 2013

To: Senate Committee on Agenda and Governance

From: Adam Monahan
    Chair, Senate Committee on Admission, Re-registration, and Transfer (SCART)

Re: Proposed changes to the SCART terms of reference

As part of the initiative recently undertaken by the Office of the University Secretary to update and rationalize the terms of reference of Senate committees, the Senate Committee on Admission, Re-registration, and Transfer (SCART) considered the attached proposed revisions to its terms of reference at its December 12 meeting. The proposed changes were approved by the Committee at this time. The Committee recommends the following motion:

That the Senate Committee on Admission, Re-registration, and Transfer approve, and recommend to Senate Committee on Agenda and Governance that it approve, the revised terms of reference for the Senate Committee on Admission, Re-registration, and Transfer.

Respectfully submitted,

2013/2014 Senate Committee on Admission, Re-Registration, and Transfer
Date: 21 August 2013
To: Senate Committee on Admissions, Re-registration and Transfer
From: Carrie Andersen
   Associate University Secretary
Re: Revisions to the Committee Terms of Reference

Until now, the terms of reference of the Senate standing committees have been revised and presented to Senate for approval on a needs basis. Due to the ad hoc nature of those revisions over the past years, some of the Senate committee terms of reference are not consistent in their language, structure and format. Over the summer my office has worked to revise the terms of reference for each committee in order to standardize the language, structure and format, where appropriate. The revised terms of reference are attached for consideration and approval by the committee. Additional revisions have been made since the committee last reviewed proposed revisions to the terms of reference. The original proposed revisions are also included in this draft. Once approved by the committee, the revised terms of reference will be submitted to the Senate Committee on Agenda and Governance for approval and recommendation to Senate.

Aside from formatting and structural changes, other key changes include:

- The addition of a statement that meetings of Senate standing committees are normally closed.
- The addition of voting status of all committee members to the membership list.
- Removal of the convocation senator from the composition. There are only four senate members elected by the convocation and it is important to have them serve on committees where they can add the most value.

Recommended motion

THAT the Senate Committee on Admissions, Re-registration and Transfer approve, and recommend to Senate Committee on Agenda and Governance that it approve, the revised terms of reference for the Senate Committee on Admissions, Re-registration and Transfer.
SENATE COMMITTEE ON ADMISSION, RE-REGISTRATION AND TRANSFER
TERMS OF REFERENCE

Mandate

The Committee shall:

1. Inform itself about the work of the Office of the Registrar and advise on the granting of admission, re-registration and transfer of credit in such a way that consistency of policies is maintained and the office is enabled to carry out its duties fairly and expeditiously.

2. Rule on applications for admission, re-registration and transfer of credit which are made under exceptional circumstances or special access categories as defined in the Calendar regulations adopted by the Senate from time to time. The Committee may delegate its authority to approve an admission or re-registration in such circumstances to the Office of the Registrar, but shall consider all cases which that Office does not find clearly acceptable.

3. Rule on appeals regarding decisions made and the application of calendar regulations in the Office of the Registrar regarding admission, re-registration and transfer of credit.

4. After consultation with the Senate Committee on Academic Standards, recommend to the Senate regarding the appropriate policies and procedures to be used in granting admission, re-registration and transfer of credit to students.

5. Advise the Senate on any university regulation, procedure or practice related to admission, re-registration or transfer that in the view of the Committee needs review and revision.

6. Senate standing and ad hoc committee meetings are normally closed. A committee may determine that the whole or part of any committee discussion or document presented to the committee shall be held in confidence.

7. Committee documentation and discussions regarding appeals shall be held in confidence.

Composition

The Committee shall consist of the following voting members appointed by the Senate on the recommendation of the Senate Committee on Nominations and Committee Governance:

- six (6) regular faculty members, one of whom shall serve as Chair of the Committee, and one of whom shall serve as Vice-Chair (voting)
- the President or nominee (ex officio, voting)
- five (5) regular faculty members
- one (1) of the Senators elected by the Convocation (voting)
- two (2) student members of Senate (voting)
- one (1) student appointed upon nomination by the UVSS (voting)

The Committee shall have the following ex officio (non-voting) members:

- the Associate Dean, Academic Advising (Faculties of Science, Social Sciences, and Humanities) (ex officio)
officio, non-voting)
• the Director or equivalent of an Advising Centre from a faculty other than Humanities, Science and Social Sciences, or designate (ex officio, non-voting)
• the Director of Counselling Services or designate (ex officio, non-voting)
• the University Registrar (ex officio, non-voting)
• the Associate Registrar (ex officio, non-voting)
• the University representative to the B.C. Council on Admission and Transfer, Transfer and Articulation Committee (ex officio, non-voting)

Total membership - 16 (10 voting members)

The secretary of the committee is a representative from the Office of the Registrar.

Committee Procedures

8. A quorum for a meeting of the Committee shall be four of the voting members with at least half the voting members present being faculty members.

8-9. At each meeting, the Committee shall deal with any pending appeals prior to considering other business.

10. For each appeal, an individual from the Office of the Registrar who is familiar with the specifics of the appeal shall be present to provide information of record to the Committee.

9-11. The Committee may defer an appeal decision pending receipt of more information and may request additional documentation from the appellant.

12. The Committee shall determine its decision regarding an appeal by voting. A simple majority of the voting members present must be in favour for an appeal to be granted (a tie vote fails).

13. The Vice-Chair shall chair the Committee in the event the Chair is absent or has a conflict of interest with an appellant.
A record of the minutes of meetings and decisions made by the Committee shall be kept in the Office of the Registrar as well as a record of policy decisions to support consistency in its decisions.

Annual Report to Senate

a. The Chair of the Committee shall make an Committee’s annual report to Senate in December containing the following information:

i) a summary of the number of appeals heard by general category together with the number of appeals accepted and the number rejected,

ii) a summary of any other business conducted by the Committee including matters that may have been referred to the Committee for opinion or recommendations that the Committee may have made regarding University policy and procedures.

Appeal Procedures

a. A student or applicant wishing to appeal a decision to the Committee shall complete a Notice of Appeal Form and provide supporting documentation. Should the Office of the Registrar deem that the appeal lacks sufficient supporting documentation, the appellant will be notified and provided the opportunity to supplement the appeal before it goes to the Committee.

b. Normally, grounds for appeal are limited to:

i. significant physical affliction or psychological distress documented by a physician or other Health care professional;

ii. evidence of incorrect advice or errors of administration by authorized University personnel, with evidence that the appellant's studies were adversely affected;

iii. documented significant distress, or documented significant responsibility as a caregiver, as a result of an immediate member of the family suffering from serious trauma or illness.

c. Dissatisfaction with University regulations, or disagreements concerning the evaluation of admissibility (e.g. calculation of g.p.a., questions regarding English proficiency) or failure to meet published deadlines will not constitute grounds for appeal.

d. An appeal is decided based on the written documentation provided and the appellant's academic record. There is no personal appearance by the appellant before the Committee.

e. The Committee will consider all the documentation presented and will make a final decision on the application. The decision may be appealed to the Senate Committee on Appeals only on the grounds of specific procedural error.
Date: 21 August 2013  
To: Senate Committee on Libraries  
From: Carrie Andersen  
Associate University Secretary  

Re: Revisions to the Committee Terms of Reference

Until now, the terms of reference of the Senate standing committees have been revised and presented to Senate for approval on a needs basis. Due to the *ad hoc* nature of those revisions over the past years, some of the Senate committee terms of reference are not consistent in their language, structure and format. Over the summer my office has worked to revise the terms of reference for each committee in order to standardize the language, structure and format, where appropriate. The revised terms of reference are attached for consideration and approval by the committee. Once approved by the committee, the revised terms of reference will be submitted to the Senate Committee on Agenda and Governance for approval and recommendation to Senate.

Aside from formatting and structural changes, other key changes include:

- The addition of a statement that meetings of Senate standing committees are normally closed.
- The addition of voting status of all committee members to the membership list.
- Revisions to the composition to combine the first two categories and remove reference to selecting representatives from the departmental/school library committees as it does not reflect current practice across campus.

**Recommended motion**

*THAT the Senate Committee on Libraries approve, and recommend to Senate Committee on Agenda and Governance that it approve, the revised terms of reference for the Senate Committee on Libraries.*
As part of the process of updating the terms of reference of Senate standing committees, the Senate Committee on Libraries has reviewed the revisions of August 2013 proposed by the Office of the University Secretary.

The proposed changes were approved by the Committee at the meeting of October 10, 2013. The Committee recommends the following motion:

That the Senate Committee on Libraries approve, and recommend to Senate Committee on Agenda and Governance that it approve, the revised terms of reference for the Senate Committee on Libraries.

Respectfully submitted,

Chair, Senate Committee on Libraries
SENATE COMMITTEE ON LIBRARIES
TERMS OF REFERENCE

The Committee shall:

1. Advise the University Librarian on matters relating to the operation of the Libraries and acts as the liaison between the Libraries and academic units and programs. The areas of advice include but are not limited to the following:
   - communication between the Libraries and academic units;
   - review of the Libraries’ strategic plan and annual priorities;
   - review of major changes in Libraries’ systems or operations;
   - review of Libraries’ performance data.

2. Advise the Vice-President Academic and Provost annually on issues facing the Libraries.

3. Recommend changes to Senate in rules and regulations for the operation of the Libraries.

4. Reports to Senate annually concerning its activities and the operation of the Libraries.

The Senate Committee on the Libraries normally meets monthly between October and June. Special meetings may be called by the Chair.

Senate standing and ad hoc committee meetings are normally closed. A committee may determine that the whole or part of any committee discussion or document presented to the committee shall be held in confidence.

Composition

- 12 faculty members representing the faculties and divisions (at least 2 of whom shall be senators of Senate) (voting)
- 11 members – a representative from the departmental/school library committees including Continuing Studies, as determined by each faculty or division according to its procedures (voting)
- 1 representative of the Island Medical Program (voting)
- 1 representative of the 1 research centre director, selected by the Council of Centre Directors (voting)
- 2 students, including 1 undergraduate student and 1 graduate student, at least one of whom must be a student member of Senate—1 student senator and the other from either the GSS/UVSS, depending on the faculty of the student senator (voting)
- 1 Librarian selected by the Faculty Association Librarians’ Committee (FALC) (voting)
- the University Librarian (ex officio, voting)
- the Associate University Librarian, Reference and Collections Services (ex officio, voting)
• the Associate University Librarian, Law (ex officio, voting)
• the President or nominee (ex officio, voting)
• the Chief Information Officer (ex officio, voting)

Total membership = 21 (21 voting members)

The secretary of the committee is a representative from the Office of the University Librarian.

Approved by Senate April 12, 1967
Revised January 19, 1972
Revised September 11, 1985
Revised March 2, 1994
Revised October 6, 1999
Revised May 7, 2004
Revised May 4, 2007
TO: Secretary of Senate  
   University Secretary’s Office  

DATE: January 22, 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

LANGFORD-SEABORNE SCHOLARSHIP (REVISED)  
One or more scholarships are awarded to Snuneymuxw First Nations students with the highest GPA entering or continuing in the Master of Public Administration program. In the event there is no such candidate, preference will be given to a Snuneymuxw student in any graduate program at the University of Victoria. If no Snuneymuxw graduate student is found, the scholarship will be awarded to a Snuneymuxw student entering or continuing in any undergraduate program. Selection of the graduate recipient(s) will be made by the Graduate Awards committee. Selection of the undergraduate student will be made by the senate committee on awards. Graduate students must submit an application form to the Faculty of Graduate Studies dean’s office by February 15th. Application forms are available for undergraduate students from Student Awards and Financial Aid and must be submitted not later than September 15th.

A scholarship of $750 is awarded to a graduate student in the School of Public Administration who is a member of the Snuneymuxw First Nation. If no Snuneymuxw student in the School of Public of Administration, the award may be given to any graduate student who is a member of the Snuneymuxw First Nation in any program. If no Snuneymuxw students, the award may be to a graduate student who is a member of any other Vancouver Island First Nation community or Vancouver Island chartered Metis community in any program. If there are no graduate students eligible, it may go to an undergraduate student in the same order. Graduate students must submit an application form to the Faculty of Graduate Studies dean’s office by May 31st. Undergraduate students can apply by completing the online application starting in April each year.
MARGARET ANN (MCINTYRE) TRONT SCHOLARSHIP (NEW)
A scholarship is awarded to an academically outstanding undergraduate student studying piano in the School of Music.

DONNA TRENHOLM STAFF AWARD IN HUMANITIES* (REVISED)
One or more awards are given to students who are members of CUPE 951 at the University of Victoria who hold a regular appointment and are taking one or more courses offered by the Faculty of Humanities. Students will be chosen based on the highest cumulative grade point average on all courses taken at the University of Victoria. Applications are available from the Office of the Dean, Faculty of Humanities and must be submitted by June 30th. Applicants must complete the online application by May 31.

FRANK HORI FOUNDATION SCHOLARSHIP (NEW)
Two scholarships of $5,000 each are awarded to one female and one male academically outstanding undergraduate or graduate student of Japanese ancestry entering or continuing at the University of Victoria. Entering undergraduate students can be from a secondary school in Canada or transferring from any Canadian college. Applicants must show evidence of financial need. Undergraduate students must apply online by May 31st. Graduate students must submit an application form to the Dean’s Office, Faculty of Graduate Studies, by May 31st.

SHARYL YORE AWARD* (REVISED)
One or more awards are given to members of the University of Victoria Office, and Technical and Child Care staff who hold a regular appointment, have completed their probationary period and are taking classes in order to pursue a UVic degree, diploma or certificate. First preference will be given to Exempt staff and second preference is given to members of CUPE 951 whose tuition and book costs are not fully covered by benefits received from the Career Development Fund. Preference will be given to recipients closest to completing their degree, diploma or certificate. This award will not be given to the same individual in successive years. Applications are available from Student Awards and Financial Aid and must be submitted by March 31. Applicants must complete the online application by May 31.

BOEHM FAMILY AWARD FOR EXCELLENCE IN SCIENCE* (NEW)
One or more students in the honours program in the Faculty of Science will be awarded the Boehm Family Award for Excellence in Science. The successful students will be selected through an adjudication process established by the Dean's Office in conjunction with the annual honours presentation event.
HOWE/DOCHERTY RUGBY AWARD* (NEW)
One or more awards are given to undergraduate or graduate students who compete on the Vikes men’s varsity rugby team at the University of Victoria. Eligible students must meet all Canadian Interuniversity Sport (CIS) eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria by the Director of Athletics & Recreation in consultation with the Varsity Head Coach and the Manager of Athletics. Preference will be given to students who show involvement in the community and are from the Greater Victoria area.

MARTIN AND DIANA HOCKING SCHOLARSHIP IN CHEMISTRY* (NEW)
One or more undergraduate scholarships of $1,000 are awarded to academically outstanding students in the Department of Chemistry. Preference will be given, in descending order of priority, to a student who has:

a) enrolled in the Chemistry Co-operative Program and/or
b) demonstrated commitment to ongoing voluntary service in the community and/or
c) demonstrated leadership by contributing to the social and academic environment within the Department of Chemistry.

MARTIN COLLIS UNDERGRADUATE BURSARY* (REVISED)
One or more bursaries are awarded to undergraduate single-parent students who are the primary caregivers of one or more children, and with preference to students enrolled in Recreation and Health Education, Faculty of Education.

Lori Nolt

2013/2014 Senate Committee on Awards
A. Lepp (Chair), L. Nolt (Secretary), P. Arora, A. Baniasadi, K. Barnes, A. Cirillo, C. Crippen, L. Charlton, B. Macy, Y. Rondeau, J. Walsh, M. Wilson, J. Wood
MEMORANDUM

To: Senate
From: Tim Haskett, Chair
Senate Committee on Curriculum

Re: 2013 Report to Senate

Under the newly-adopted AC1120 Policy & Procedures on Calendar Submissions, the first Cycle 1 meeting of the Senate Committee on Curriculum was held over three days (9-11 December 2013). The primary business of the meetings was to review the curriculum submissions recommended by the Faculties for consistency with University policies and strategic goals, to resolve outstanding issues and to approve curriculum submissions for recommendation to Senate.

2013 Cycle 1 Curriculum Submissions

All curriculum submissions are available for viewing by faculty and staff on the SharePoint of the Office of the Registrar, Curriculum and Calendar Office: https://share.uvic.ca/OREG/calendar/default.aspx. Under 'Documents', select 'Cycle 1 – May 2014 Undergraduate Calendar Submissions' and 'Cycle 1 – May 2014 Graduate Calendar Submissions'.

Each Faculty submission was reviewed and the Faculty Curriculum Chair responded to questions. As a result of the discussion, Faculty submissions were revised.

Motion: That Senate approve the curriculum changes recommended by the Faculties and the Senate Committee on Curriculum for inclusion in the 2014-2015 academic calendar, effective 1 May 2014.

Motion: That Senate authorize the Chair of the Senate Committee on Curriculum to make small changes and additions that would otherwise unnecessarily delay the submission of items for the academic calendar.

2013 Annual Report

The Cycle 1 submissions marked the beginning of the new curriculum process that Senate approved last year. The SharePoint site for the work of the Committee has improved and streamlined process and, with the work of the Curriculum and Calendar Office in managing a web-based workflow, has made the activity of the Committee much more efficient. The SharePoint material is open to all University faculty and staff.

Terms of Reference
The Committee reviewed its terms of reference and recommended changes to the Senate Committee on Agenda and Governance.

The new AC1120 Policy & Procedures
The Committee took care to consider the changes in the new AC1120 Policy & Procedures, highlighting areas where there was improvement and noting where changes were necessary. From the experience of this Cycle, the Committee recognized a need to revise the section of the Policy on interfaculty consultation disputes. The Ad Hoc Committee to Consider the Curriculum Process will take up all these issues in order to recommend to Senate revisions of the Policy & Procedures as required.

The Committee expressed its gratitude to the faculty and staff of the academic and administrative units that work to produce the Curriculum Change submissions.

The Committee recommends that Senate consider the following pro forma motion:

Motion: That Senate receive the Annual Report of the Senate Committee on Curriculum for information.
### Members of the Committee

**Chair**  
Tim Haskett  

**Vice-Chair**  
Leslee Francis-Pelton  

Vice-President Academic and Provost  
Reeta Tremblay  

President, or nominee  
Gary MacGillivray  

### Faculty Curriculum Chairs

- **Business**  
  David McCutcheon  

- **Education**  
  Wanda Hurren  

- **Engineering**  
  LillAnne Jackson  

- **Fine Arts**  
  Lynne van Luven  

- **Human & Soc. Dev.**  
  Veronica Pacini-Ketchabaw  

- **Humanities**  
  Tim Haskett  

- **Law**  
  Elizabeth Adjin-Tettey  

- **Science**  
  Kathy Gillis  

- **Social Sciences**  
  Michael Webb  

Dean of the Faculty of Graduate Studies, or nominee  
Margot Wilson  

### Senate Committee on Academic Standards Representatives

**Chair**  
Heather Raven  

**Student Senator**  
Susan Karim  

### NON-VOTING

**Office of the University Secretary**

Associate University Secretary  
Carrie Andersen  

### Office of the Registrar

**Registrar**  
Lauren Charlton  

**Associate Registrar**  
Kathleen Boland  

**Director, Graduate Admissions & Records**  
Bert Annear  

**Calendar Editor**  
Bernard LaVie  

**Committee Secretary**  
Jill Carruthers  

Director of Co-operative Education and Career Services, or designate  
Andrea Giles
At its meeting of 8 January 2014, the Senate Committee on Planning discussed and approved the Renewal of the Centre for Forest Biology. The following motion is recommended:

That Senate extend the renewal of Approved Centre Status for the Centre for Forest Biology until December 31, 2014.

Signature:

:mad

Committee Membership:
Dr. Catherine Mateer, Chair
Ms. Lauren Charlton
Dr. Stan Dosso
Mr. Jason Walters
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)
MEMORANDUM

University of Victoria

Date: 16 December 2014
To: Dr. Catherine Mateer, Chair of the Committee on Senate Planning
From: D. Michael Miller, Associate Vice-President Research
Re: Centre for Forest Biology (FORB)

I am writing under the delegated authority of the Vice-President Research. Dr. Brunt has reviewed and is in agreement with this recommendation.

The Centre for Forest Biology has, since its inception in 1990, reported to the Vice-President Research (VPR). However, it in actuality fits the definition of an "intra-faculty" research centre as introduced into the policy and procedures on the Establishment and Review of Research Centres (RH8300) in January 2010. An intra-faculty research centre normally reports to the appropriate Dean, not the VPR.

The Centre for Forest Biology was last reviewed in March 2009 and renewed for a five year term ending on March 31, 2014.

In discussion with the Dean of Science, it has just recently been decided that the Office of the Vice-President Research will conduct a review of the centre in 2014. Pending the outcome of that review, FORB will be transferred to report to the Dean of Science. An extension of the current term is being requested because the review process can take up to 12 months to complete.

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

That the Senate Committee on Planning recommends that Senate extend the renewal of Approved Centre Status for the Centre for Forest Biology until December 31, 2014.

DMM

cc: C. P. Constabel, FORB Director
R. Lipson, Dean of Science
This memorandum recommends the level of student enrolment for the coming year (2014/15). For the year 2013/14, the University of Victoria was funded by the Ministry of Advanced Education (AVED) to enrol 16,528 FTE students. The Ministry indicates that for 2014/15 there will be no funded increase in graduate and undergraduate FTEs. Thus, pending confirmation of the Ministry’s figures, the Ministry’s total enrolment target for UVic will remain at 16,528.

Because international enrolments are not included in the Ministry target, UVic’s ultimate internal enrolment target will be 17,628: this includes an enrolment target of 1,100 FTE international students and is 100 higher than for 2013/14 when the target was 1,000. UVic plans to further increase international undergraduate students to 1,250 FTE by 2015/16.

Under the University Act, the Board of Governors determines the level of student enrolments upon recommendation from Senate. This memorandum recommends a level of enrolment for the coming fiscal year, and this enrolment level will be subject to review throughout the year in light of changing information regarding application rates, summer session enrolments, funding levels, and other factors.

The university’s operating grant from the province is based on a specified enrolment expectation. The enrolment projections and the funded levels set by government are defined in terms of annualized student FTEs (full time equivalent), which is calculated by dividing the total unit course registrations of students by the full-time unit course
requirements of the program of their registration. The enrolment level is an annual target that is met through counting FTE in the summer session, the winter session, and the TRU/Open Learning courses delivered by UVic. FTEs are closely related to EETs (equivalent enrolments taught), which is calculated by dividing the total unit course registrations of students by 15 – this measure is used for internal enrolment monitoring purposes.

Analysis

This section describes the components of our enrolment plan.

The University is expected to meet the enrolment targets set by the Ministry of Advanced Education, as they provide the base operating grant and programmatic funding to the institution. For the 2013/14 academic year the University of Victoria was funded for 14,488 FTE undergraduate students and 2,040 FTE graduate students, for a total of 16,528 FTE. For 2014/15 we have been advised by AVED to expect no increase in targets for undergraduate or graduate enrolments—the total provincially funded enrolments would thus remain at 16,528 FTE.

In addition to the minimum targets set out and funded by the Ministry of Advanced Education, the University enrolls other students. International students paying full fees are not included within the Ministry funded targets. UVic’s plan is to enrol 1,100 FTE international undergraduate students.

Report on 2013/14 Targets

The interim enrolment report to the Ministry of Advanced Education (AVED) shows that 2013/14 AVED-funded enrolments (which does not include international students) at the University of Victoria are projected to be 140 FTE higher than last year. While UVic has significantly exceeded the graduate enrolment target set by AVED, we will not meet the ministry target for domestic undergraduate students, even though total FTE targets have been surpassed.

We have substantially exceeded our internal target associated with graduate students, as well as full-fee-paying international undergraduate students. Growing our international undergraduate population has been a strategic priority this past year and that goal has been realized—there has been a 30 percent increase in international students this year.

Each Faculty has undergraduate enrolment targets (EETs) and graduate enrolment targets (FTEs) for which they have been resourced. These internal, Faculty-specific targets are reviewed annually and adjustments to the targets and associated resourcing are made based on student demand and approved plans.
### FTE Enrolments by Year (includes international students)

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergrad</th>
<th>Graduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004/05</td>
<td>13,018</td>
<td>2,012</td>
<td>15,030</td>
</tr>
<tr>
<td>2005/06</td>
<td>13,461</td>
<td>2,036</td>
<td>15,487</td>
</tr>
<tr>
<td>2006/07</td>
<td>13,694</td>
<td>2,096</td>
<td>15,790</td>
</tr>
<tr>
<td>2007/08</td>
<td>13,450</td>
<td>2,122</td>
<td>15,572</td>
</tr>
<tr>
<td>2008/09</td>
<td>13,648</td>
<td>2,252</td>
<td>15,900</td>
</tr>
<tr>
<td>2009/10</td>
<td>14,182</td>
<td>2,447</td>
<td>16,629</td>
</tr>
<tr>
<td>2010/11</td>
<td>14,828</td>
<td>2,678</td>
<td>17,506</td>
</tr>
<tr>
<td>2011/12</td>
<td>14,815</td>
<td>2,808</td>
<td>17,623</td>
</tr>
<tr>
<td>2012/13</td>
<td>14,726</td>
<td>2,847</td>
<td>17,573</td>
</tr>
<tr>
<td>2013/14</td>
<td>15,096</td>
<td>2,931</td>
<td>18,027</td>
</tr>
</tbody>
</table>

#### AVED Target Comparison

<table>
<thead>
<tr>
<th></th>
<th>AVED Funded 2013/14 Target</th>
<th>Projected 2013/14 Total</th>
<th>Variance from AVED Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic UG FTE</td>
<td>14,488</td>
<td>13,733</td>
<td>-755</td>
</tr>
<tr>
<td>Graduate FTE</td>
<td>2,040</td>
<td>2,931</td>
<td>891</td>
</tr>
<tr>
<td>Total funded FTE</td>
<td>16,528</td>
<td>16,664</td>
<td>136</td>
</tr>
</tbody>
</table>

#### Internal Target Comparison

<table>
<thead>
<tr>
<th></th>
<th>UVic Internal 2013/14 Target</th>
<th>Projected 2013/14 Total</th>
<th>Variance from Internal Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic UG FTE</td>
<td>14,488</td>
<td>13,733</td>
<td>-755</td>
</tr>
<tr>
<td>International UG FTE</td>
<td>1,000</td>
<td>1,363</td>
<td>363</td>
</tr>
<tr>
<td>Subtotal UG FTE</td>
<td>15,488</td>
<td>15,096</td>
<td>-392</td>
</tr>
<tr>
<td>Graduate FTE</td>
<td>2,040</td>
<td>2,931</td>
<td>891</td>
</tr>
<tr>
<td>Total FTE</td>
<td>17,528</td>
<td>18,027</td>
<td>499</td>
</tr>
</tbody>
</table>

Enrolment matters will continue to receive attention. However, due to continuing stagnant funding levels from the province, UVic has largely finished its aggressive growth period. 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 increasing internationalization. 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, 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 increasing not only the enrolments and retention rates of international students, but also by enhancing pathways between the Division of Continuing Studies and our academic programs, and increasing opportunities for student exchange experiences.

In response to projected growth in international enrolments, the International Office is working with academic departments and service units to develop a comprehensive plan on how to support students. A particular focus will be on those Faculties and Departments that receive the largest share of international students. The Office will identify and address the needs which are unique to international students and to enhance and evaluate the services and processes necessary to ensure students are welcomed, integrated into our community and properly supported for their academic success.

With a substantial growth in post-secondary capacity across the province and a declining youth 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.

Enrolment Targets for 2014/15

The list below shows enrolment targets for both Ministry-funded enrolment accountabilities and UVic’s internal enrolment target for 2014/15. It is proposed that we approve an internal enrolment target of 17,628, or 100 FTE higher than the target for 2013/14. The faculty plans have been developed to accommodate at least this level of enrolment. Admission standards will vary by program, depending upon levels of student interest and demand, but as in past years will be above the senate-approved standards (which are 67% for high school graduates and 60% for college transfers).

Summary of 2014/15 Enrolment Recommendations:

<table>
<thead>
<tr>
<th>Description</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/15 Ministry funded undergraduate</td>
<td>14,488</td>
</tr>
<tr>
<td>2014/15 Ministry funded graduate</td>
<td>2,040</td>
</tr>
<tr>
<td><strong>Total Ministry funded FTE for 2014/15</strong></td>
<td><strong>16,528</strong></td>
</tr>
<tr>
<td>Planned enrolments beyond funded level</td>
<td>1,100</td>
</tr>
<tr>
<td><strong>Total Ultimate Internal Target</strong></td>
<td><strong>17,628</strong></td>
</tr>
</tbody>
</table>
I request that Senate approve the following motion:

THAT the Senate approve, and recommend to the Board of Governors that it approve, a projected annualized internal enrolment target of 17,628 FTE for the 2014/15 academic year, subject to revision in the event of new information regarding mandated growth, funding levels, and application rates.
DATE: December 11, 2013

TO: Senate

FROM: Dr. Reeta Tremblay, Vice-President Academic and Provost

RE: Procedures for Academic Accommodation and Access for Graduate Students with Disabilities

BACKGROUND
The university policy on Academic Accommodation and Access for Students with Disabilities (Policy AC1205) has been in effect since 1997; however, the university currently does not have specific academic accommodation procedures for graduate students. While Policy AC1205 applies generally to graduate students, graduate students are not specifically mentioned in the document and there is minimal direction provided for resolving accommodation issues specific to graduate students. In the fall of 2011, the university implemented academic accommodation procedures specifically for undergraduate students.

Issues related to academic accommodation for graduate students continue to expand in scope and complexity. Often there are fewer obvious academic accommodations and services available as a student advances in their academic career. Therefore, the need has been identified to create procedures that help support graduate students and those involved in the provision of academic accommodations for graduate students. Currently, only one Canadian university has detailed academic accommodation procedures for graduate students.

Student Affairs and the Faculty of Graduate Studies have led the process to develop comprehensive draft procedures specific to graduate students. A small working group comprised of the following individuals was struck to draft these procedures: Joel Lynn, Executive Director Student Services, Dr. Margot Wilson, Associate Dean Faculty of Graduate Studies, Laurie Keenan, Manager, Resource Centre for Students with a Disability, and Jonathan Derry, Manager, Policy Development and Judicial Affairs.

The draft procedures are attached to this memo. The procedures have been designed to:
• provide information for individuals with disabilities related to applying for admission to graduate programs at the university;
• set out options available to encourage reporting in order to facilitate appropriate support to all individuals involved in the accommodation process (students, faculty and staff);
• address confidentiality issues and highlight how student personal information is protected throughout the accommodation process;
• include the processes used by the Resource Centre for Students with a Disability (RCSD) including timelines and documentation requirements for requesting academic accommodation;
• provide general information on academic accommodations that may be available to graduate students;
clarify the roles and responsibilities of various individuals and areas involved in the academic accommodation process (e.g., Graduate Students, Faculty of Graduate Studies, faculties administering graduate programs, graduate supervisors, the RCSD, etc); and

set out processes to assist graduate students and/or faculty members with resolving issues or difficulties related to the implementation of an academic accommodation plan.

In the development of these procedures, the working group:

reviewed other North American universities’ related policies, procedures and practices;

conducted a review of best practices and standards;

reviewed position papers and research conducted by external organizations, committees and qualified practitioners;

developed a combined document that identifies related issues and discusses the intended scope of the procedures;

determined which aspects of the existing undergraduate accommodation procedures are also applicable to graduate students; and

reviewed privacy and confidentiality issues related to accommodating graduate students.

Consultation Process
The working group also conducted consultations with multiple stakeholders including:

Co-operative Education and Career Services

Advisory Committee on Academic Accommodation and Access for Students with a Disability

Faculty members with specific credentials or research interests in academic accommodations

Equity and Human Rights Office

Learning and Teaching Centre

Deans’ Council

Graduate Studies’ Executive Committee

Graduate Studies’ Faculty Council

Graduate Students’ Society Executive Board

Ministry of Advanced Education

the Ombudsperson

Society for Students with a Disability

Graduate students registered with the RCSD to receive academic accommodations

Senate Committee on Learning and Teaching

The feedback collected during the consultation process has been incorporated into the attached draft procedures as appropriate.

I would like to bring the draft procedures forward to Senate for information purposes. Following the January Senate meeting, the working group will review any comments made by Senate, consult as necessary and finalize the draft procedures with the intent of bringing the procedures forward for Senate’s approval in Spring, 2014.

Attachments:
Academic Accommodation and Access for Students with Disabilities Policy (AC1205)
Draft - Procedures for Academic Accommodation and Access for Graduate Students (For Information)
Draft - Appendix ‘A’ - Examples of Academic Accommodations Available for Graduate Students (For Information)
 PROCEDURES FOR ACADEMIC ACCOMMODATION AND ACCESS FOR GRADUATE STUDENTS WITH DISABILITIES

Procedural Authority: Senate  Effective Date: TBD
Procedural Officers: Dean of Graduate Studies and Associate Vice-President Student Affairs  Supersedes: New
Parent Policy: Academic Accommodation and Access for Students with Disabilities (AC1205)  Last Editorial Change:

PURPOSE

1.00 The purpose of these procedures is to assist in implementing the university’s Academic Accommodation and Access for Students with Disabilities Policy (AC1205) for Graduate Students.

DEFINITIONS

For the purpose of these procedures:

2.00 The definitions contained within the university Academic Accommodation and Access for Students with Disabilities Policy (AC1205), with the exception of the definition of Student, apply to these procedures. (Note: key definitions in Policy AC1205 include: Academic Accommodation, Accessibility, Essential Requirements, and Undue Hardship).

3.00 Graduate Student means a student who is registered in an existing graduate program at the university.

4.00 Prospective Graduate Student means an individual who is currently considering or in the process of applying to a graduate program at the university.

5.00 Support Person means an individual who provides support or advice to a Graduate Student during a formal review process under sections 27.00 - 34.00 of these procedures.

6.00 Unit means academic or administrative areas at the university, including but not limited to: faculties, divisions, departments, schools, offices and centres.

SCOPE

7.00 These procedures apply to Academic Accommodation and Access for Graduate Students only and do not apply to undergraduate students or Continuing Studies students.

8.00 These procedures do not apply to Graduate Students’ employment relationships. Employment accommodations are managed in accordance with applicable collective agreements, university policies and the university’s regular employment practices.
PROCEDURES

Protection of Graduate Student Personal Information

9.00 The university is committed to protecting all personal information that Graduate Students with Disabilities disclose. The personal information of Graduate Students with Disabilities shall be managed and protected in accordance with the BC Human Rights Code, the Freedom of Information and Protection of Privacy Act, and the university’s Protection of Privacy (GV0235) and Records Management (IM7700) policies and procedures.

Determining Essential Course and Program Requirements

10.00 Academic Units are responsible for identifying and evaluating the program requirements they consider essential including skills, knowledge and attitudes. Program and course objectives and learning outcomes should be included in this process.

Accessibility Statement for Course Outline

11.00 It is recommended that instructors include a statement in their Course Outline that:
(a) indicates their willingness to assist in the provision of Academic Accommodations;
(b) informs Graduate Students of the university’s responsibility to provide necessary Academic Accommodations; and
(c) informs Graduate Students about the role of the Resource Centre for Students with a Disability (hereinafter referred to as the ‘RCSD’).

11.01 The current statement is available on the Learning and Teaching Centre’s (LTC) website and will be provided annually by the LTC to Academic Units through documents and programming pertaining to course outlines and syllabi.

Applications from Students with Disabilities

12.00 The university encourages applications from Prospective Graduate Students with Disabilities. The university will accept qualified candidates for admission to graduate programs by examining each Prospective Graduate Student's academic record in accordance with the Graduate Academic Calendar.

12.01 Prospective Graduate Students with Disabilities who have general questions about potential Academic Accommodations or other support services available at the university, or who have encountered barriers in the application process are encouraged to initially contact the RCSD or the Faculty of Graduate Studies.

13.00 Prospective Graduate Students with Disabilities who are denied admission to the university who can prove extenuating circumstances or provide information that was not presented initially may forward a written request for a review of their application to the Dean of Graduate Studies. The request should include any relevant additional information combined with any supporting documents. The Dean of Graduate Studies (or designate) will consider the documentation presented and will make a decision on the application, subject to review by the Senate Committee on Appeals in accordance with its terms of reference.
Disclosure and Preliminary Evaluation of Academic Accommodation Arrangements

14.00 Graduate Students seeking Academic Accommodations are encouraged to disclose their Disability to the RCSD as early as possible in order to ensure:
(a) the appropriate assessment of supporting medical documentation and of requested Academic Accommodations;
(b) that there is sufficient time to obtain necessary documentation as set out in section 17.00 of these procedures;
(c) that recommendations on Academic Accommodations can be made to the Faculty of Graduate Studies or the Academic Unit administering the program; and
(d) that Academic Accommodation arrangements can be implemented in a timely manner.

15.00 Graduate Students with a Disability may, at their discretion, elect:
(a) to disclose their Disability to the RCSD;
(b) to disclose their Disability to the Faculty of Graduate Studies or the Academic Unit administering the graduate program (e.g., their graduate supervisor); or
(c) not to disclose their Disability to any area of the university.

15.01 If a Graduate Student elects not to disclose his or her Disability, the university cannot ensure the appropriate evaluation or implementation of any necessary Academic Accommodations.

15.02 Graduate Students who request Academic Accommodations or services from the RCSD are required to provide appropriate documentation as set out in section 17.00 - 18.00 of these procedures.

RCSD

Registration with the Resource Centre for Students with a Disability

16.00 Newly admitted Graduate Students who elect to disclose their Disability to the RCSD in order to request Academic Accommodations should contact the RCSD and register as early as possible.

16.01 Graduate Students who have recent diagnoses may register with the RCSD at any time.

Documentation of Disability

17.00 Graduate Students who register with the RCSD for the purpose of requesting Academic Accommodations must submit documentation of Disability that:
(a) confirms the rationale for reasonable Academic Accommodations;
(b) is from medical professionals with appropriate credentials; and
(c) should indicate:
   (I) the diagnosing professional’s name, title, phone number, address, official stamp or letterhead and signature;
   (II) the date of the assessment;
   (III) a statement of the nature of the Disability including the impact of medication;
an explanation of the functional impact of the Disability on the pursuit of a graduate education; and
advice about measures that the university might consider when developing and implementing an Academic Accommodation.

17.01 The university is not responsible for the assessment or diagnosis of a Graduate Student’s Disability and does not cover costs related to medical documentation.

17.02 A diagnosis of Disability alone does not guarantee the provision of Academic Accommodations.

18.00 Services and accommodations experienced in other institutions or jurisdictions may differ from what is provided at the University of Victoria. The RCSD will review submitted documentation with the Graduate Student in order to assess appropriate Academic Accommodations.

Services Provided by the RCSD
19.00 Graduate Students who are registered with the RCSD may meet with an RCSD advisor in order to:
(a) receive advice and support;
(b) review the documentation of Disability;
(c) determine eligibility for Academic Accommodations and services on the basis of documentation and assistance in implementing such Accommodations when necessary;
(d) receive assistance in obtaining grants and bursaries;
(e) receive referrals to other available resources; and
(f) coordinate accessible learning materials and services with sufficient notice (see Appendix ‘A’).

Reaching Academic Accommodation
20.00 The nature of graduate courses and programs are varied and complex. A variety of Academic Accommodations may be available for Graduate Students with Disabilities with documented disabilities. Examples of Academic Accommodations that may be available to Graduate Students are included in Appendix ‘A’ of these procedures.

21.00 The provision of an Academic Accommodation provides Graduate Students with a Disability an alternative means of meeting the Essential Requirements of a course or program. Fulfilling essential course or program requirements within the established time limits as set out in the Graduate Academic Calendar remains the Graduate Student’s responsibility.

22.00 The university will provide an Academic Accommodation to a Graduate Student with a Disability unless doing so will cause an Undue Hardship. However, in seeking to develop and implement an Academic Accommodation, the university is not required to continue to search for an Academic Accommodation once a reasonable Academic Accommodation has been identified. Undue hardship is defined in the university’s Academic Accommodation and Access for Students with Disabilities policy (AC1205).
In some circumstances, the nature and degree of a Graduate Student’s Disability may mean that no reasonable Academic Accommodation would enable the Graduate Student to meet the documented Essential Requirements of a course or program. Where no reasonable Academic Accommodation can be provided, the university may deny an Academic Accommodation(s) in order to maintain the academic integrity of a course or program. A Graduate Student cannot be presumed to be incapable of meeting the Essential Requirements of a course or program unless reasonable efforts have been made to assess all Academic Accommodation options.

All Graduate Students requesting Academic Accommodations are required to:
(a) meet the degree requirements of their program;
(b) acquire and/or demonstrate the requisite knowledge, skills, and attitudes of their graduate degree and degree components, in order to successfully meet the Essential Requirements and the expectations of a graduate course or program; and
(c) participate fully in the process of developing an appropriate Academic Accommodation plan which may include:
(I) seeking out the advice and assessment of the RCSD, maintaining contact with the RCSD as necessary and meeting established timelines;
(II) actively engaging with RCSD staff, the graduate supervisor, instructors and others as necessary in their efforts to develop and implement an Academic Accommodation plan for the Graduate Student; and
(III) providing sufficient detail to the RCSD about the Disability and any impact on academic activities as a Graduate Student.

If a Graduate Student with a Disability does not cooperate or fully participate in the development and implementation of an Academic Accommodation, it may lead to:
(a) an incomplete or insufficient Academic Accommodation plan; or
(b) the university’s inability to develop or implement an appropriate Academic Accommodation plan.

The university strongly encourages early consultation and collaboration between the Graduate Student, the Faculty of Graduate Studies, the RCSD, the LTC and the graduate supervisor and/or instructor. Early consultation and collaboration helps ensure that:
(a) accessibility considerations and learning outcomes are reviewed and evaluated; and
(b) Academic Accommodation arrangements can be assessed and implemented in a timely and appropriate manner.

At any point in the Academic Accommodation process, the Graduate Student may, as necessary, confidentially consult with the RCSD, the Faculty of Graduate
Studies, the graduate supervisor and others on appropriate Academic Accommodations.

24.02 As necessary and with the Graduate Student’s written consent, the Faculty of Graduate Studies may collaborate with the RCSD and/or the Dean (or designate) of the Academic Unit administering the program in order to review and initiate Academic Accommodation arrangements in a timely manner.

24.03 In the event that any issues arise pertaining to the Graduate Student’s ability, even if reasonably accommodated, to fulfill the Essential Requirements of a program, such issues should be discussed by the Graduate Student and/or the graduate supervisor with the Dean of Graduate Studies (or designate).

24.04 The Dean of Graduate Studies (or designate) will review the Essential Requirements of the course or program and collaborate with the Graduate Student, the pertinent graduate supervisor and the RCSD to determine what, if any, Academic Accommodations might be reasonable to enable the applicant to meet the Essential Requirements.

25.00 A Graduate Student who disagrees with the RCSD’s initial Academic Accommodation recommendations or other proposed Academic Accommodation should consult the Manager of the RCSD and the Dean of Graduate Studies (or designate) to discuss any concerns.

26.00 A graduate supervisor or instructor who disagrees with the RCSD’s Academic Accommodation recommendation or other proposed Academic Accommodation should initially consult the Chair or Dean (or designate) of the Academic Unit administering the program to discuss any concerns.

26.01 Where necessary, the Dean or Associate Dean (or designate) from the Academic Unit who disagrees with the RCSD’s initial Academic Accommodation recommendation or other proposed Academic Accommodation should contact the Manager of the RCSD and the Dean of Graduate Studies (or designate) to determine whether informal resolution is possible.

27.00 Where further resolution is required, or where there are issues or difficulties surrounding the implementation of an Academic Accommodation that have not been resolved informally, the Graduate Student, Dean (or designate) of the Academic Unit or graduate supervisor may submit a written request to the Associate Vice-President Student Affairs for formal review.

27.01 The purpose of the formal review is to make recommendations for implementing appropriate actions to the Dean of Graduate Studies in a timely manner.

28.00 The formal review request should include:
   (a) the rationale for the review;
   (b) documentation in support of the request; and
(c) the requester’s preferred outcome.

28.01 Prior to the formal review, the Associate Vice-President Student Affairs (or designate) may request documentation from the instructor(s); graduate supervisor; Chair or Dean of the Academic Unit administering the program summarizing the:
(a) learning outcomes and Essential Requirements for the course or graduate program; and
(b) issue(s) or difficulties surrounding the implementation of the Academic Accommodation.

29.00 The Associate Vice-President Student Affairs (or designate) shall normally conduct the formal review within ten (10) university business days of receiving the review request.

30.00 The formal review shall include consultation with the individuals involved in the Academic Accommodation and others who can provide specific expertise in resolving the implementation of appropriate Academic Accommodations.

30.01 Based on the nature of the Academic Accommodation, the Associate Vice-President Student Affairs shall either:

(a) facilitate a meeting with necessary individuals which may include but is not limited to:
• the Graduate Student and his or her Support Person;
• representation from the Academic Unit administering the graduate program (e.g., graduate supervisor, Chair, Associate Dean and/or Dean);
• an Associate Dean from the Faculty of Graduate Studies;
• an individual(s) with expertise in the specific area of Accommodation(s);
• an individual(s) with expertise in the pertinent academic program;
• an Associate Vice-President in the Vice-President Academic and Provost’s office; and
• the Director of Equity and Human Rights.

(b) individually consult necessary individuals such as those provided in 30.01 (a) above in instances where there may be confidentiality concerns or other difficulties in completing the review in a timely manner.

30.02 Prior to taking any action under 30.01, the Associate Vice-President Student Affairs (or designate) shall consult the Graduate Student regarding the formal review process and any potential confidentiality issues or other concerns relating to the individuals that will be consulted during the formal review process.

30.03 Upon request, all materials and aspects of the formal review process will be provided in an accessible format.

30.04 Individuals involved in the formal review process may submit supporting materials to the Associate Vice-President Student Affairs for consideration during
the formal review. A summary of submitted materials will be provided to participants in the formal review process upon request.

31.00 The Associate Vice-President Student Affairs will review all relevant documentation and submissions. Upon completion of the formal review, the Associate Vice-President Student Affairs will make recommendations to the Dean of Graduate Studies on an appropriate Academic Accommodation on the basis of:

(a) the consultation results;
(b) the documented expected learning outcomes and Essential Requirements of the course or program;
(c) the Graduate Student’s current functional limitations and barriers;
(d) the Academic Accommodations that have been assessed and implemented; and
(e) whether or not there is appropriate evidence and data to support a claim of Undue Hardship.

32.00 The Dean of Graduate Studies (or designate) will review and determine whether to implement the recommendation(s) and shall notify the graduate supervisor, Graduate Student and others as necessary in writing of the decision normally within five (5) university business days of receiving the recommendation(s). The notification shall include the rationale for the decision and any alternate resolution as applicable.

33.00 Where the Graduate Student is unsatisfied with the outcome of the formal review or with the Dean of Graduate Studies’ decision, the Graduate Student may appeal to the Senate Committee on Appeals in accordance with its Terms of Reference and Procedural Guidelines.

33.01 The Senate Committee on Appeals has jurisdiction to review decisions on matters involving the application of academic regulations or requirements. The Senate Committee on Appeals has no jurisdiction to consider a decision where the sole question in the Graduate Student’s appeal turns on a question of academic judgment.

33.02 The Senate Committee on Appeals’ decision is final within the university.

34.00 When a formal review is pending, the Manager of the RCSD, the Dean of Graduate Studies (or designate) and the graduate supervisor shall review the Academic Accommodation plan to determine what aspects of the plan, if any, can be immediately implemented on an interim basis pending the completion of the formal review or appeal process.

**Academic Concessions, Extensions and Leaves of Absence**

35.00 A Graduate Student may request academic concession in accordance with the Graduate Calendar.

36.00 Graduate Students who have reasons to request extensions can request extensions in accordance with the:
(a) Leaves of Absence and Withdrawal from Graduate Programs section of the academic calendar;
(b) Leave of Absence with Permission form;
(c) Request for Program Extension form; and/or
(d) Request for Candidacy Extension form.

RELEVANT LEGISLATION
University Act
Freedom of Information and Protection of Privacy Act
BC Human Rights Code

RELATED POLICIES AND DOCUMENTS
Academic Accommodation and Access for Students with Disabilities policy (AC1205)
Protection of Privacy policy (GV0235)
Records Management policy (IM7700)
Employment Accommodation policy (HR6115)
University of Victoria Graduate Studies Academic Calendar

Relevant Faculty of Graduate Studies Policies and Forms
- Leaves of Absence and Withdrawal from Graduate Programs
- Leave of Absence with Permission form;
- Request for program extension form; and/or
- Request for candidacy extension form.
- Responsibilities in the Supervisory Relationship policy

Appendices
Appendix ‘A’ - Examples of Academic Accommodations Available for Graduate Students
APPENDIX ‘A’ - EXAMPLES OF ACADEMIC ACCOMMODATIONS AVAILABLE FOR GRADUATE STUDENTS

Procedural Authority: Vice-President Academic and Provost
Procedural Officer: Dean of Graduate Studies and Associate Vice-President Student Affairs
Parent Policy: Academic Accommodation and Access for Students with Disabilities (AC1205)

PURPOSE
1.00 The purpose of this document is to provide examples of resources and Academic Accommodations available to instructors and Graduate Students at the University.

Course and Program Accessibility
2.00 Guidance is available for instructors on developing courses that are accessible for all students through the Learning and Teaching Centre (LTC). For example:

- Sample Course Outline Accessibility statement: www.ltc.uvic.ca/servicesprograms/support/index.php
- Learning Systems - Instructional Technology Support: http://elearning.uvic.ca/toolkit

Application and Evaluation Process
3.00 Providing accessibility in the application process may include application materials in alternative format and evaluation of applicants for graduate programs through an accessibility lens.

Examples of Academic Accommodations
Note: the following appendix provides examples of Academic Accommodations at the university and is intended to help clarify the type of accommodations that may be available at the university for Graduate Students. The following section is not intended to provide an exhaustive list as each Academic Accommodation decision is based on assessment of pertinent documentation and a Graduate Student’s individual circumstances.

4.00 The nature of graduate courses and programs is varied and complex. A variety of Academic Accommodations may be available for supporting Graduate Students with Disabilities including the following:
(I) **Course and Exam Accommodations:**
Course-based Academic Accommodations for students enable access to essential course content and activities. The need to access lectures, labs, written assignments, fieldwork, class discussions and technology may require reasonable accommodations such as notetakers, sign language interpreters, preferential seating, more flexible attendance requirements, assignment substitutions, classes in accessible locations and adaptive technology. Some Graduate Students may require a range of accommodations for various activities in order to meet learning outcomes.

Graduate Students who are required to write tests and exams may need adjustments to time, the use of technology, a substitute method of assessment (such as a paper or short-answer exam instead of a multiple choice exam), and/or to write in a distraction-reduced environment.

(II) **Thesis Preparation** - Academic Accommodations surrounding thesis-preparation deadlines are determined on a case-by-case basis in accordance with Faculty of Graduate Studies guidelines.

(III) **Candidacy** - Academic Accommodations surrounding candidacy deadlines are determined on a case-by-case basis in accordance with Faculty of Graduate Studies guidelines.

(IV) **Thesis Defense** - Academic Accommodations for Graduate Students defending a thesis may include, but are not limited to: room selection, additional time to complete the defense in accordance with the established time limits as set out in the Graduate Academic Calendar.

**Work Term Accommodations**

5.00 The determination of whether a work term accommodation is reasonable is fact specific to the Graduate Student and the position and involves a process in which the faculty and the graduate student collaboratively:
(a) identify the impact of the disability on the performance of the essential job functions and workflow;
(b) explore possible reasonable accommodations to mitigate barriers; and
(c) maintain essential functions and performance standards of the appointment.

5.01 Graduate Students should notify the Cooperative Education Program and Career Services office and their graduate advisor in advance of a work term placement if a specific accommodation is being sought for the work placement. The Cooperative Education Program and Career Services office will work collaboratively with the employer, the grad supervisor, and others, where appropriate, to support suitable accommodations.

Registration for Academic Accommodations that Require Additional Time to Implement

6.00 Examples of Academic Accommodations that require advanced planning and early registration include but are not limited to:
(a) Course or research materials in alternative formats;
(b) Sign language interpreting or transcribing; and
(c) Substantial modifications to a physical environment such as a lab.
1. POLICY PURPOSE

In accordance with the Canadian Charter of Rights and Freedoms, the B.C. Human Rights Code, and the University of Victoria Policy on Human Rights, Equity and Fairness, the University of Victoria (the “University”) will promote and protect the rights and dignity of students with disabilities and will create a safe, respectful and supportive environment for all members of the university community. This policy aims to make the University as accessible as possible so that students with disabilities can participate in the activities of the University as equal members of the university community.

2. POLICY STATEMENT

The University endeavours to provide the best educational experience for all its students. The academic excellence for which the University strives is unattainable without a commitment to human rights, equity, fairness and diversity. The provision of reasonable academic accommodation allows students with disabilities to meet and demonstrate the University’s high standards in a fair and equitable manner.

This policy is guided by the following principles:

2.1 The University celebrates diversity within its community and welcomes the contributions, experiences and full participation of persons with disabilities as valued members of the university community;

2.2 All members of the university community share the responsibility to promote equality, remove barriers, and create a respectful and inclusive learning environment. Persons with disabilities will be involved in the development of policies and programs and in decisions that directly affect them;

2.3 The University will take steps to dispel stereotypes and prejudices about persons with disabilities and promote an understanding of persons with disabilities as equal members of the University community;

2.4 An inclusive learning environment may require the provision of suitable individual academic accommodation for persons with disabilities and the University has a
legal duty to accommodate students’ needs to the point of undue hardship (see Appendix 1, Definitions);

2.5 If a suitable academic accommodation cannot be agreed upon, the University recognizes the right of students to appeal the academic accommodation decision as described in Sections 4.2 and 4.3 below.

3. RESPONSIBILITIES

Appropriate academic accommodation entails shared responsibilities and communication among university staff, faculty, and students.

3.1 The University will provide appropriate mechanisms to implement the provisions of this policy in a reasonably timely and effective manner.

Specifically, the University will:

(a) Through the Office of the Vice-President Academic and Provost, appoint and maintain an Advisory Committee on Academic Accommodation and Access for Students with Disabilities that will address issues relevant to the implementation and improvement of this policy. This committee will provide a report of its activities to Senate on an annual basis;

(b) Support the operations of the Resource Centre for Students with a Disability (RCSD) to fulfill its mandate to:

   (i) inform and assist faculty and staff in providing suitable student academic accommodation and understanding disability issues;

   (ii) offer advice, guidance and support for students requiring academic accommodation; on the basis of supporting documentation, make recommendations and decisions regarding academic accommodation in a timely manner;

(c) Give persons with disabilities equal consideration for admission to any program offered by the University for which they are academically qualified;

(d) Make its courses or programs accessible to qualified students with disabilities up to the point of undue hardship and within those limits, modify course or program components to meet the needs of students;

(e) Handle personal information concerning students with a disability in accordance with the requirements of the Freedom of Information and Protection of Privacy Act;

(f) Inform and educate its students, staff, instructors, faculty members and administrators about the provisions of this policy and the means for appropriately implementing them.
3.2 Students with disabilities seeking academic accommodation are expected to contact the RCSD to initiate the process of determining and arranging the appropriate academic accommodation in individual situations.

Specifically, students with disabilities will:

(a) Identify their individual needs and provide appropriate documentation of their disabilities with sufficient notice given to enable the University to make the necessary academic accommodations;

(b) Engage in discussions and explorations of appropriate academic accommodation options that will facilitate their access to university academic programs or services;

(c) Where appropriate, take reasonable measures to address their particular needs and personal requirements relating to the need for academic accommodation;

(d) Fulfill their part in implementing the provisions of the academic accommodation.

4. REACHING ACADEMIC ACCOMMODATION

Ongoing communication and a collaborative working relationship between all parties involved in the accommodation process are essential to meet the students’ needs for academic accommodation.

4.1 The RCSD has the responsibility to coordinate the process of reviewing requests for academic accommodation, make decisions about provisions for academic accommodation, and communicate relevant information to the student and, as appropriate, to faculty and staff of the university.

4.2 When a student, instructor or Department Chair is dissatisfied or disagrees with the academic accommodation, the RCSD Coordinator will review the concerns. Other experts including advocates who may be helpful in resolving the situation may also be consulted as a part of an informal review and mediation process.

4.3 If the matter is not resolved through an informal process, the student, instructor or Department Chair may request a formal review by the Associate Vice-President Academic and Student Affairs. This office will conduct a timely review, involving individuals who are knowledgeable about accessibility, academic accommodation, human rights issues, and the particular issues being adjudicated. The Associate Vice-President Academic and Student Affairs will make final recommendations for appropriate action.

4.4 The student may appeal to the Senate Committee on Appeals if the student has grounds to believe that the decision did not meet the appropriate standards of procedural fairness.
APPENDIX 1 – DEFINITIONS

The following definitions are provided as a guideline to clarify the meaning and intent of the Policy on Academic Accommodation and Access for Students with Disabilities.

Student

A student is a person who is registered in at least one course in on- or off-campus programs at the University of Victoria. Prospective students, persons recently enrolled at UVic, or persons intending to continue from a previous session as a continuing student will also receive consideration under this policy.

Disability

Disability has traditionally been defined as a physical or mental impairment that substantially limits one or more major life activities. The social model of disability locates impairment not within the individual but within the physical, social and attitudinal barriers that exist in society.

For the purposes of this policy, a student with a disability is a person who has a long-term or recurring physical, mental, sensory, psychiatric or learning impairment.

Accessibility

Accessibility refers to the degree to which university environments, facilities, procedures and teaching and learning materials are usable by all people, with or without adaptation or special design. Many barriers to full participation reside in the environment (physical, curricular, attitudinal, informational, etc.).

Essential Requirement

Essential requirements are those activities which are considered essential to the course of instruction or program of studies or which are directly related to licensing or field-based employment requirements.

Academic Accommodation

Academic Accommodation is rooted in the legal concept of “reasonable accommodation” which refers to reasonable efforts to modify requirements so that people with disabilities are able to participate in a process or perform an essential function. When university environments, facilities, procedures, teaching and learning materials and methods of assessment are not designed in a manner that is accessible to all students, academic accommodations may be needed.

An academic accommodation is an individualized modification of environments, materials or requirements which provides the student with an alternative means of meeting essential course or program requirements.

Academic accommodations are individualized for a particular student and may include (but are not limited to):
(a) adaptation, substitution or deletion of a component of a program, course, assignment or method of assessment;

(b) provision of a service.

**Undue Hardship**

Undue hardship is the test of reasonable accommodation. What constitutes undue hardship will vary according to the unique circumstances of each situation. The following would likely constitute undue hardship:

(a) when accommodation alternatives would result in an essential course or program requirement being unmet; or

(b) when the accommodation would result in a risk to public safety or a substantial risk of personal injury to a student; or

(c) when financial cost is such that the operations of the university would be fundamentally diminished, or a program or service would cease to exist due to the financial burden of the accommodation.

Revised June 97  
Reviewed October 1999  
Revised June 2000  
Revised May 2001  
Revised January 2006

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**AUTHORITIES AND OFFICERS**

I. Approving Authority: Senate
II. Designated Executive Officer: Vice-President Academic and Provost
III. Procedural Authority: Senate
IV. Procedural Officer: Associate Vice-President Student Affairs
PROCEDURES FOR ACADEMIC ACCOMMODATION AND ACCESS FOR UNDERGRADUATE STUDENTS WITH DISABILITIES

PURPOSE
1.00 The purpose of these procedures is to assist in implementing the university's Academic Accommodation and Access for Students with Disabilities Policy (AC1205) for undergraduate students.

DEFINITIONS
For the purpose of these procedures:

2.00 Definitions contained in the university's Academic Accommodation and Access for Students with Disabilities policy (AC1205), with the exception of the definition of Student, apply to these procedures.

3.00 Support Person means an individual who provides support or advice to a Student during an Academic Accommodation process under these procedures.

4.00 Student means a student who is registered as a candidate for a University of Victoria degree, or in credit courses leading to a University of Victoria diploma or certificate.

SCOPE
5.00 These procedures apply to the Academic Accommodation of undergraduate Students. These procedures do not apply to Students in non-credit programs in the Division of Continuing Studies or to Graduate Students.

PROCEDURES

Confidentiality
6.00 The personal information of Students with a disability shall be managed and protected in accordance with the Freedom of Information and Protection of Privacy Act, and the university's Protection of Privacy (GV0235) and Records Management (IM7700) policies and associated procedures.
**Admissions**

7.00 The university's academic calendar and website contain information for Students with Disabilities applying for admission to the university.

**Admission under Special Access Category**

8.00 If academic achievements have been significantly and adversely affected by health or Disability, applicants may wish to apply for admission consideration under the Special Access Category. More information is available at: [http://registrar.uvic.ca/undergrad/admissions/requirements/special.html](http://registrar.uvic.ca/undergrad/admissions/requirements/special.html)

8.01 Special Access admission information for the Faculty of Law is available at: [http://www.law.uvic.ca/prospective/jd/special.php](http://www.law.uvic.ca/prospective/jd/special.php)

**Disclosure**

9.00 Students are not required to declare a disability when applying for admission to the university unless applying under the Special Access category referenced above. Students who request Academic Accommodations or services from the Resource Centre for Students with a Disability (RCSD) will need to provide appropriate documentation as set out below.

**Transitioning Students**

10.00 Services and accommodations experienced at other educational sectors or institutions (e.g., high school, college) may differ from what is provided at the university. The university does not assume responsibility for identifying Students with Disabilities, or the assessment or diagnosis of a Disability.

**RCSD**

**Registration with the RCSD**

11.00 Students are advised to register with the RCSD as early as possible to avoid a delay in service. Newly admitted Students should contact the RCSD and register upon admission.

**Requesting Accommodation**

12.00 Students requesting Academic Accommodation will meet with an RCSD advisor to request Accommodations.

**Deadlines**

13.00 The RCSD has deadlines for requesting exam accommodations and services for Students as follows:

(a) **Registering with the RCSD**

The deadline for requesting fall semester Accommodation (via a memo requesting that the RCSD contact the Student’s instructors) is October 31st. The deadline for requesting winter semester Accommodation (via a memo requesting that the RCSD contact the Student’s instructors) is February 28th.
(b) **Midterms**
   All mid-term exam forms must be returned to the RCSD at least two (2) weeks prior to the scheduled date of the exam.

(c) **Final Exams**
   The deadline for submitting a final exam form for December finals is two weeks prior to the first day of the final exam period in December. The deadline for submitting a final exam form for April finals is two weeks prior to the first day of the final exam period in April.

(d) **Summer Courses**
   Given the condensed nature of summer course offerings, Students registered in summer courses should request Academic Accommodations as soon as possible.

**Change in Disability Status**

14.00 Students who have recent diagnoses or require a change in their Academic Accommodations may still request Accommodations after the deadlines stated above.

**Documentation of Disability**

15.00 The university will review documentation to determine appropriate Academic Accommodation. For the purpose of Academic Accommodation, the documentation of Disability:
   (a) must confirm a rationale for reasonable Academic Accommodations;
   (b) must be from professionals with appropriate credentials (see Appendix 3); and
   (c) should include the:
     • diagnosing professional’s name, title, phone number, address, official stamp or letterhead and signature;
     • date of the assessment;
     • statement of the nature of the disability including the impact of medication;
     • explanation of the functional impact of the Disability on the pursuit of a post-secondary education; and
     • recommendations for Academic Accommodation that will assist in the pursuit of a post-secondary education, specifically linking the recommended Accommodation to the impact of the Disability.

15.01 The university does not cover costs related to medical documentation.

15.02 A diagnosis of Disability alone does not guarantee Academic Accommodations.

Note: Appendix 3 contains additional guidance on documentation.
Services Provided by the RCSD
16.00 After a Student has submitted appropriate documentation and met with the RCSD, the RCSD will:
   (a) review the documentation of Disability;
   (b) determine eligibility for Academic Accommodation and services on the basis of documentation and assist in implementing these Accommodations when necessary by providing, where appropriate, an initial written recommendation;
   (c) explain the operational procedures of the RCSD (see Appendix 1 and Appendix 2);
   (d) provide assistance in obtaining grants and bursaries;
   (e) provide referrals to other resources on campus; and
   (f) with sufficient notice, coordinate sign language interpreting in classrooms and provide accessible course information.

Determining Essential Course and Program Requirements
17.00 Academic units are responsible for identifying and evaluating program requirements it considers essential including skills, knowledge, and attitudes. Course objectives and learning outcomes should be included in this process. Evaluation for a subsequent purpose such as those of a licensing body or for potential workplace requirements should not be considered. The focus must be on meeting the requirements of a specific course or university program.

Accessibility Statement for Course Syllabus
18.00 It is recommended that instructors include a statement in their syllabus indicating their willingness to assist in the provision of Academic Accommodations and informing the Student of the role of the RCSD and the university’s responsibility to provide necessary Academic Accommodation. The current statement is available through the Learning and Teaching Centre and the RCSD.

Accommodation Programs and Services
19.00 Course-based Academic Accommodations may include, but are not limited to:
   (a) sign language interpreting or captioning;
   (b) assignment substitution (e.g., substituting an oral for a written report);
   (c) overheads, or note taking assistance;
   (d) copies of instructor’s notes (as appropriate);
   (e) additional time to complete in-class assignments;
   (f) transcriptions of course material to alternate formats;
   (g) permission to audio record lectures;
   (h) the use of FM systems;
   (i) wheelchair accessible tables and computer workstations; and/or
   (j) preferred seating.

20.00 Exam-based Academic Accommodations may include, but are not limited to:
   (a) additional time to complete exams;
   (b) provision of a distraction-reduced environment;
   (c) supervised rest breaks;
   (d) exams in e-text format;
   (e) exam questions read aloud with computer software;
(f) voice recognition software;
(g) large print exams or magnification with CCTV;
(h) use of a word processor, spell check, or grammar check;
(i) calculator and/or formula sheet; and/or
(j) visual (sign) language interpreting.

Additional Registration Information
Registration for Accommodations that Require Additional Time to Implement

21.00 Examples of Academic Accommodations that require advanced planning and early
course registration include but are not limited to:
(a) Texts and course packs in alternative formats;
(b) Sign language interpreting or captioning;
(c) Substantial modifications to classroom furniture; and
(d) Lab work requiring an assistant or adaptation of the schedule.

If the RCSD determines eligibility for early registration, an RCSD advisor will notify
Undergraduate Records who will assign the earliest registration date and time specific to
the Student’s year of study and e-mail this information to the Student. For Faculty of
Law Students, the RCSD advisor will notify the Faculty of Law directly for early
registration purposes.

22.00 Requests for early registration, alternative texts or material, or visual language
interpreting should be made by the Student as soon as the Student knows the courses
that he or she will be enrolled in. While some texts and course materials may already
be available in the required format, it may take several weeks for delivery.

Requests for Reduced Course Loads

23.00 Students with Disabilities who have reason to take a reduced course load may request
approval from their respective faculty or academic departments. Student loans,
scholarships, work-study and on-campus housing requiring full-time registration may
also be accessed by a Student who is studying part-time for reasons of Disability.
Students must be registered in a minimum 40% course load.

Academic Advising

24.00 Academic Advisors are available in each faculty for the purpose of assisting decisions
about academic programs and courses. Contact information for the advising centres on
campus can be found at: http://registrar.uvic.ca/summer/adreg/advising.html.

Way-finding on Campus

25.00 Students with visual impairments who require assistance with finding buildings or
classrooms should make that request to the RCSD at least two weeks in advance of
requiring that assistance. If mobility training is required, Students will be directed to
contact the Canadian National Institute for the Blind (CNIB) for more extensive
navigational training.

Visual Language Interpreting

25.01 Interpreters and captionists are contracted to work with Students on the basis of
the course timetable provided to the RCSD.
25.02 Interpreters are hired on a contract basis based on experience, education, suitability and availability.

**Student Participation in the Academic Accommodation Process**

26.00 Students must participate in the process of developing an Academic Accommodation plan. This includes working with instructors, Chairs, Directors, Deans and faculties to develop Academic Accommodations that are appropriate to the requirements of the course and utilizing available resources and support services provided by the university. The provision of an Academic Accommodation provides Students with a Disability an alternative means of meeting essential course or program requirements. Fulfilling essential course or program requirements remain the Student’s responsibility.

**Reaching Academic Accommodation**

27.00 An instructor may only deny an Academic Accommodation where the instructor believes that it will constitute Undue Hardship as defined in the university Academic Accommodation and Access for Students with Disabilities policy (AC1205).

28.00 An instructor or Student who disagrees with the RCSD’s initial Academic Accommodation recommendation or other proposed Academic Accommodations should contact the RCSD advisor/manager to initially discuss the issue.

28.01 Where necessary, further consultation may also occur with:

(a) the pertinent department Chair, Director or Dean (or designate); and
(b) the medical professional who recommended the Academic Accommodation in the original documentation.

29.00 Where further resolution is required, or where there are issues or difficulties surrounding the implementation of an Academic Accommodation that have not been resolved informally, the Student, Instructor, Chair or Director may submit a request to the Associate Vice-President Student Affairs (or designate) for formal review.

29.01 The purpose of the formal review is to make recommendations for implementing appropriate actions to the pertinent Dean (or designate) in a timely manner.

30.00 The formal review request should include:
(a) the rationale for the review;
(b) documentation in support of the request; and
(c) the requester’s preferred outcome.

30.01 Prior to the formal review, the Associate Vice-President Student Affairs may request documentation from the instructor(s) outlining the:
(a) learning outcomes and Essential Requirements for the course or program; and
(b) issue(s) or difficulties surrounding the implementation of the Academic Accommodation.
31.00 The Associate Vice-President Student Affairs shall normally conduct the formal review within five (5) university business days of receiving the review request.

32.00 The formal review shall include consultation with the individuals involved in the Academic Accommodation and others who can provide specific expertise in resolving the implementation of appropriate Academic Accommodations.

32.01 Based on the nature of the Academic Accommodation, the Associate Vice-President Student Affairs shall either:

(a) facilitate a meeting with necessary individuals including but not limited to:
   - the Student and his or her Support Person;
   - the instructor;
   - the Chair, director or Dean (or designate);
   - an individual(s) with expertise in the specific area of Accommodation(s);
   - an Associate Vice-President in the Vice-President Academic and Provost’s office; and
   - the Director of Equity and Human Rights.
(b) individually consult necessary individuals such as those provided in (a) above in instances where there may be confidentiality concerns or other difficulties in completing the review in a timely manner.

32.02 Prior to taking any action under 32.01, the Associate Vice-President Student Affairs (or designate) shall consult the Student regarding the review process and any potential confidentiality issues or concerns relating to the individuals that will be consulted during the formal review.

32.03 Individuals involved in the Academic Accommodation may submit supporting materials to the Associate Vice-President Student Affairs for consideration during the formal review.

33.00 The Associate Vice-President Student Affairs (or designate) will review all relevant documentation and submissions. Upon completion of the formal review, the Associate Vice-President Student Affairs will make a recommendation to the pertinent Dean (or designate) on an appropriate Academic Accommodation on the basis of the:

(a) consultation results;
(b) Student’s current functional limitations; and
(c) the documented expected learning outcomes of the course or program.

34.00 The Dean (or designate) will review and determine whether to implement the recommendation(s). The Dean shall notify the instructor and Student in writing of the determination within two (2) university business days of receiving the recommendation. The notification shall include the rationale for the decision and any alternate resolution as applicable.

35.00 Where the Student is unsatisfied with the outcome of the review or with the Dean’s decision, the Student may appeal to the Senate Committee on Appeals in accordance
with its Terms of Reference and Procedural Guidelines
http://www.uvic.ca/universitysecretary/senate/committees/appeals.php

35.01 The Senate Committee on Appeals decision is final within the university.

36.00 To assist Students with their coursework when a formal review or appeal is pending, the RCSD and the instructor(s) shall assess the Academic Accommodation plan to determine what aspects of the plan, if any, can be immediately implemented on an interim basis pending the completion of the review or appeal.

**Academic Concessions**

37.00 Academic concessions are available to Students when medical or other issues are so severe as to:

(a) prevent the Student from completing the courses or examinations listed; or
(b) justify some academic concession as specified by a physician, registered psychologist or counsellor.

37.01 A Student wishing to initiate an academic concession request shall refer to information provided by the Registrar:

37.02 A Student with extenuating circumstances may appeal in writing with supporting documentation to the Fee Reduction Appeals Committee.
http://registrar.uvic.ca/undergrad/records/documents/frac.html

**Admission Appeals to the Senate Committee on Admissions, Re-Registration and Transfer**

38.00 Applicants with Disabilities who are denied admission to the university who can prove extenuating circumstances or provide information that was not presented initially may forward a written request for a review of their application to the Senate Committee on Admission, Re-registration and Transfer (SCART). The request should include any additional information combined with any supporting documents from persons familiar with the applicant's abilities and circumstances. SCART will consider the documentation presented and will make a decision on the application, subject to review by the Senate Committee on Appeals on the grounds of specific procedural error.

**Work Term Placements**

39.00 Students should notify the Cooperative Education Program and Career Services office in advance of a work term placement if a specific Accommodation is required for the work placement. The Cooperative Education Program and Career Services office will work in consultation with the employer and the faculty, where appropriate, to support suitable Accommodations.

40.00 Students should notify their faculty in advance of their practicum if a specific Accommodation is required related to the practicum. The faculty will work with the employer as appropriate to support suitable Accommodations in the practicum.

**Library Assistance**
41.00 Students are advised to contact the loan desk in any of the university's libraries for assistance with library related services. Additional information on the Libraries’ services for Students with a disability is available at http://library.uvic.ca/site/dept/access/sn.html.

**RELATED DOCUMENTS**

- Academic Accommodation and Access for Students with Disabilities policy (AC1205)
- Protection of Privacy policy (GV0235)
- Records Management policy (IM7700)
- Appendix 1 - Notification of Instructors by the RCSD
- Appendix 2 - Accommodated Exam Procedure at the RCSD
- Appendix 3 - Documentation of Disability
- Appendix 4 - Assistive Technology
- Appendix 5 - Learning Assistance Services
- Appendix 6 - Transportation
Appendix 1

Notification of Instructors by the RCSD

After registering with the RCSD, the Student completes and submits a request for “memos to instructors” form to the RCSD front desk at the beginning of the term.

The RCSD advisor writes a memo to the instructor(s) named on the form and sends it through the intercampus mail. This takes approximately 4 days. The memo notifies the instructor(s) that a student is registered with the RCSD and requires specific in-class and/or exam accommodations.

Academic Accommodation memos are released to the individuals named in writing on the request form. The memo’s collection, protection, retention and disclosure is governed by provisions of the Freedom of Information and Protection of Privacy Act and the university’s Protection of Privacy policy (GV0235) and associated procedures.

If the check box at the bottom of the request form indicates the Student would like a copy, one is left in the Student pickup box at the RCSD.
Appendix 2

Accommodated Exam Procedure at the RCSD

Students must submit a completed exam arrangement form to the RCSD for each exam to be written in the RCSD testing centre. This must be done each semester, by the stated deadline (note: deadlines are provided on the RCSD website, and by hand-out and email notification).

If exam arrangements are included as an Academic Accommodation on the memo to instructors requested (steps 1 & 2 above), the Student takes an Exam Arrangement Form to the instructor(s) to fill out for each exam. This should be done as early in the term as possible (i.e. the second week of class for midterms and quizzes, and when finals dates are announced).

Ordinarily, one form for each exam is needed, but some instructors may include multiple exam dates on a single form.

The Student will return completed Exam Arrangement Forms to the RCSD front desk two weeks prior to midterms and tests, and by the stated date for Final Exam arrangements.

The exam is scheduled by the exam coordinator based on the details of the completed Exam Arrangement Form and the availability of invigilation and exam writing space.

Students should then pick up the pink copy of the processed Exam Arrangement form, which includes instructions for when and where the exam is to be written.

There is a student pickup box at the RCSD where these forms are left when completed. The RCSD does not contact or remind Students about exam arrangements.
Exams locations include the following:
- RCSD main office, Campus Services Building
- S-Hut Exam Centre
- Classrooms during final exams

Exams take place during the following times:
- 8am to 10pm Monday to Friday
- 8am to 10pm Monday to Saturday during final exams (December and April)

- Instructors can choose to accommodate within their departments.
- Only materials and devices that are listed by instructors on exam arrangement forms may be brought into the testing room.
- Students who are unable to complete exams due to illness or other disruptions must provide evidence from Health Services or other medical professionals to their instructors.
- Students who have questions while writing in the RCSD may contact their instructors. In cases where it is not possible to contact the instructor, the Student may write question(s) on the exam paper and continue to complete the exam.
- Breaks may be taken in cases where this is indicated in the documentation of disability as an appropriate accommodation and an advisor at the RCSD has approved it.
- A staff member of the RCSD will return exams the next day to the department, requesting a signature.
Appendix 3
Documentation of Disability

(Adapted from AHEAD website November, 2009)

1. The credentials of the evaluator(s)
   Good documentation is provided by a licensed or otherwise properly credentialed health professional that has undergone appropriate and comprehensive training, has relevant experience, and has no personal relationship with the individual being evaluated. A good match between the credentials of the individual making the diagnosis and the condition being reported is expected (e.g., an orthopedic limitation might be documented by a physician, but not a licensed psychologist). The health care professional making the diagnosis should be licensed with a regulatory body within the jurisdiction in which they practice.

2. A diagnostic statement identifying the disability
   Good documentation includes a diagnostic statement that describes how the condition was diagnosed, provides information on the functional impact, and details the typical progression or prognosis of the condition. A DSM-IV diagnosis, with a full clinical description will convey the necessary information.

3. A description of the diagnostic methodology used
   Good documentation includes a description of the diagnostic criteria, evaluation methods, procedures, tests and dates of administration, as well as a clinical narrative, observation, and specific results. Where appropriate to the nature of the disability, having both summary data and specific test scores (with the norming population identified) within the report is important.

   Diagnostic methods that are congruent with the particular disability and current professional practices in the field are recommended. Methods may include formal instruments, medical examinations, structured interview protocols, performance observations and unstructured interviews. If results from informal, non-standardized or less common methods of evaluation are reported, an explanation of their role and significance in the diagnostic process will strengthen their value in providing useful information.

4. A description of the current functional limitations
   Information on how the disabling condition(s) currently impacts the individual provides useful information for both establishing a disability and identifying possible accommodations. A combination of the results of formal evaluation procedures, clinical narrative, and the individual’s self report is the most comprehensive approach to fully documenting impact. Good documentation is thorough enough to demonstrate whether and how a major life activity is substantially limited by providing a clear sense of the severity, frequency and pervasiveness of the condition(s).

   Changing conditions and/or changes in how the condition impacts the individual brought on by growth and development may warrant more frequent updates in order to provide an accurate picture.
5. **A description of the expected progression or stability of the disability**

It is helpful when documentation provides information on expected changes in the functional impact of the disability over time and context. Information on the cyclical or episodic nature of the disability and known or suspected environmental triggers to episodes provides opportunities to anticipate and plan for varying functional impacts. If the condition is not stable, information on interventions (including the individual’s own strategies) for exacerbations and recommended timelines for re-evaluation are most helpful.

6. **A description of current and past accommodations, services and/or medications**

The most comprehensive documentation will include a description of both current and past medications, auxiliary aids, assistive devices, support services, and accommodations, including their effectiveness in ameliorating functional impacts of the disability. A discussion of any significant side effects from current medications or services that may impact physical, perceptual, behavioral or cognitive performance is helpful when included in the report. While accommodations provided in another setting are not binding on the University of Victoria, they may provide insight in making current decisions.

7. **Recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services**

Recommendations from professionals with a history of working with the individual provide valuable information for review and the planning process. It is most helpful when recommended accommodations and strategies are logically related to functional limitations; if connections are not obvious, a clear explanation of their relationship can be useful in decision-making. While the RCSD has no obligation to provide or adopt recommendations made by outside entities, those that are congruent with the programs offered may be appropriate. When recommendations go beyond equitable and inclusive services, they may still be useful in suggesting alternative accommodations and/or services.
Appendix 4

Assistive Technology

Three dedicated assistive technology labs are maintained on campus by the RCSD. Keys for these labs for Students registered with the RCSD can be requested at the RCSD.

The RCSD provides computers with assistive software to Students for the purpose of completing exams (in RCSD exam centres). Eligibility to use such devices in exams is determined when Students register for services and accommodations at the RCSD.

The RCSD maintains a small loan bank of assistive technology that can be loaned to Students registered with the RCSD on a short-term basis. Such equipment is usually loaned to Students whose equipment is being repaired at critical points in a semester.

The RCSD encourages Students to apply for grants that make such technology available to eligible Students at no cost.

The RCSD can provide individual technology consultation for you if you are a Student with a disability currently enrolled at the University of Victoria. Consultation involves:
• identifying areas in which technology may support a Student’s educational goals;
• providing information and demonstrations of technology-based solutions; and
• referral to other agencies as necessary

Training can be provided to Students wishing to learn to use an assistive software application through the RCSD.
Appendix 5

Learning Assistance Services

There is a variety of learning assistance services available at the RCSD. There are fees associated with each type of assistance.

The online Tutor Registry through university Career Services provides a list of current Students who are willing to tutor a variety of subjects. It is available at: http://www.careerservices.uvic.ca/tutor/

Some departments and instructors keep a list of tutors with expertise relevant to specific courses of study. Students should contact departmental offices for further information.

Students eligible for a Canada Study Grant can apply through the grant application at the RCSD to request funding for tutoring or learning strategists. Students who are not eligible for this funding pay for the tutoring privately.

The Peer Learning Strategists Program through the RCSD helps eligible Students with learning disabilities to develop skills and strategies that will address their learning needs and focus on their strengths.
Appendix 6
Transportation

UPass (Bus Pass for Students)
http://www.uvss.uvic.ca/sustainability/upass.html

The UPass is a transportation alternative that allows all Students to use the Victoria Regional Transit System at a significantly reduced rate. All Students registered at the University of Victoria and taking at least one course are eligible to receive a U-Pass.

Students may have the UPass fees dropped by discussing with an advisor at the RCSD. For example, legally blind Students who have a CNIB NID card which covers transit fare may request to have the UPass fees dismissed.

Legally Blind Passengers

A CNIB NID is accepted as fare on all BC Transit and TransLink conventional transit systems.

Taxi Saver
http://www.bctransit.com/regions/vic/accessible/taxi_saver.cfm

Students required a handyPASS to use this program. The handyPASS is a picture identification that allows Students to purchase TaxiSaver coupons. The pass also allows your attendant to travel free on the regular bus. handyPASS is available only to permanent handyDART users in the Victoria region.

handyDART
http://www.bctransit.com/regions/vic/accessible/handydart.cfm

handyDART is a door-to-door shared-ride custom transportation service. This service is for people who are unable to use the regular transit service some or all of the time due to mobility issues associated with a permanent or temporary physical or cognitive disability. Students must be registered with handyDART to use the service.
Date: January 22, 2014

To: Members of Senate

From: Julia Eastman, University Secretary

Re: Ten-Year Sessional Calendar

Under its authority for the academic governance of the university, Senate approves the Ten-Year Sessional Calendar at its February meeting, each year adding one more year to the calendar. This is a request for approval of the attached updated Ten-Year Sessional Calendar.

Recommended motion:

That Senate approve the 2013-2023 Ten-Year Sessional Calendar.

Attachment
### UNIVERSITY OF VICTORIA SESSIONAL CALENDARS

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<td>July courses (&quot;P&quot;) end-July</td>
<td>30</td>
<td>25</td>
<td>28</td>
<td>26</td>
<td>27</td>
<td>26</td>
<td>25</td>
<td>28</td>
<td>27</td>
<td>26</td>
</tr>
<tr>
<td>August (&quot;Q&quot;) courses begin-July</td>
<td>26</td>
<td>24</td>
<td>22</td>
<td>21</td>
<td>20</td>
<td>21</td>
<td>20</td>
<td>19</td>
<td>21</td>
<td>20</td>
</tr>
<tr>
<td>Last day of classes - May/August (&quot;K&quot;) courses</td>
<td>Aug 7</td>
<td>Aug 1</td>
<td>July 31</td>
<td>July 29</td>
<td>July 28</td>
<td>Aug 3</td>
<td>Aug 2</td>
<td>July 31</td>
<td>July 30</td>
<td>July 29</td>
</tr>
<tr>
<td>B.C. Day - August</td>
<td>5</td>
<td>6</td>
<td>8</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Examinations begin - May/August courses-August</td>
<td>12</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Examinations end - May/August courses-August</td>
<td>22</td>
<td>18</td>
<td>17</td>
<td>16</td>
<td>18</td>
<td>16</td>
<td>17</td>
<td>19</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>July/August and August (&quot;K&quot; &amp; &quot;Q&quot;) courses end-August</td>
<td>22</td>
<td>20</td>
<td>21</td>
<td>19</td>
<td>21</td>
<td>19</td>
<td>21</td>
<td>20</td>
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</tr>
</tbody>
</table>

### WINTER SESSION

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Labour Day-September</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>Classes start</td>
<td>4</td>
<td>3</td>
<td>9</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
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<tr>
<td>Thanksgiving-October</td>
<td>14</td>
<td>13</td>
<td>12</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>14</td>
<td>12</td>
<td>11</td>
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<tr>
<td>November 11</td>
<td>Mon</td>
<td>Tues</td>
<td>Wed</td>
<td>Fri</td>
<td>Sat</td>
<td>Sun</td>
<td>Mon</td>
<td>Wed</td>
<td>Thu</td>
</tr>
<tr>
<td>Fall Convocation-November</td>
<td>12 &amp; 13</td>
<td>12 &amp; 13</td>
<td>9 &amp; 10</td>
<td>9 &amp; 10</td>
<td>14 &amp; 15</td>
<td>13 &amp; 14</td>
<td>14 &amp; 15</td>
<td>9 &amp; 10</td>
<td>15 &amp; 15</td>
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<tr>
<td>Classes end-December</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Examinations-December</td>
<td>7 - 20</td>
<td>8 - 22</td>
<td>7 - 21</td>
<td>5 - 19</td>
<td>4 - 18</td>
<td>8 - 21</td>
<td>7 - 20</td>
<td>7 - 21</td>
<td>6 - 20</td>
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</thead>
<tbody>
<tr>
<td>Classes start-January</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>6</td>
<td>4</td>
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<tr>
<td>Family Day - February</td>
<td>18</td>
<td>19</td>
<td>18</td>
<td>17</td>
<td>16</td>
<td>15</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>Reading Break-February</td>
<td>10-14</td>
<td>9-13</td>
<td>8-12</td>
<td>13-17</td>
<td>12-16</td>
<td>11-15</td>
<td>10-14</td>
<td>8-12</td>
</tr>
<tr>
<td>Easter weekend</td>
<td>Apr 18 - 21</td>
<td>Apr 3 - 6</td>
<td>Mar 25 - 28</td>
<td>Apr 14 - 17</td>
<td>Mar 30 - Apr 2</td>
<td>Apr 19 - 22</td>
<td>Apr 10 - 13</td>
<td>Apr 2 - 5</td>
</tr>
<tr>
<td>Classes end-April</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Examinations-April</td>
<td>7 - 25</td>
<td>7 - 22</td>
<td>7 - 22</td>
<td>7 - 25</td>
<td>9 - 24</td>
<td>8 - 27</td>
<td>6 - 24</td>
<td>6 - 22</td>
</tr>
<tr>
<td>Summer class days</td>
<td>58</td>
<td>62</td>
<td>62</td>
<td>62</td>
<td>62</td>
<td>62</td>
<td>62</td>
<td>62</td>
</tr>
<tr>
<td>Days lost</td>
<td>MMT MFR</td>
<td>MMT MFR</td>
<td>MRF MFR</td>
<td>MMT MFR</td>
<td>MMT MFR</td>
<td>MRF MFR</td>
<td>MMM MFR</td>
<td>MRF MFR</td>
</tr>
<tr>
<td>Fall class days</td>
<td>60</td>
<td>62</td>
<td>59</td>
<td>59</td>
<td>62</td>
<td>59</td>
<td>59</td>
<td>62</td>
</tr>
<tr>
<td>Days lost</td>
<td>MMT MMT</td>
<td>MMT MMT</td>
<td>MRF MRF</td>
<td>MMT MMT</td>
<td>MMT MMT</td>
<td>MRF MRF</td>
<td>MMT MMT</td>
<td>MMT MMT</td>
</tr>
<tr>
<td>Winter class days</td>
<td>60</td>
<td>60</td>
<td>59</td>
<td>59</td>
<td>61</td>
<td>60</td>
<td>60</td>
<td>59</td>
</tr>
<tr>
<td>Days lost</td>
<td>MRF MRF</td>
<td>MRF MRF</td>
<td>MRF MRF</td>
<td>MRF MRF</td>
<td>MRF MRF</td>
<td>MRF MRF</td>
<td>MRF MRF</td>
<td>MRF MRF</td>
</tr>
</tbody>
</table>
Attended is the ten-year calendar for the period 2013-2023. The annual calendars are subject to approval by Senate each year.

The dates for the Faculty of Law may differ because they are approved each year.

Secretary of Senate
Administrative Services Building

Adopted by Senate 2 December 1987
Attached for Senate’s approval is the 2014/2015 Academic Year Important Dates Calendar. This calendar will be submitted for inclusion into the 2014/2015 academic calendar.

Recommended motion:

*That Senate approve the 2014/2015 Academic Year Important Dates for submission to the 2014/2015 academic calendar.*
### 2014/2015 ACADEMIC YEAR
### IMPORTANT DATES

#### 2014/2015 OFFICIAL ACADEMIC YEAR BEGINS
See Summer Studies Calendar for complete dates.

<table>
<thead>
<tr>
<th>May 2014</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Friday</td>
<td>Senate meets</td>
</tr>
<tr>
<td>5 Monday</td>
<td>May-August courses begin for all faculties</td>
</tr>
<tr>
<td>12 Monday</td>
<td>May and May-June courses begin Last day for course changes (Faculty of Law only)***</td>
</tr>
<tr>
<td>19 Monday</td>
<td>Victoria Day*</td>
</tr>
<tr>
<td>22 Thursday</td>
<td>Senate Committee on Academic Standards meets to approve Convocation lists</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>June 2014</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Wednesday</td>
<td>May courses end</td>
</tr>
<tr>
<td>5 Thursday</td>
<td>June courses begin</td>
</tr>
<tr>
<td>9 Monday – 13 Friday</td>
<td>Spring Convocation</td>
</tr>
<tr>
<td>27 Friday</td>
<td>May-June and June courses end</td>
</tr>
<tr>
<td>30 Monday – 1 Tuesday</td>
<td>Reading Break May-August sections only*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>July 2014</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Tuesday</td>
<td>Canada Day* Deadline to apply to graduate for Fall convocation</td>
</tr>
<tr>
<td>3 Thursday</td>
<td>July and July-August courses begin</td>
</tr>
<tr>
<td>25 Friday</td>
<td>July courses end</td>
</tr>
<tr>
<td>28 Monday</td>
<td>August courses begin</td>
</tr>
<tr>
<td>29 Tuesday – 31 Thursday</td>
<td>Supplemental and deferred examinations for Winter Session 2013-2014 (except for Engineering courses)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>August 2014</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Friday</td>
<td>May-August classes end for all faculties</td>
</tr>
<tr>
<td>4 Monday</td>
<td>British Columbia Day*</td>
</tr>
<tr>
<td>5 Tuesday</td>
<td>May-August examinations begin for all faculties</td>
</tr>
<tr>
<td>18 Monday</td>
<td>May-August examinations end for all faculties</td>
</tr>
<tr>
<td>20 Wednesday</td>
<td>July-August and August courses end</td>
</tr>
</tbody>
</table>

### WINTER SESSION – FIRST TERM

<table>
<thead>
<tr>
<th>September 2014</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Monday</td>
<td>Labour Day*</td>
</tr>
<tr>
<td>2 Tuesday</td>
<td>First year registration and opening assembly for Faculty of Law</td>
</tr>
<tr>
<td>3 Wednesday</td>
<td>First term classes begin for all faculties</td>
</tr>
<tr>
<td>11 Thursday</td>
<td>Last day for course changes in Faculty of Law</td>
</tr>
<tr>
<td>16 Tuesday</td>
<td>Last day for 100% reduction of tuition fees for standard first term and full year courses. For non-</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>19 Friday</td>
<td>Last day for adding courses that begin in the first term</td>
</tr>
<tr>
<td>30 Tuesday</td>
<td>Last day for paying first term fees without penalty</td>
</tr>
<tr>
<td><strong>October 2014</strong></td>
<td></td>
</tr>
<tr>
<td>3 Friday</td>
<td>Senate meets</td>
</tr>
<tr>
<td>7 Tuesday</td>
<td>Last day for 50% reduction of tuition fees for standard courses. 100% of tuition fees will be assessed for courses dropped after this date. For non-standard courses see <a href="http://www.registrar.uvic.ca">www.registrar.uvic.ca</a></td>
</tr>
<tr>
<td>13 Monday</td>
<td>Thanksgiving Day*</td>
</tr>
<tr>
<td>22 Wednesday</td>
<td>Senate Committee on Academic Standards meets to approve Convocation lists</td>
</tr>
<tr>
<td>31 Friday</td>
<td>Last day for withdrawing from first term courses without penalty of failure</td>
</tr>
<tr>
<td><strong>November 2014</strong></td>
<td></td>
</tr>
<tr>
<td>7 Friday</td>
<td>Senate meets</td>
</tr>
<tr>
<td>10 Monday – 12 Wednesday</td>
<td>Reading Break (except Faculty of Law)*</td>
</tr>
<tr>
<td>10 Monday &amp; 12 Wednesday</td>
<td>Fall Convocation</td>
</tr>
<tr>
<td>11 Tuesday</td>
<td>Remembrance Day*</td>
</tr>
<tr>
<td><strong>December 2014</strong></td>
<td></td>
</tr>
<tr>
<td>1 Monday</td>
<td>Deadline to apply to graduate for Spring convocation</td>
</tr>
<tr>
<td>2 Tuesday</td>
<td>Last day of classes for Faculty of Law</td>
</tr>
<tr>
<td>3 Wednesday</td>
<td>Last day of classes in first term except Faculty of Law and Faculty of Human and Social Development**</td>
</tr>
<tr>
<td></td>
<td><em>National Day of Remembrance and Action on Violence Against Women. Classes and exams cancelled from 11:30 am – 12:30 pm.</em></td>
</tr>
<tr>
<td>5 Friday</td>
<td>Senate meets</td>
</tr>
<tr>
<td>8 Monday</td>
<td>First-term examinations begin, except Faculty of Law and Faculty of Human and Social Development**</td>
</tr>
<tr>
<td>22 Monday</td>
<td>First term examinations end for all faculties</td>
</tr>
<tr>
<td>25 Thursday</td>
<td>Christmas Day*</td>
</tr>
<tr>
<td>26 Friday</td>
<td>Boxing Day*</td>
</tr>
<tr>
<td>25 December – 1 January</td>
<td>University closed</td>
</tr>
<tr>
<td><strong>WINTER SESSION – SECOND TERM</strong></td>
<td></td>
</tr>
<tr>
<td><strong>January 2015</strong></td>
<td></td>
</tr>
<tr>
<td>1 Thursday</td>
<td>New Year’s Day*</td>
</tr>
<tr>
<td>5 Monday</td>
<td>Second term classes begin for all faculties</td>
</tr>
<tr>
<td>9 Friday</td>
<td>Senate meets</td>
</tr>
<tr>
<td>15 Thursday</td>
<td>Last day for course changes for Faculty of Law</td>
</tr>
<tr>
<td>18 Sunday</td>
<td>Last day for 100% reduction of second term fees for standard courses. For non-standard courses see <a href="http://www.registrar.uvic.ca">www.registrar.uvic.ca</a></td>
</tr>
<tr>
<td>21 Wednesday</td>
<td>Last day for adding courses that begin in the second term</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>31 Saturday</td>
<td>Last day for paying second term fees without penalty</td>
</tr>
<tr>
<td><strong>February 2015</strong></td>
<td></td>
</tr>
<tr>
<td>6 Friday</td>
<td>Senate meets</td>
</tr>
<tr>
<td>8 Sunday</td>
<td>Last day for 50% reduction of tuition fees for standard courses. 100% of tuition fees will be assessed for courses dropped after this date. For non-standard courses see <a href="http://www.registrar.uvic.ca">www.registrar.uvic.ca</a></td>
</tr>
<tr>
<td>9 Monday</td>
<td>Family Day*</td>
</tr>
<tr>
<td>9 Monday – 13 Friday</td>
<td>Reading Break for all faculties*</td>
</tr>
<tr>
<td>28 Saturday</td>
<td>Last day for withdrawing from full year and second term courses without penalty of failure</td>
</tr>
<tr>
<td><strong>March 2015</strong></td>
<td></td>
</tr>
<tr>
<td>6 Friday</td>
<td>Senate meets</td>
</tr>
<tr>
<td><strong>April 2015</strong></td>
<td></td>
</tr>
<tr>
<td>2 Thursday</td>
<td>Last day of classes for all faculties, except Faculty of Human and Social Development**</td>
</tr>
<tr>
<td>3 Friday</td>
<td>Good Friday*</td>
</tr>
<tr>
<td>6 Monday</td>
<td>Easter Monday*</td>
</tr>
<tr>
<td>7 Tuesday</td>
<td>Examinations begin for all faculties, except Faculty of Human and Social Development**</td>
</tr>
<tr>
<td>10 Friday</td>
<td>Senate meets</td>
</tr>
<tr>
<td>22 Wednesday</td>
<td>Examinations end for all faculties</td>
</tr>
<tr>
<td></td>
<td>End of Winter Session</td>
</tr>
</tbody>
</table>

**2015/2016 OFFICIAL ACADEMIC YEAR BEGINS**

**SUMMER SESSION 2015**

See Summer Studies Calendar for complete dates

**May 2015**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>1 Friday</td>
<td>Senate meets</td>
</tr>
<tr>
<td>4 Monday</td>
<td>May-August courses begin for all faculties</td>
</tr>
<tr>
<td>11 Monday</td>
<td>May and May-June courses begin Last day for course changes (Faculty of Law only)***</td>
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<tr>
<td>18 Monday</td>
<td>Victoria Day*</td>
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<tr>
<td>21 Thursday</td>
<td>Senate Committee on Academic Standards meets to approve Convocation lists</td>
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**June 2015**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>3 Wednesday</td>
<td>May courses end</td>
</tr>
<tr>
<td>4 Thursday</td>
<td>June courses begin</td>
</tr>
<tr>
<td>8 Monday – 12 Friday</td>
<td>Spring Convocation</td>
</tr>
<tr>
<td>26 Friday</td>
<td>May-June and June courses end</td>
</tr>
</tbody>
</table>

**July 2015**

<table>
<thead>
<tr>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>1 Wednesday</td>
<td>Canada Day* Deadline to apply to graduate for Fall convocation</td>
</tr>
<tr>
<td>1 Wednesday – 2 Thursday</td>
<td>Reading Break May-August sections only*</td>
</tr>
<tr>
<td>6 Monday</td>
<td>July and July-August courses begin</td>
</tr>
<tr>
<td>28 Tuesday</td>
<td>July courses end</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>29 Wednesday</td>
<td>August courses begin</td>
</tr>
<tr>
<td>29 Wednesday – 31 Friday</td>
<td>Supplemental and deferred examinations for Winter Session 2014-2015 (except for Engineering courses)</td>
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<tr>
<td>31 Friday</td>
<td>May-August classes end for all faculties</td>
</tr>
</tbody>
</table>

### August 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Monday</td>
<td>British Columbia Day*</td>
</tr>
<tr>
<td>4 Tuesday</td>
<td>May-August examinations begin for all faculties</td>
</tr>
<tr>
<td>17 Monday</td>
<td>May-August examinations end for all faculties</td>
</tr>
<tr>
<td>21 Friday</td>
<td>July-August and August courses end</td>
</tr>
</tbody>
</table>

* Classes are cancelled on all statutory holidays and during reading breaks. Administrative offices and academic departments are closed on statutory holidays. Holidays that fall on a weekend are observed on the next available weekday, normally on a Monday. The UVic Libraries are normally closed on holidays; exceptions are posted in advance.

** Faculty of Human and Social Development dates to be announced.

*** See also Faculty of Law for more details regarding Summer 2014 and Summer 2015 Important Dates for law courses.
Below is a listing of faculty, senior instructors and librarians who were granted emeritus and emerita status in 2013/14. This list is for Senate’s information and will be submitted for inclusion into the 2014/2015 academic calendar.

Botting, Heather, BA, MA, PhD (Alberta), MA (Calgary)
Crawford, Bruce, BSc (UVic), PhD (Wash), MD
Esling, John, BA (Northw), MA (Mich), PhD (Edin), FRSC
Foss, Jeffrey, BA (Alta), MA, PhD (W. Ont)
Hart, Kim, BA (Trent), LLB (UVic)
MacNeil, Joan, RN, BScN (Alta), MHSc (McMaster), PhD (Wayne State U)
McIntyre, Marjorie, BSN (Victoria), MSN (Brit Col), PhD(Colorado)
Mitchell, Judith, BA, MA (Sask), PhD (Alta)
Paul, Kathryn, BA (Queens), MLS (McGill)
Petter, Christopher, BA (UVic), MA (Leeds), MPhil (Leeds), MSL (Western Ontario)
Pinder, Craig, BA (UBC), MA (U of Minnesota), PhD (Cornell University)
Stephenson, Peter, BA (Arizona), MA (Calgary), PhD (Toronto)
Stuart, Nancy, BSc (UVic), MLS (Western Ontario)
Swanson, Marnie, BA, BLS
Taylor, S. Martin, BA (Bristol), GCE (Leeds), MA, PhD (UBC)
Tully, James, BA (UBC), PhD (Camb)
Van Gyn, Geraldine, BA (W Ont), MSc, PhD (Alta)
Williams, Lorna, BGS, MEd (SFU), EdD (Knoxville)

Recommended motion:

That Senate receive for information the 2013/14 Emeritus and Emerita list for submission to the 2014/2015 academic calendar.
Date: January 22, 2014

To: Members of Senate

From: Julia Eastman, University Secretary

Re: 2014/2015 Senate Meeting Dates and Other Important Dates

Attached for Senate’s approval is the schedule of Senate meetings for 2014/2015, together with due dates for submission of materials for the agenda.

The timely assembly of a docket containing the agenda, correspondence, proposals and reports requires that all items and materials to be considered at a regular meeting reach the Office of the University Secretary by noon 16 days before the meeting. Following the due date, the Senate Committee on Agenda and Governance prepares the agenda in accordance with its terms of reference and the Senate Rules and Procedures. The open docket is posted on the Senate SharePoint site six days before the meeting. The closed docket is distributed in paper copy six days before the meeting.

Recommended Motion:

That Senate approve the 2014/2015 Senate Meeting Dates and Other Important Dates.

Attachment
### Schedule of 2014/15 Senate Meetings and Other Important Dates

<table>
<thead>
<tr>
<th>Agenda Materials due in USEC by 12:00 p.m.</th>
<th>Senate Committee on Agenda &amp; Governance Meeting 9:30 – 10:30, ASB, boardroom 110 (unless otherwise noted)</th>
<th>Mail Out (morning of)</th>
<th>Meetings will be held at 3:30 p.m. in the Senate and Board Chambers (Room A180, University Centre (unless otherwise noted))</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 17</td>
<td>-</td>
<td>-</td>
<td>September 19 Annual Senate Orientation and Welcome Reception</td>
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<tr>
<td>October 22</td>
<td>-</td>
<td>-</td>
<td>November 7 Location: TBC</td>
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<td>November 19</td>
<td>October 24</td>
<td>October 31</td>
<td>December 5</td>
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<td>December 17</td>
<td>December 19</td>
<td>January 2</td>
<td>January 9</td>
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<td>January 21</td>
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<td>March 25</td>
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<td>April 2</td>
<td>April 10</td>
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<tr>
<td>April 15</td>
<td>April 17</td>
<td>April 24</td>
<td>May 1</td>
</tr>
</tbody>
</table>

### Schedule of 2014/15 Senate Committee on Academic Standards meetings to approve Convocation lists

<table>
<thead>
<tr>
<th>Agenda Materials due in USEC by 12:00 p.m.</th>
<th>Agenda &amp; Governance Meeting</th>
<th>Mail Out (by noon)</th>
<th>Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 17</td>
<td>No meeting scheduled</td>
<td>October 20</td>
<td>October 22 10:30 a.m. – 12:30 p.m. Location: Senate and Board Chambers, Room A180, University Centre</td>
</tr>
<tr>
<td>May 15</td>
<td>No meeting scheduled</td>
<td>May 19</td>
<td>May 21 10:30 a.m. – 12:30 p.m. Location: DSB, room C112</td>
</tr>
</tbody>
</table>

PLEASE RETAIN THIS SCHEDULE FOR FUTURE REFERENCE