The next open meeting of the Senate of the University of Victoria is scheduled for Friday, April 4, 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. March 7, 2014 (SEN-APR 4/14-1)

   Motion: That the minutes of the open session of the meeting of the Senate held on March 7, 2014 be approved and that the approved minutes be circulated in the usual way.

3. BUSINESS ARISING FROM THE MINUTES
   a. Update on Faculty of Graduate Studies governance

4. REMARKS FROM THE CHAIR

5. CORRESPONDENCE

   Motion: That Senate receive the 2013-14 annual report on the implementation of the Strategic Plan for information.

   b. Update on integrated planning and budget framework

INFORMATION
6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Admission, Re-registration and Transfer
   – Dr. Adam Monahan, Chair
   
i. Creation of Admission Requirements for the Faculty of Education, Pre-Elementary Education (SEN-APR 4/14-3)

   Motion: That Senate approve the creation of admission requirements for secondary school applicants to the Faculty of Education, Pre-Elementary Education effective May 1, 2014 and the following addition to the admission section of the undergraduate academic calendar:

   Faculty of Education, Pre-Elementary Education

   English 11
   Foundations of Math 11 or Pre-calculus 11
   One approved science 11
   Social Studies 11

   English 12 or English 12 First Peoples
   plus three approved academic 12 courses with an average of at least 70%

b. Senate Committee on Agenda and Governance – Prof. Jamie Cassels, Chair
   
i. Revisions to the Terms of Reference for the Senate Committee on Planning (SEN-APR 4/14-4)

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

c. Senate Committee on Awards - Dr. Annalee Lepp, Chair
   
i. New and Revised Awards (SEN-APR 4/14-5)

   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:

   - Robert and Ellen Pearce Scholarship (revised) *
   - Daughters of the American Revolution Scholarship (new)
   - Peninsula Co-op Bud Nunn Entrance Award (new)
   - Peninsula Co-op Jack Groves Entrance Award (new)
   - Kootenay Bar Association Memorial Bursary in Law (revised)
• Black Press Business Scholarship (revised)
• Philomela Choir Scholarship (new)
• Peninsula Co-op Exercise Science, Physical and Health Education Award (new)
• Peninsula Co-op Pat Fafard Entrance Award (new)
• Peninsula Co-op Sus Tabata Entrance Award (new)
• Rehana A. Meghani Memorial Scholarship (new) *
• Eloise Spitzer Scholarship for Indigenous Women (new) *

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d. Senate Committee on Learning and Teaching – Dr. Janni Aragon, Chair

i. Revising and updating UVic’s university-wide learning outcomes  

   INFORMATION

   (SEN-APR 4/14-6)

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

i. Renewal of the Centre on Aging  

   ACTION

   Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the renewal of Approved Centre Status for the Centre on Aging (COAG) for the five year period April 1, 2014 through March 31, 2019.

   (SEN-APR 4/14-7)

ii. Renewal of the Institute for Integrated Energy Systems  

   ACTION

   Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the renewal of Approved Centre Status for the Institute for Integrated Energy Systems (IESVic) for the five year period April 1, 2014 through March 31, 2019.

   (SEN-APR 4/14-8)

iii. Discontinuation of Certificate in Financial Planning  

   ACTION

   Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the discontinuation of the Certificate in Financial Planning.

   (SEN-APR 4/14-9)

iv. Proposal to Change Department’s Name from “History in Art” to “Art History and Visual Studies”  

   ACTION

   Motion: That Senate approve the Proposal to Change Department’s Name from “History in Art” to “Art History and Visual Studies”.

   (SEN-APR 4/14-10)
v. Proposal for a Graduate Certificate in Digital Humanities

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Graduate Certificate in Digital Humanities, as described in the document "Proposal for a Graduate Certificate in Digital Humanities", dated February 23, 2014, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

7. PROPOSALS AND REPORTS FROM FACULTIES

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

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

Motion: That Senate approve the Procedures for Academic Accommodation and Access for Graduate Students with Disabilities, effective May 1, 2014.

b. Other matters

9. OTHER BUSINESS


Motion: That the Senate receive, for information, the 2013 Policy Review Annual Report.

10. ADJOURNMENT
DRAFT MINUTES

A meeting of the Senate of the University of Victoria was held on March 7, 2014 at 3:30 p.m. in the Senate and Board Chambers, University Centre, Room A180.

1. APPROVAL OF THE AGENDA

   Motion: (J. Aragon/S. Blackstone)
   That the agenda be approved as circulated.

   CARRIED

2. MINUTES

   Motion: (S. Klein/M. Kennedy)
   That the minutes of the open session of the meeting of the Senate held on February 7, 2014 be approved and that the approved minutes be circulated in the usual way.

   CARRIED

3. BUSINESS ARISING FROM THE MINUTES

   Dr. Eastman reminded members of Senate of the discussion at the last meeting regarding the academic year important dates. She said it would not be possible to change the time for the National Day of Remembrance and Action on Violence Against Women event this year. Doing so could cause disruption to other class schedules. In addition, the committee reviewing the event was expected to come forward with recommendations and it would not be appropriate to implement changes before receiving those.

4. REMARKS FROM THE CHAIR

   a. President’s Report

   Prof. Cassels provided a report on the federal budget released on February 11, 2014. He said there had been an increase in funding to each of the granting councils. In addition, the establishment of the Canada First Research Excellence Fund had been announced. Prof. Cassels also reported on new investments in internships.

   With respect to the provincial budget released on February 18, 2014, Prof. Cassels said the expected reductions in funding to post-secondary had been confirmed. He said it had not yet been confirmed how the reductions would be distributed across institutions but that a pro rata distribution was expected. Prof. Cassels said the anticipated reductions had been built into this
year’s budget but the university would have to focus on advocacy as it looked towards next year. Prof. Cassels provided Senate members with information regarding changes to the carbon offsets program outlined in the provincial budget.

Prof. Cassels reminded members of Senate that IDEAFest was underway. He hoped everyone had taken the opportunity to participate in the successful event.

Prof. Cassels reported that the five post-secondary institutions on Vancouver Island had recently signed an agreement re-affirming their commitment to work together to strengthen post-secondary education on the island.

With respect to recent UVic events, Prof. Cassels provided a report on the President’s Distinguished Service Awards, the Co-op and Career employer appreciation event, the Victoria Leadership Awards and the Joint Senate Board Retreat.

b. Other matters

Prof. Cassels invited Carmen Charette, Vice-President External Relations to provide an update on the UVic Difference project. Ms. Charette reminded members of Senate of the report she gave at the last meeting, noting that 8000 responses had been received to the survey that was distributed. Ms. Charette invited members of Senate to engage in the project further by attending one of the FutureCast Dialogues scheduled for the following week.

5. CORRESPONDENCE

There was none.

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Admission, Re-registration and Transfer

i. Proposed creation of a new admission category called “Special Access Pathway”

Dr. Webb supported the proposal, which he thought would reduce administrative workload and provide better support to students. He suggested it would be useful to follow this proposal with a formal review of the governance structure for the Pathway Program. Dr. Webb commented that some challenges with respect to the structure of the program had been experienced and that a review of this structure would allow for further support to both students and academic units. Dr. Tremblay responded that the Pathway Program began as a pilot program. She agreed that this was the right time to create a more formal governance structure to support it, and said she would provide a report back to Senate.

Motion: (A. Monahan/M. MacDonald)
That Senate approve the creation of a new admission category called “Special Access Pathway” for students applying to the Pathway Program.
AND

That Senate approve the addition of the following description of the new admission category to the section of the undergraduate academic calendar entitled “Other Applicant Categories”, effective May 1, 2014:

Special Access Pathway
Applicants who satisfy the academic requirements for admission, including the requirements to enter a specific degree program, who do not meet the minimum English language proficiency requirements and who have a minimum IELTS score of 5.5 or a minimum TOEFL score of 71 may enrol in the 12 month Pathway Program in order to enhance their language skills while undertaking coursework for academic credit. Upon satisfaction of both the English language proficiency requirements and achievement of the required minimum GPA of 2.0 (or higher if required by the relevant Faculty) in all credit courses attempted, the student may progress into a regular program.

Students who do not meet these requirements will not be eligible to progress into a regular program, however, a record of the Pathway Program studies, including all academic credit awarded, will be retained as part of the academic record and will appear on the official transcript.

CARRIED

b. Senate Committee on Agenda and Governance

i. Appointments to the 2013/14 Senate Committees

Motion: (K. Gillis/S. Blackstone)
That Senate approve the appointments to the 2013/2014 Senate committees for the terms indicated in the attached document.

CARRIED

c. Senate Committee on Awards

i. New and Revised Awards

Motion: (A. Lepp/M. Kennedy)
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:

- Karen McFadzean Bursary (new) *
- Paul R.N. Spencer Bursary (new)
• Gina Quijano Unsung Hero Award (new) *

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CARRIED

7. **PROPOSALS AND REPORTS FROM FACULTIES**

    a. **Faculty of Graduate Studies**

        i. **Faculty Governance Structure**

Dr. Capson provided a PowerPoint presentation on a proposed new governance structure for the Faculty of Graduate Studies. He reviewed the current governance structure for the faculty and commented on growth and change in recent years. Dr. Capson indicated that the current governance structure for the faculty was ineffective and had low levels of participation. He confirmed that there was consensus among those who had been consulted that the university was not well served by the current model. Dr. Capson outlined a proposed model for governance of the Faculty of Graduate Studies, which included creation of a faculty council. He outlined two possible membership models for the faculty council, one that included all graduate advisors and another that included elected and proportional representation based on the number of graduate students in a faculty’s programs. Dr. Capson asked members of Senate for feedback on the proposal.

Dr. Burke asked how a decision between options for the faculty council would be made. Prof. Cassels explained that Senate had authority to approve governance structures for the faculties and that a recommendation would be presented to Senate for consideration and approval.

Dr. Lewis Hammond said that, given the diversity of graduate programs, she favoured the model that included the graduate advisors. She thought this model would assist with improving communications, although she recognized that the large number of members would mean the council might not be as nimble as one with smaller membership.

Dr. Blackstone also supported the model that included all of the graduate advisors. She noted that representation for her faculty would significantly decrease if proportional representation based on enrolment was the basis for membership on the council.

Dr. Dechev commented that the Faculty of Graduate Studies serves many purposes, one of which is to graduate students. From his perspective, it was important to ensure that faculties serving large numbers of graduate students had an adequate voice. For that reason, he favoured a model based on proportional representation.

Dr. Webb expressed support for bringing forward a proposal to Senate for approval this year. He said he thought it was important to change the governance structure for the faculty and said he was less concerned with which model was presented. Dr. Webb did note that the model based on graduate advisors might be so large that members will not feel accountable to the body.
Dr. Chapman noted that the number of graduate students was the same in both models and suggested that the number be increased in the model with larger membership.

Dr. Wyatt commented on the diversity in graduate programs and suggested that smaller units could end up in unworkable situations if their perspectives were not represented on the council. She wondered if participation in the faculty council could be added to the position expectations for graduate advisors in order to ensure attendance at meeting. Dr. Kennedy noted that members of Senate understand the expectations regarding their attendance and thought these kinds of expectations could be successfully extended to the faculty council.

Dr. Gillis thought the council would be more nimble with a smaller number of members. She said she appreciated the pros and cons of both options, and suggested that the larger model might be accommodated through an effective committee structure.

Dr. Tiedje asked if the models could be combined to achieve the objectives of both. He suggested that all graduate advisors could serve on the council, with a limited number having voting rights.

Dr. Klein wondered why it was necessary to establish a faculty council because all matters considered by the faculty require approval by Senate. He expressed concern about the impact of expectations regarding governance and administrative service on small faculties. Dr. Klein thought it would be worth investigating why attendance levels were so low.

Dr. Archibald shared feedback from members of his faculty, who favoured the graduate advisors model. He thought voting and quorum procedures could be used to ensure equity between faculties.

Dr. Mateer commented that, as Chair of the Senate Committee on Planning, she thought it would be very useful to have program proposals fully and meaningfully vetted by a faculty council in the Faculty of Graduate Studies.

Dr. Webber supported the graduate advisors model. He thought it would be important for the Graduate Executive Committee to continue to play a role, with the council focusing on matters at a higher level. Dr. Webber said the critical point was that the current model was untenable. He said he preferred either model over the current situation.

Mr. Arora said he preferred the elected representative model, which had a higher proportion of students. He thought it was important that the student perspective be adequately represented on the council. Dr. Capson agreed.

Prof. Cassels suggested that a straw vote might provide Dr. Capson with guidance going forward. He indicated that the vote would not be binding but would help to determine which model Senate members preferred. A straw vote was conducted. Fifteen members selected the graduate advisors model. Fourteen members selected the elected representatives model. Eleven members selected a hybrid model. Three members indicated that they preferred none of the models or objected to the proposal.
8. OTHER BUSINESS

a. Art Collections Policy (BP3310)

Dr. Blackstone expressed support for the proposed policy. She commented on the calibre and diversity of the university’s art collection and thought it was appropriate to develop a policy that would ensure proper care and an improved connection to the university’s teaching and research mission.

Dr. Wyatt asked about the consultation process for acquisition and deaccessioning of artwork. She thought it was important to conduct adequate consultation to determine how and by whom artwork is being used for teaching. Ms. Charette responded that careful consideration is being given to how to best support the academic mission of the university. Mary Jo Hughes, Director of the Legacy Art Galleries provided a brief explanation of the decision making process for acquisition and deaccessioning. Dr. Wyatt said she would prefer to see explicit reference to consultation included in the procedures.

Dr. Burke said it was regrettable that the consequence of recent changes was that the collection was now less accessible to those who use it for an academic purpose. He thought the collection should be accessible to as many members of the university community as possible. Ms. Charette responded that, out of 27000 pieces in the collection, approximately 1000 pieces had been classified as cultural property. She explained that there are strict requirements the university must follow to protect cultural property for future generations. Ms. Hughes explained that approximately 100 pieces of cultural property had been removed from display around campus.

Dr. Baer commented on the sections of the policy and procedures regarding loans. He noted that loans are at the discretion of the director. Dr. Baer asked about the criteria being applied to determine whether loans will be approved and thought there were more criteria being applied than those outlined in the procedures. He said he would be more comfortable if loan requests were considered by a committee, instead of leaving the decision in the hands of one person.

Dr. Webber supported the policy and thought it was appropriate that the university was professionalizing the way in which its art collection is managed. He expressed one concern with the procedures, which was that they indicated that the collection would simply be managed as a museum. Dr. Webber commented that artwork on campus is used for other purposes, for example to send messages. He commented on placement of artwork outside the First People’s House, noting that it was not simply placed there in accordance with museum standards. Dr. Webber said he was worried that the larger purposes for displaying artwork could be lost.

Dr. Webb said he appreciated the policy and was struck by the extent which Senate members care about the university’s art collection. He suggested it might be appropriate to table approval of the policy in order to allow the feedback to be considered and incorporated, as appropriate. Prof. Cassels asked if there were any regulatory requirements that demanded immediate approval of the policy. Ms. Charette said the policy was required to meet federal regulations but that some time could be taken to consider the feedback received.
Dr. Beam asked if the procedures would be brought back to Senate with the policy. Prof. Cassels said the policy would be brought to Senate for approval, and the procedures would be provided for information.

**Motion:** (M. Webb/M. Kennedy)
That the Art Collections Policy (BP3310) be tabled to a future meeting of Senate.

*CARRIED*

9. **PROPOSALS AND REPORTS FROM THE VICE-PRESIDENT ACADEMIC AND PROVOST**

Dr. Tremblay provided an update on the core review. She said the university had submitted its interim report, which would be made available on the Senate SharePoint site.

Dr. Tremblay reported on the enhanced planning process. She said a website providing information about the process had been set up and encouraged Senate members to review the information.

There being no other business, the meeting was adjourned at 4:50 p.m.
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<td>Jeremy Webber</td>
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<td>Victoria Wyatt</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 Law: Jeremy Webber
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 Diacu (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)
Susan Lewis Hammond–FINE (30/6/14)
Adam Monahan - SCIE (30/6/14)
Leslee Francis Pelton – EDUC (30/6/14)
Ann Stahl - SOSC (30/6/16)
Victoria Wyatt – FINE (30/6/16)
Margot Wilson - SOSC (30/6/15)

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 (GRAD) “
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 Ulysses (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 Dunson
Assoc. V.P. Academic Planning: Catherine Mateer
Registrar: Lauren Charlton
Associate University Secretary: Carrie Andersen
The 2012 Strategic Plan, in its “Implementation and accountability” section, stipulates that:

The realization of this strategic plan will involve all members of the university community. Its implementation will be led by the President and will be the responsibility of academic and administrative leaders at all levels in the university. Through the integrated planning process, led by the Vice-President Academic and Provost, the strategic plan will shape medium-term planning, the annual budget process and the university’s activities and operations.

Information on progress in the implementation of the strategic plan will be provided in the context of the Planning and Budget Framework and will be reported by the President to the Planning and Priorities Committee, the Senate, the Board of Governors and the university community.

In that context, I am therefore providing an update on the implementation of the Strategic Plan.

My priority over the fall was to engage in “Campus Conversations” to introduce myself to campus in my new role, learn more about the strengths and issues of concern in the various areas, and develop focus and priorities for the next five years. I conducted over 50 of these “Campus Conversations”, during which it was confirmed to me that on the whole the strategic plan resonates well on campus and that there is also agreement that we need to focus and prioritize our efforts.

As part of the process, the Planning and Priorities Committee met to take stock of the strategic planning process and to reflect on the potential for setting priorities and on mechanisms for tracking progress.

In my brief report on the Campus Conversations, I confirm our determination to fulfill our obligations to students and to society and I highlight some key areas. Further work is underway to define more clearly what it means to be “a university of choice” and to build on excellence – in education for undergraduate and graduate students; in research, scholarship and creative activity; and in supporting and engaging our people. The report recognizes the need to strengthen our internal and external communications and to develop transparent tools and processes that will allow us to optimize resources and to align them with
our priorities. The report also identifies several specific strategic plan objectives that have assumed greater priority.

We are consequently in the process of developing “Enhanced Planning” tools and mechanisms. The first phase consists of identifying key indicators that relate to areas of focus, and in the future we will make use of those indicators to track our performance and to report out.

As envisaged in the Strategic Plan, Part I of the 2014-15 Budget Framework (attached) provides an update on the current status of accomplishments, highlights challenges and opportunities and outlines the priorities for 2014-15.

Attach.
Integrated Planning Framework

In February of 2012, after extensive consultation with students, faculty, staff, alumni and the community, the university’s Senate and the Board of Governors approved an updated Strategic Plan, “A Vision for the Future – Building on Excellence.” Building on the success of the 2007 plan, “A Vision for the Future – Building on Strength,” the current plan reaffirms and recommits to its goals: to attract and support outstanding people, to build the quality of our programs in research and education and to strengthen linkages with our external communities locally and around the world. It rearticulates our vision of being a university of choice for outstanding students, faculty and staff; a university that best integrates outstanding scholarship with inspired teaching and active community engagement; a university whose distinguishing characteristic above all is a tradition of uncompromising excellence.

The Plan takes fully into account a changing environment for post-secondary education: an environment characterized by global shifts in education and research, developing demographic and labour market trends, continuing economic uncertainty, changes in the BC post-secondary system, and an accelerated pace of technological change. As these changes come to bear upon how our institution evolves, they are obliging us to differentiate ourselves further from other institutions at all levels - regionally, nationally and internationally. Importantly, the Plan makes even more explicit our commitment to broadening the student learning environment by enhancing experiential learning opportunities and through the integration of education and research, and to internationalization through an expansion of opportunities for student and faculty exchanges, and increasing international student enrolment. It also reaffirms our deep commitment to Aboriginal students and Aboriginal communities. Finally, as we confront these less lenient, more challenging times, the Plan places heavy emphasis on three things: integrated planning, fiscal responsibility, and careful attention to priorities and outcomes; these are absolutely essential for achieving our goals within the current context.

Since August, President Cassels has been actively engaged in a series of campus conversations and consultations with the faculty, staff and students across campus in order “to develop an even sharper and widely shared vision of this university's distinctive characteristics and strengths, to prioritize the many worthwhile objectives set out in the plan, and to explore the most effective ways for us to realize our goals together.”


One of the major outcomes of the Presidential consultations with the community relates to the identification and articulation of areas of focus within the Plan. In his “Report to the university community on campus conversations,” President Cassels reaffirms UVic’s vision to be “a university of choice” and emphasizes that in order to further enhance a research-inspired learning community, we are to build upon our prevailing culture of excellence. Moreover, he emphasizes that three things need to be done: “further focus and build on our strengths; better align resources with priorities; communicate and engage more effectively internally and externally.” He concludes:

“…we have an excellent foundation upon which to continue building. We can do that by continuing to focus on our tradition of excellence in undergraduate and graduate teaching and learning, taking advantage of UVic’s size and character as a learning community and building on our particular strengths in experiential and research-enriched learning. We will build on our strengths in research, scholarship and creative activity across the spectrum of our academic programs, and also in areas and clusters of particular strength.”
To do this effectively we must develop a research plan that addresses both the most pressing operational needs for research support, and the strategic needs relating to areas of focus, partnerships, knowledge mobilization and community engagement. We must continue to build on UVic’s greatest strength—its talented people and collegial environment. Faculty and staff concerns regarding support and inclusion must be addressed, along with compensation issues, albeit within the limits of governmental and budget constraints, and always with an eye to what is best for our students and the communities we serve. And we must all work together to maintain and enhance UVic’s culture of inclusion, respect and collaboration.

Finally, we need to improve planning and communications. To do this requires that we develop more robust and transparent processes for academic, operational and budget planning, aim for a more rigorous alignment of resources and priorities, and improve our mechanisms for two-way communication and engagement, both internally and externally.”

Making Choices

The focused strategic priorities emerging out of the Presidential consultations within the framework of the 2012 strategic plan aim to position the university optimally within the new realities of fiscal challenges, public accountability and the need to differentiate the university in a competitive national and international environment. After completing a decade of growth, we are well positioned to take advantage of our medium size: growing only strategically, particularly at the graduate level, while re-affirming our commitment to quality undergraduate education in a research-intensive environment. We need particularly to pay attention to student engagement and experiential learning, to our commitment to a culture that is driven by research and discovery and to our commitment to civic and community engagement – the distinguishing features of the University of Victoria. With respect to research strength, the university has emerged as one of Canada’s premier research institutions and is now consistently ranked amongst the best in the world in a number of areas of global significance. Sustainable research infrastructure and support programs will have to be maintained in order to ensure our internationally competitive standing. We need to properly align our resources with priorities. We need to deploy our existing resources more effectively, ensuring that we choose carefully where we place emphasis, how we optimize our investments, and how we grow our revenues from other sources. We will need to maintain a flexible, nimble and adroit approach in all our future activities. We will have to create opportunities, take advantage of those opportunities that are presented to us and make what may be difficult choices in order to adhere to our commitment to quality and to the priorities within the Strategic Plan.

In order to deal with shortfalls in revenue in the past, the university implemented across-the-board budget reductions in the past four years (2.0% for 2009-10; 1.5% for 2011-12 and 2012-13; 4.0% for 2013-14). During the past year, in order to mitigate the impact of future budget reductions, we have undertaken planning exercises to both explore and implement (to a limited extent) initiatives for optimization of the use of our resources, both academic and administrative, such as smart growth (improved classroom utilization, instructional capacity and class size), retirement planning, improved IT service delivery, energy savings opportunities, review of guidelines and processes for travel and shared services across the post-secondary institutions in BC with a focus on procurement and information technology). While this is beneficial, we require a systemic and a long term approach towards the alignment of our resources with our priorities so that we do not subject our community to constant across-the-board reductions.
Given the expectation of continued budget shortfalls, this past year the integrated planning group, as well as the Deans and Directors, actively and seriously engaged in discussion of some difficult and fundamental questions regarding quality, efficiency and optimization and the budget process. The outcome of these discussions has informed the enhanced planning process for making data-driven budgetary and programmatic choices. Many universities are facing similar challenges and different approaches are being used to address the issue of alignment of resources with priorities. Some are using the Dickeson approach/model for program prioritization (a central university-wide task force, ranking all programs into quintiles, categorizing programs under different “buckets” – whether to enhance, maintain or eliminate these), some are experimenting with new budget models such as responsibility centre management or activity based budgets, and others are using both these approaches. It was important for us to ask the question: what is the right approach for UVic for aligning priorities with resource allocation? We have concluded that an alternate approach would best fit our institution. The Dickeson approach requires extensive efforts, creates high institutional anxiety, has high costs and has raised the great concern that afterwards many institutions are able to bring about only little or no change. In addition, there is the observed perception that the process is centrally driven and, thus, there is a lack of ownership over decision-making by administrative leaders at all levels of the university on both the academic and non-academic sides of the institution. We firmly believe that instead of relying upon the Dickeson approach, we can make use of our existing planning process at UVic to undertake the exercise of making choices within the focused priorities laid out in the strategic plan. And while this is the case, we can improve upon planning processes by ensuring greater transparency and enhancing the requisite tools to Faculties, Departments and Schools to assist them in making choices. There will also be a parallel process, to be initiated by the Executive, to explore whether there are opportunities to improve our current budget allocation model in order to best support the choices we will need to make for our university now and in the future.

We envision the enhanced planning approach to be multi phased, transparent, evidence based and consistently applied across programs and administrative services.

Enhanced Planning: Making Choices

**Phase 1: Tools and Information**

December 2013 - Fall 2014

- Create a set of standardized criteria and data against which to assess quality, cost and contribution of programs and activities, to be updated periodically and made sufficiently robust to enable differentiated budget allocations by university decision makers at all levels.
- The Working Group, along with an Advisory Committee, will develop and recommend to Integrated Planning a set of criteria that can be measured and reported; recommend a process for identifying, gathering, reporting and comparing the information; recommend the appropriate unit levels for the criteria (e.g., Faculty, department, program, service unit or service, etc.); develop a planning timeline; develop a consultation and communication plan; oversee the gathering of the information and report out as per the communication plan.

**Phase 2: Making Choices**

Fall 2014 - Spring 2015

- The Planning Process at the Faculty and the Unit level – will use the information and data gathered by the Working Group to make well-informed choices within each department and then within each portfolio. We do not anticipate a change to the approaches in the existing planning, decision-making and accountability structures at the decanal/director/chair levels.
- Integrated Planning to recommend the design of a comprehensive process for decision making to the President.
Once the process is considered by the Executive and approved by the President, oversight of its implementation will be the responsibility of Integrated Planning.

While we are undertaking the Enhanced Planning: Making Choices exercise, we will be pursuing the following priorities for 2014-15.

Priorities for 2014-15

Within this context, our foremost priorities for 2014-15 will remain student engagement (including recruitment and retention), promoting the quality of our academic and research programs, dealing with faculty retention and the salaries conundrum (public sector constraints and comparatively lower faculty salaries), fund raising, and the development of a communication and engagement strategy for both our internal and external communities. We will also be following through on other priorities to which commitments have been already made. It is imperative to note that we intend to accomplish the above either through internal reallocation of existing budgets, one-time funding or increasing our international undergraduate revenues. As a result of the financial pressures, we do not anticipate having much new incremental funding to allocate to our identified priorities. Non-recurring funds will be utilized as appropriate to support areas of priority such as undergraduate entrance scholarships, and information technology.

Student Recruitment: Attracting the best and the brightest

Since 2000-01 there has been a 26% increase in total enrolment at the university. Undergraduate enrolments have grown by 21% and our graduate enrolments by 64%. In 2013-14 overall enrolment numbers are about 100 FTE over our government funded target and our entry class is approximately 13% higher than last year and with quality improving from 81% to 83% for entry GPA. And although we are 330 FTE over the international undergraduate student target, we are still about 770 FTE below the overall target at the undergraduate level. At the graduate level, however, we are about 800 FTE above target.

Undergraduate Students

Over the last couple of years, the growth rate at the undergraduate level has tailed off and it is becoming increasingly challenging to attract highly qualified undergraduate applicants. The supply of potential applicants is limited by low to negative growth in the youth population, with a decline in the provincial population of 18-29 year-olds expected to continue in 2014/15. These demographic changes, coupled with the rapid expansion of the BC post-secondary system (now including 6 new teaching universities), pose some special challenges and opportunities for UVic. The annual rate of undergraduate growth is expected to slow. Student recruitment will become far more competitive, and our students will continue to come from farther afield nationally and internationally. Our goal must be to continue to attract diverse groups of excellent students who continue to inspire excellent teaching and research. We must also recognize the increased need for strategically targeted distance and continuing education in some of our programs. Although GPA cut-offs for admissions to UVic have varied over the past 10 years, there continues to be high academic standards for admitted students. (S.2)

In order to meet our goals of reaching our undergraduate enrolment targets while ensuring a diverse, high quality student body, UVic will have to:

• Implement our enhanced scholarship program to sharpen our competitiveness in attracting the best and the brightest.
Focus on greater coordination between Student Recruitment and the Faculties around conversion activities.

• Focus its efforts on enrolment management strategies such as targeted recruitment strategies and campaigns both within and outside BC.

• Rethink the balance between the undergraduate and graduate student numbers.

• Determine how best to add residence capacity in order to be able to attract students that are outside the Greater Victoria area; provincially, nationally and internationally.

Graduate Students

Our graduate student population is growing rapidly, increasing by 46% since 2004-05. Becoming more research-intensive has meant more pressure for UVic to enhance the ratio of graduate to undergraduate students, a trend that has implications for academic programming and resource allocation. We would need to strategically manage this growth by making conscious choices and align this growth with our resources, including competitive student funding, and with faculty research strengths and professional outcomes, and by balancing the quality of undergraduate and graduate teaching. (S.4)

International Students

The Strategic Plan provides a vision for expanding the university's already significant range of international activities over the next five years. It proposes doubling the international student body, enhancing student mobility programs, and deepening research and exchange relationships globally. We have set a target of 1250 FTE for undergraduates and 800 for graduate students to be accomplished by 2015-16 (an increase of 56% over a four-year period from 900 FTE undergraduate and 473 FTE graduate currently), a target towards which we are fully on track this year. We are in the second year of our Pathways Program – offering credit courses in the discipline of Economics, Engineering and Science to students who possess limited English language capability. Our challenge remains to find appropriate classroom space for this program while we are in the process of building an extension to the Continuing Studies building. Several other initiatives are being undertaken including research support for visiting international scholars in the International Office, improved services for international research, an International Commons in the Library, and The Learning without Borders program (pedagogical grants to advance the internationalization of the curriculum). The funding required for various international initiatives, particularly the recruitment and support of international students, will come from the partial use of the increased revenues generated by growth in the international student body. Our challenge will be to maintain these numbers further diversify our international population, and provide proper support services to these students. We must also recognize the impact of an increased international student body in certain Faculties and departments and, in consequence, provide support to these units to provide quality education to our students. (S.20)

Aboriginal Students

Aboriginal people and their communities, including First Nations, Métis, Inuit and non-status Aboriginal peoples of Canada, continue to be disadvantaged in access to and full participation in economic and social prosperity. High school graduation rates among Aboriginal youth are much lower than the general population and unemployment among working-age Aboriginal people is three times higher than among the non-Aboriginal population. Increasing the participation of Aboriginal people in education will not only help fill labour and skills shortages in the provincial economy, but will also have a positive effect on individuals, families, and their communities and on the overall economic and social prosperity of the Province. The university has increased the number of aboriginal students from 80 in 2001/02 to over 800 in 2012-13. The university is
committed to increasing the number of Indigenous students graduating from all Faculties, building on our commitment to our unique relationship with the First Peoples of Canada. Our goals continue to be to (S.3):

- Further strengthening relationships and build partnerships with local Indigenous communities; and
- Identifying opportunities to build outreach programming based on Aboriginal Service Plan and LE,NONET partners/stakeholders’ capacity development needs and interests to capitalize on available soft funds; research /develop best practices in Indigenous student recruitment; and review faculty specific admission policies.

**Student Success and Broadening Student Experience: Creating conditions that matter**

Currently, UVic students report robust levels of student engagement – each year our NSSE scores (National Survey of Student Engagement) are higher than those of most research-intensive universities and consistently exceed those of the other BC research universities. Similarly, program satisfaction levels from recent graduates are the highest of any BC research university and have remained such over the past decade. We have done well, but the increasingly competitive world in which we find ourselves requires us not only to do well but to do better. There has been a substantial increase in capacity across the province and an increased competition among post-secondary institutions for students, exacerbated by a declining youth population. Attracting more students, especially quality students, would require us to differentiate ourselves from other institutions and requires us to clearly articulate what UVic offers in terms of student success which others do not.

Given that our student body is becoming diverse, we need to develop a complex and well-articulated set of responses. Students who come to UVic will need active support to achieve their goals. Student success has to be our central focus and improving student engagement and success will be a key to maintaining and enhancing the quality of our institution. (S.17, S.18; S.19) In addition, our first-year retention rate is lower than that seen at other BC research universities and has been declining, particularly for those students admitted with a high school GPA of less than 80%. This would require that, a) we recruit quality students; and b) we ensure that support and academic advising structures are in place and are effective in improving our retention. Similarly, our seven-year graduation rate lags those of the other BC research universities. This clearly indicates that more must be done to support students throughout their program and help them complete their degrees on time.

An institutional level Student Success Group (SSG) was established in early 2013 to move forward the student success project. Its memberships include Associate Vice-President Student Affairs, Associate Vice-President Academic Planning, all deans or their delegates (associate deans), directors from all academic support units, the founding faculty member of Education 101, one undergraduate and one graduate student and the director of Communications and Marketing. The group is chaired by the Provost who reports on a regular basis to the Deans Council on the activities and the agenda of the SSG. Its goals are to:

- Effectively establish what student success means at UVic and then support our students in achieving their goals;
- Clearly articulate the UVic advantage and define the distinguishing characteristics of the UVic experience that make a convincing case for students to choose to come to UVic;
- Take advantage of our size and capitalize on our strong points of interdisciplinarity, experiential learning, enhanced faculty student interaction, integration of research and learning at the undergraduate level;
• Generate an integrated action plan, review our exemplary practices and effectively learn from within by identifying, sharing and combining those specific experiences and contexts associated with student learning and student success;

• Establish a success oriented campus culture and learning environment by creating synergy and complementarity of existing and future institutional policies, programs and practices;

• Build accountability into our system and build a student success-focused culture at all levels and in all sectors of the university and ensure that student success remains the university’s central focus at all levels and in all sectors.

Faculty Engagement and Retention

During the past decade UVic witnessed renewal and growth of its full-time faculty, with more than 50% of our current professoriate and librarians being hired during that period. Due to budget reductions (faculty vacancies being used to meet budget reduction targets) and the impact of the elimination of mandatory retirement (with a huge spike in the retention of our faculty beyond age 65), we have slowed down the pace of new faculty hiring. Our recruitment of faculty will have to be strategic, consistent with our research and educational priorities. The Deans of each Faculty have identified their priority areas in their academic plans and these priorities will have to align with those of the institution. All vacancies require Vice-Presidential approval and a rationale. In a resource-constrained environment, we will need to focus our growth in those areas where we choose to develop a nationally and internationally recognized critical mass of excellence. As always, however, retaining and recruiting exceptional faculty members requires the university to provide an environment that supports their academic ambitions. The Strategic Plan has set ambitious goals for faculty retention – “ensure that faculty retention places us in the top 20 percent of Canadian Universities.” To accomplish this, we must continue to develop and implement programs that encourage the success of new and continuing faculty (S.6; S.11). We do not presently face any significant recruitment and retention issues. Although, as mentioned above, the number of searches and recruitments has decreased substantially in the last three years, a significant proportion of candidates who have accepted positions at the University of Victoria were the Faculties’ first choice of applicants. Our retention rate is robust. However, the university does suffer from a negative salary differential as compared to our comparator universities. There is a perception amongst the faculty members that they are not being valued and their salaries are not commensurate with the quality and excellence for which UVic is known nationally and internationally. We will work to better understand and make progress where our faculty total compensation packages are not competitive with our comparator universities and then determine how we can move forward with making any changes necessary to ensure that we can attract and retain faculty. President Cassels notes, on page 6 of his report on Campus Conversations, “UVic faculty salaries are indeed low relative to other Canadian universities. Although this problem is largely the result of historical circumstances and of externally imposed constraints, it has resulted in some feeling undervalued. This must be addressed, albeit recognizing governmental and budget constraints. Within a measure of regulatory flexibility, careful longer-range academic and budget planning, and with an eye always on what is best for our students and society, we will aim for improvement.”

Academic Development: Programs, Quality and Academic Support

The Strategic Plan for the University of Victoria sets the goal to offer programs in teaching, research and support of such quality as to place us in the upper 20 per cent of a national set of comparable programs as judged by peer evaluation. President Cassels reaffirms, in his report on Campus Conversations, “Our first priority must be to build on our strength in undergraduate and graduate education by continuing to promote excellence in teaching and learning overall, and
emphasizing areas of strength that may further differentiate us when students are making their choice.” (p. 3). Given our size and the economic and enrolment climate, we must build our areas of focus carefully, with the choice of disciplines and specialities being driven by our strengths and aspirations in teaching, research and scholarship, by focusing on questions of an enduring nature, and by responding to the evolving needs of society.

The slowing pace of growth, other than strategic growth at the graduate level and internationally, presents opportunities to consolidate some of the gains we have made, to focus on quality enhancement, to capitalize on our strength as a mid-sized research-intensive university, and generally to ensure that our research and educational activities are integrated and mutually enriching (S.12; S13: S.14). Within this context, we will be doing the following:

- We remain committed to ensuring excellence and quality of our programs, both teaching and research. The 2013 Quality Exercise, in which all academic units participated and which entailed identifying unit level goals for enhancing quality in the student experience, the learning environment, and research, will be folded in the Enhanced Planning: Making Choices initiative.

- The process for undertaking and making effective use of Academic Program Reviews has itself undergone review. A revised policy, which more clearly articulates the steps taken following the review to act on recommendations, as well as more robust engagement of academic deans in the APR process, was presented to Senate for approval in February 2014.

- The process for budget planning in the Faculties is informed by Faculty and unit strategic plans, information from the regular academic program reviews, and recent enrolment performance as an indicator of student demand. The Faculties provide three- to five-year plans that inform the allocation of funding. Due to the cessation of provincial growth funds, the emphasis in the immediate future is to ensure that the enrolment targets assigned to each Faculty are met (and if not, make adjustments to the targets and resources), student outcomes are achieved and that there is a proper aligning of resources with areas of student interest, quality of the programs and faculty research strength. Over the next three years, any further undergraduate growth will be highly focused and will depend upon locating and negotiating specific sources of support from government, upon special fees or upon other external sources. In the last few years all new academic programs have been developed in areas where there is significant student interest and in which the university is well prepared to support, based on the teaching and research expertise of its faculty, financial resources and available space. As noted above and called for in the Strategic Plan, we will, to the extent possible, continue to focus on strategic growth in graduate studies, subject to the ability to reallocate existing funds or generate new funds to support the program.

- A 5th cohort of 60 Bachelor of Commerce students was approved to begin in 2013-14, and an additional cohort was approved in the 2014-15 budget. There is a strong demand for this undergraduate business program from highly qualified students. This program will be financed through the additional tuition revenues generated.

- The full Civil Engineering proposal did not receive any provincial funding, but a Bachelor in Civil Engineering was approved by the university and the Degree Quality Assessment Board. It remains our top priority for seeking funding support from the province. Support for a small initial program was initially developed through the reallocation of internal resources in the Faculty of Engineering and a small initial cohort of students was admitted
to the program in 2013-14. It appears that demand for this program will be substantial as evidenced by the impressive recent growth in application numbers and admissions. A Bachelor in Biomedical Engineering was also approved by the university and the Degree Quality Assessment Board. Support for this program was also generated by redirecting resources within the Engineering faculty and a small cohort of students intending to study Biomedical Engineering was admitted in 2013-14. For 2014-15, the Faculty of Engineering has revised its undergraduate target upward by 100 FTE and is projecting further planned growth of another 100 FTE in 2015-16. This growth is to be supported by base allocation funding to the Faculty of Engineering from the VPAC budget. Similarly in response to the increasing student demand, the Masters in Global Business program in Gustavson School of Business will expand with a cohort of 20 FTE in January 2015 and then with an additional 20 FTE cohort in January 2016. The base funding will be provided from the central budget from the anticipated tuition for these cohorts. Space remains a crucial issue for the expansion of programs in Business and Engineering and requires careful planning. The VPFO’s office is working closely with VPAC in determining whether there are sufficient space resources available for the success of these programs. Other program developments are as follows:

- Four new PhD programs, Philosophy, Greek and Roman Studies, Environmental Studies, and Health Information Science, received approval from the Ministry in 2013. All these programs will be small and can be delivered within existing resources; the proposed PhD in Health Information Science program will be supported through a differential level of tuition.

- In 2012 and 2013, five small academic programs were recommended for closure due to lack of sufficient student interest and enrolment over several years, and others may be identified by respective academic units and Faculties for potential closure in the course of the Enhanced Planning: Making Choices exercise.

- One of our top priorities will continue to involve generating support from the provincial government for the institution of a provincial graduate funding program following the examples of Alberta, Quebec and Ontario. Meanwhile the Dean of Graduate Studies has undertaken a review of the graduate funding formula to ensure that our fellowship awards remain competitive with Canadian research-intensive universities.

- Budget planning in student affairs, administrative and other support areas is based on strategic plans and service plans (and their associated resourcing plans) developed to accommodate growth and maintain or enhance levels of service and support. In light of the budget constraints, any resource allocations will be accommodated from the existing budgets. It is imperative that we support initiatives that enhance student retention, the integration of research and education, experiential learning opportunities and the promotion of internationalization and community engagement. Support for these key initiatives would originate either from reallocation within the existing budgets or from revenues emanating from increased numbers of undergraduate international students.

**Education Technology**

Technology resources and systems are increasingly important in the delivery of high quality educational programs. Instructors are making more and more use of educational technologies, including course-based learning management systems (LMS), access to a broad range of online resources, integration of social media, student and course evaluation, and many components of
course and program delivery. There is increasing interest and demand from instructors for access to and support in using effective educational technologies. There is rapid change in this field and the university needs to be well-situated to understand, evaluate and adopt those technologies that will most benefit our programs.

Over 2012-2013, a cross-institutional review of existing support for educational technology was completed with broad input from faculty and staff. Recommendations from the review included the development of integrated support for educational technology, with a new office combining personnel from the Learning systems and Distance Education in Continuing Studies – and including strong faculty-based connections. (S.15) This restructuring is currently underway.

- Another recommendation from the review, the development of a leadership position in this area, reporting to the AVP Academic Planning, was approved. An initial search for a Director of Technology Integrated Learning undertaken in Spring 2013 was not successful but in January 2014 there was an internal secondment of an Acting Director Technology Integrated Learning.

- The new Academic and Student Services Committee, part of the new IT governance process, began meeting formally in Fall 2013, a critical new committee which will assist in the selection and prioritization of educational technologies.

- Ongoing technology related projects supporting academic programs and services include: a new system for Course Scheduling, enhanced and online Course Experience Survey, centralized advising software, and an upgrade of Moodle (now Course Spaces) as the centrally supported LMS.

**Sustaining Research Excellence**

The remarkable growth in the university’s research funding and its impact nationally and internationally has greatly enhanced our reputation, helped attract and retain high quality students and faculty, and increased our benefit to society. Consistently ranked in the top tier of Canadian universities on measures of research impact, the university is now recognized at the international level through prestigious rating organizations such as the Times Higher Education World Ranking system. President Cassels observes in his report on Campus Conversations, “We must also build on UVic’s strength in the quality and impact of its research endeavours. Our faculty achieve excellent results in research, scholarship and creative activity, and this success builds our reputation worldwide, helps to attract excellent faculty, staff and students to our university, enriches our educational programs and makes important contributions to society. We can build on that success.” (p.5)

Our researchers have been highly successful in attracting competitive peer-reviewed funding in the range of $100M annually over the past five years, much of which either directly or indirectly supports students. The university is now home to a number of internationally recognized research platforms and has had an excellent record of competing for research operating and infrastructure support.

However, increasing research intensity and success carries with it a significant challenge in terms of sustaining the necessary operating and maintenance funding required to optimize the value of our investments in people, programs, and infrastructure. Providing our researchers with the necessary support systems and programs to help them succeed requires significant resources; these funds are collectively called the indirect costs of research. While we have seen modest increases in the amount of funding provided through funding agencies and organizations for
meeting the indirect costs of research, they have not come close to meeting the estimated 40% of the direct costs of research that are required. To meet this shortfall will require additional effort to ensure that indirect funding is maximized through funding agreements and that development priorities align with research priorities wherever possible. We must also increase our emphasis on developing strong research partnerships with government, industry, community agencies and other academic institutions; a new research support unit, UVic Research Partnerships, UVic Research Partnerships and Knowledge Mobilization (RPKM) was implemented in 2013 to maximize the quality and value of university research partnerships. It is also critical that we better integrate our educational and research strengths so that we can maximize the synergies that result from our investments. Becoming more research intensive has increased the pressure to enhance the ratio of graduate to undergraduate students, a trend that has implications for academic programming and resource allocation. Building on the university’s overall strategic plan, a comprehensive research planning process will be conducted during 2013-14 under the direction of the new VPR in close collaboration with the VPAC to better support our strategic areas of research and to maximize their alignment with academic programs. (S.21; S.22; S.23)

**Communications and Marketing Strategy**

Work is accelerating on key strategy 31 (a) of the university’s Strategic Plan to “increase UVic’s sense of community as well as external profile through the development of a new communications strategy that highlights UVic’s strengths and creates an awareness of the important contributions our university is making in addressing the key challenges facing our society and where UVic is providing regional, national and international leadership”. (S.31)

The goal of *The UVic Difference: Positioning for Success project* is to renew and sharpen UVic’s positioning and messaging in response to changes in our university and our world. This process is being led by a broadly-representative steering committee appointed by the President and chaired by the VP External Relations. This work is being assisted by an external agency chosen through an international competition. Building on the President’s campus conversations and UVic’s strategic plan, the steering committee advises and informs the process, drawing on its members’ knowledge of UVic, our key constituencies and audiences, and the challenges and opportunities in front of us. The project is engaging the entire campus community at several stages to help answer the question, “why choose UVic?” if we are going to remain a university of choice for students, faculty, staff, donors, employers and the diverse communities we serve in an increasingly competitive environment. It will result in a widely supported statement of what sets UVic apart from its competitors and a comprehensive communications and marketing plan which can be deployed by all units on campus to achieve their strategic goals.

The university’s Communications and Marketing departments are in the final stages of fully integrating into a single unit to make the highest and best use of the skills and talents of its staff to provide strategic and tactical leadership to the university in these areas. The increasing need to enhance internal engagement within the university community on a range of issues such as UVic’s budget and prioritization challenges, and the opportunities presented by the positioning and communications and marketing activities will also drive significant initiatives to develop an internal communications strategy and engagement framework over the course of the year.

**Systems and Processes**

Our systems and processes are critical to achieving the strategies in our Strategic Plan. These systems and processes play a vital role in our teaching and learning, research and administrative activities. (S.26; S.27) During the last year we implemented a new governance structure to ensure that we focus on, and allocate our limited resources to the highest priority initiatives that can best contribute to achieving our strategic goals. With the implementation of the new structure, we have
seen increased diversity in the types and areas of projects and support. In particular, the introduction of a new structure that looks solely at academic supports has resulted in the initiation of projects that will provide significant benefits for students.

Over the next three years we will continue to develop more robust systems and processes with a particular focus on education technology (see above), enhancing data security, supporting our academic priorities, and ensuring we have adequate data centre capacity and technology infrastructure to support the university now and in the future. By leveraging technology, we will also increase efficiency in our academic and administrative activities. We will make it easier for Faculty, staff and students to access and use all our systems and will continue with cross-institutional reviews of major administrative and non-academic support processes in order to standardize, simplify and increase efficiencies.

**Staff Recruitment, Retention and Engagement**

The university's staff members play a vital role in enabling the university to fulfill its mission. In many cases they are the first point of contact for our students and our community. Through the support and services they provide to our students and faculty, and by maintaining a high-quality physical environment, they make it possible to accomplish our goals. Over the next three years we will be increasing our commitment to ensuring that staff feel valued, are supported and are best positioned to contribute to the university's mission. This will require, as a minimum, an integrated communication strategy, access to management and leadership development, and ongoing support for professional development, mentorship and other training opportunities. We will also continue to provide support to assist staff in successful transitions whether that is a change in roles and responsibilities, retirement or return to work. We expect that the university will continue to experience change, particularly as we work through a challenging fiscal environment. It is critical that we recognize the impact of these changes on staff and ensure that staff have access to the information and supports necessary to navigate the changes and to assist our campus community to do the same. (S.8; S.11)

**Facilities**

In the previous decade we completed a capital expansion and renewal program in excess of $220M. Current priorities, as outlined in the current capital plan, include the Centre for Athletics, Recreation and Special Abilities (CARSA), renovations to McKinnon, residence renewal and expansion, seismic upgrade and infrastructure renewal and an expansion to the Continuing Studies Building. Given constrained financial times, there is currently limited funding available from the province for capital expansion in the next three years. Our highest priority project, for both university resources (already set aside) and fundraising, is CARSA. Together with CARSA, our confirmed focus will be on maintaining our existing facilities and determining how we can increase our student residence capacity within the current provincial constraints that do not allow us to increase our borrowing.

We will use the information obtained from the completion of an Energy Capital Master Plan, and a comprehensive building condition assessment and seismic review of all of our existing buildings, to inform the allocation of resources and submission of minor projects to the Ministry. We will also use this information to better understand the risks related to deferred maintenance and prepare plans for implementing highest priority renewal projects should funding become available. We will implement reasonable pay back projects identified as part of the Energy Capital Master Plan with the first project being completing the feasibility assessment for a heating facility that would meet our heating needs into the future in a way that could reduce campus greenhouse gases and/or reduce our energy costs.
We will also commence work on the new Campus Plan within the next 12 months. As identified in the Strategic Plan, we will review space utilization and will identify opportunities for space optimization. Within the current capital plan, we have identified an additional academic building as a priority but have not determined the scope or academic programs that would be accommodated within a new building. While we recognize that it might not be possible to move forward on a new academic building in the near future due to a shortage of both capital funding as well as ongoing operating funding, it is important that we develop a clear understanding of our academic capital priorities. While this is the case, expansion of the Business and Economics Building has been identified as a capital project that is important to the university and would proceed if funds can be raised externally. (S. 34)

**Fund Raising**

UVic is committed to diversifying its revenue sources to achieve its objectives in support of our mission. (S. 33) Philanthropy from individuals, corporations and foundations is an essential component of that diversification. In order to ensure that our mission-based program is well integrated throughout the institution and effectively manages donor relations, our new Associate Vice-President is leading the development and implementation of a framework that will guide our fundraising activities and enhance our priority-setting processes to better align our fundraising priorities with the strategic plan and with our academic, capital and research priorities. Key to the success of our university-wide fundraising program is a new integrated donor-centered prospect management approach that is being implemented to ensure that all of us is responsible for the best match of prospects interests with UVic priorities regardless of faculty prospect assignments. Rebuilding a strong pipeline for major and principal gifts, as well as enhancing stewardship of current donors, is a high priority. New metrics are being implemented to keep fundraising staff on track, thanks to new systems and procedures being enacted through The Raiser's Edge database management.

Alumni are important partners in our fundraising efforts and in the life and work of our university. We are developing a fully integrated strategy of alumni engagement that will enhance the participation of our alumni for our mutual benefit.

CARSA is our top priority for philanthropic fundraising and corporate sponsorships in preparation for the opening of the facility in late spring 2015 so that we are fully operational for the fall 2015. Recognizing the evolving opportunities and challenges for fundraising, we are engaging in a new approach of blended solicitation opportunities between corporate and fundraising, as well as between faculties, not only for CARSA, but for all donors/prospects, where appropriate.

Finally, we are implementing a multipronged short and long-term plan for fundraising for entrance scholarships that will engage all faculties and the Office of Student Awards and Financial Aid.

We will be pursuing the above priorities for 2014-15 while we undertake the Enhanced Planning: Making Choices exercise. As noted earlier in this document, we intend to accomplish these priorities either through internal reallocation of existing budgets, one-time funding or increasing our international undergraduate revenues.
Memo

Date: March 4, 2014

To: Members of Senate

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

Re: Creation of admission requirements for the Faculty of Education, Pre-Elementary Education

At the February 18, 2014 meeting of SCART, the committee considered a proposal from the Faculty of Education, to create new admission requirements for secondary students who wish to apply to Pre-Elementary Education. The Committee voted in favour of recommending the creation of these new admission requirements to Senate. Attached is a memo from Wendy Joyce, Director of Undergraduate Admissions, discussing the rationale for this proposed change as well as the approved calendar change from the Faculty of Education.

Recommended Motion:

That Senate approve the creation of admission requirements for secondary school applicants to the Faculty of Education, Pre-Elementary Education effective May 1, 2014 and the following addition to the admission section of the undergraduate academic calendar:

Faculty of Education, Pre-Elementary Education

English 11
Foundations of Math 11 or Pre-calculus 11
one approved science 11
Social Studies 11

English 12 or English 12 First Peoples
plus three approved academic 12 courses with an average of at least 70%.

2013/2014 Senate Committee on Admission, Re-Registration, and Transfer
A. Monahan (Chair), P. Konkin (Secretary), K. Hume (Secretary), J. Lynn, L. Hannah, K. Stewart, L. Gammon, L.F. Pelton, A. Chapman, D. Foster, R. Barr, N. Tang, T. Haskett, C. Holder, A. Heinl, D. O'Brien, L. Charlton, L. Barnas
MEMO

Date: February 28, 2014
To: The Senate Committee on Admission, Re-registration and Transfer
From: Wendy Joyce, Director of Undergraduate Admissions, on behalf of the Faculty of Education
Re: Proposed creation of new admission requirements for the Faculty of Education, Pre-Elementary Education

Background

The Faculty of Education currently provides entry to their degree programs at the 2nd year level or higher only. Students wishing to enter any of these programs must first complete 12 or more units of courses while registered in another faculty or while attending another postsecondary institution.

Secondary school students often enquire about applying directly to Year 1 in the Faculty of Education and are told that this is not an option. In particular, an interest in Year 1 entry has been expressed by students who wish to pursue a Bachelor of Education in Elementary Education. It is believed that many students decide on an Elementary teaching career quite early, while Secondary teaching tends to be a decision made after university studies are well underway. With this in mind, the Faculty of Education would like to provide the ability for students who are intending to enter the Elementary Education program the option to begin their first year of studies as a Pre-Elementary Education student in the Faculty of Education. They would still be required to complete the first year course requirements to be selected and continue on to the regular Elementary Education program in 2nd year.

Along with providing an option to those who are seeking an earlier pathway, there are a number of positive reasons why the ability to admit students directly into the Faculty of Education during first year of studies is desirable. Pre-Elementary Education would:

- Give students an earlier sense of belonging in their chosen faculty.
- Provide the ability to identify a potential cohort of students in advance and offer them more specific advising.
- Attract outstanding students who might otherwise choose to begin their studies elsewhere.
- Engage and connect students in support of retention initiatives.

NOTE: The Faculty of Education departmental curriculum changes indicating that Secondary school students to may apply directly to Year 1 in the Faculty of Education Elementary program were considered and approved by Senate at the February 2014 meeting as part of the cycle 1 curriculum submission.

Proposal

It is proposed that Senate approve the creation of new admission requirements that would provide secondary students with the opportunity to enter the Faculty of Education directly in first year to coincide with the senate approved faculty curriculum change. Admission standards similar to the Faculties of Humanities and Social Sciences are proposed.
Recommended Motion

That Senate approve the creation of admission requirements for secondary school applicants to the Faculty of Education, Pre-Elementary Education effective May 1, 2014 with the following addition to the “Admission Requirements” section of the undergraduate academic calendar:

Proposed Calendar Entry (Under Year 1 Admission Requirements – current page 24 2013-14 calendar)

Faculty of Education, Pre-Elementary Education

English 11
Foundations of Math 11 or Pre-calculus 11
one approved science 11 course
Social Studies 11

English 12 or English 12 First Peoples
plus three approved academic 12 courses with an average of at least 70%.
UVic Program Curriculum Change

1. admissibility to the university
2. at least 15 units of credit that include:
   a) 3.0 units of approved English
   b) 3.0 units of approved Canadian studies
   c) 3.0 units of approved laboratory science
   d) 3.0 units of approved mathematics with a minimum grade-point average of 3.0 (C+)
   e) 3.0 units of approved elective
3. demonstrated competency in written English (see 8.1)
4. a sessional grade-point average of at least 4.0 (B-) on the most recent session and, if that session is less than 12 units, a grade-point average of at least 4.0 on the most recent 12 units. Grades for duplicate course work taken during the most recent session are not normally included.
5. successful participation in an interview usually held in April may be required.

Additional information about the admission requirements can be found online at www.uvic.ca/education/

All requirements for admission must be completed by April 30 and documented by May 31.

Maximum enrolments have been established; therefore, the faculty cannot guarantee that all qualified candidates will be accepted. Accepted candidates will be notified as early as possible, but final acceptance may not be until late June.

Notes:
Approved courses include:
1. Two of ENGL 135, 146, 147.
2. Select from CS 102, ECON 100, HST 130, 131, 132, POLI 101, 201, SOCI 103.
3. Select from ASTR 101, 102, BIOL 190A, 190B, EOS 110, 120, one of EPHE 141 or 241, GEOG 103 and PHYS 102. EOS 120 is recommended as it includes a lab designed for prospective teachers. GEOG 103 is not open to students with credit in any of GEOG 110, 120, EOS 110, 120 if taken prior to May 2011. Courses completed more than ten years ago are not normally accepted.
4. Two of MATH 100 or 102, 101, 151, 161, 162, MATH 161 and 162 are recommended. A C+ average is required to demonstrate competency in mathematics. Courses completed more than ten ago are not normally accepted.

Curriculum and Calendar Office Use Only –2-Dec-13
At its March 13, 2014 meeting, the Senate Committee on Academic Standards reviewed the proposal to establish admission requirements for the Faculty of Education, Pre-Elementary Education. This is to confirm that committee members had no concerns with the academic standards aspects of the proposal.
The Senate Committee on Agenda and Governance met on March 21, 2014 to consider revisions to the terms of reference for the Senate Committee on Planning. Details of the proposed revisions are set out in the attached documents.

**Recommended Motion**

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

Respectfully submitted,

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)
Date: March 12, 2014  
To: Senate Committee on Agenda and Governance  
From: Carrie Andersen  
Associate University Secretary  
Re: Senate Committee on Planning Terms of Reference

Membership in the Senate Committee on Planning currently includes eight (8) faculty members (at least two (2) of whom must be members of Senate) and a non-voting representative from the Division of Continuing Studies. Many of the other Senate committees include voting members from each of the faculties and divisions. Because the work of the Senate Committee on Planning reaches across the university and impacts each of the faculties and divisions, it is recommended that the membership be revised to include ten (10) voting faculty members representing the faculties and two (2) voting representatives from the divisions (Continuing Studies and Medical Sciences).

Revised terms of reference for the committee are attached. These were reviewed and approved by the Senate Committee on Planning at its March 11, 2014 meeting.

Recommended motion:  
That the Senate Committee on Agenda and Governance approve, and recommend to Senate that it approve, the revised terms of reference for the Senate Committee on Planning.
SENATE COMMITTEE ON PLANNING
TERMS OF REFERENCE

The Committee shall:

1. Study, and submit recommendations to Senate concerning, proposals for the creation or disestablishment of programs, faculties, schools, departments, centres and institutes and major modifications of existing programs;

2. Assist and advise Senate, after due consultation with the faculties, in the formulation of appropriate academic policy; and

3. Advise Senate and the President on academic issues as required.

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.

Interaction between the Deans and committee

The agenda and minutes of all meetings will be sent to all the Deans.

The Dean of any Faculty or Division (or designate) involved in a matter being discussed by the Senate Committee on Planning should attend the presentation.

Composition

- 10 faculty members representing the faculties (at least 2 of whom shall be members of Senate) (voting)
- 2 members representing the divisions (Continuing Studies and Medical Sciences) (voting)
- 2 students - including at least 1 student member of Senate; 1 undergraduate student representative, 1 graduate student representative; the student who is not a member of Senate is to be nominated by the UVSS or the GSS as appropriate (voting)
- 1 Dean, nominated by the Deans (voting)*
- the President or nominee (ex officio, voting)
- the Vice-President Academic and Provost (ex officio, voting)
- the Associate Vice-President Academic Planning (Chair) (ex officio, voting)
- the Vice-President Research (ex officio, voting)
- the Registrar (ex officio, non-voting)
- the Director or designate, Cooperative Education and Career Services (ex officio, non-voting)
- the University Secretary or designate (ex officio, non-voting)
- A representative from the Division of Continuing Studies (non-voting)

Total membership – 19 (15 voting members)
The secretary of the committee is a representative from the Office of the Vice President Academic and Provost.

*the Dean will be nominated by and from the Deans for a three-year term, the nomination being sent to the Senate Committee on Agenda and Governance for approval by Senate. It is understood that a Dean may be re-appointed, if the Deans so desire.
At its meeting of 11 March 2014, the Senate Committee on Planning discussed and approved the revision of the Senate Committee on Planning Terms of Reference. The following motion is recommended:

That the Senate Committee on Agenda and Governance approve, and recommend to Senate that it also approve, the revisions to the Senate Committee on Planning Terms of Reference.

: mam

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

Dr. Reeta Tremblay
Dr. David Boag
Dr. Catherine McGregor
Dr. Victoria Wyatt
Dr. Ann Stahl
Ms. Emily Rogers
Ms. Norah McRae
Dr. Sarah Blackstone
Ms. Jess Gelowsky (Secretary)
TO: Secretary of Senate  
University Secretary’s Office  

DATE: March 18, 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

ROBERT AND ELLEN PEARCE SCHOLARSHIP* (REVISED)
Two scholarships of $5,000 each are awarded to outstanding students entering the University of Victoria from Canadian Secondary Schools or BC Regional Colleges, Colleges, or Universities. If the students maintain a grade point average of 7.50 or higher, the scholarships are automatically renewed for a period of four years, each year for up to a maximum of three years. To be automatically renewed, a student must have completed a total of 12 or more academic units in any two terms of study between May and April and maintained a grade point average of 7.50 or higher on the best 12 units. A student whose grade point average falls below 7.50 may file a written appeal with the Senate Committee on Awards to seek special consideration for the renewal of the scholarship. Students registered in a co-op or work experience work term will automatically be renewed when they next complete 12 or more academic units in two terms, provided they have a grade point average of 7.50 or higher in the two terms. Any student who takes neither a co-op or work experience work term or academic units for one or more terms may forfeit their scholarship.

DAUGHTERS OF THE AMERICAN REVOLUTION SCHOLARSHIP (NEW)
A scholarship of $200 is awarded to an academically outstanding history major entering their 4th year who has demonstrated understanding of American history.
PENINSULA CO-OP BUD NUNN ENTRANCE AWARD (NEW)
A scholarship of $1,000 is awarded to an academically outstanding undergraduate student who has contributed to their community and/or school in an outstanding way through volunteer or extra-curricular activities. The recipient must be a Peninsula Co-op member or the immediate family of a member. Immediate family of the student includes parents, step-parents, guardians, siblings, grandparents, uncles and aunts. Students and immediate family must have had active membership prior to September 1st of the previous year and must currently be in good standing with Peninsula Co-op. The recipient must be enrolled full-time at UVic and must attend UVic within the same year as their secondary school graduation.

PENINSULA CO-OP JACK GROVES ENTRANCE AWARD (NEW)
A scholarship of $1,000 is awarded to an academically outstanding undergraduate student who has contributed to their community and/or school in an outstanding way through volunteer or extra-curricular activities. The recipient must be a Peninsula Co-op member or the immediate family of a member. Immediate family of the student includes parents, step-parents, guardians, siblings, grandparents, uncles and aunts. Students and immediate family must have had active membership prior to September 1st of the previous year and must currently be in good standing with Peninsula Co-op. The recipient must be enrolled full-time at UVic and must attend UVic within the same year as their secondary school graduation.

KOOTENAY BAR ASSOCIATION MEMORIAL BURSARY IN LAW (REVISED)
A bursary of $1,000 is awarded to a student in the Faculty of Law who has contributed to courses in litigation and criminal law. Preference will be given to a student from the Kootenays.

A $1,000 annual bursary is offered by the Kootenay Bar Association to a student in financial need in any year of study in the Juris Doctor (J. D.) Program of the Faculty of Law. While preference is to be given to students in financial need with ties to the Kootenays, such as graduation from a high school in the region, selection of a suitable recipient will remain at the discretion of the Faculty of Law.

BLACK PRESS BUSINESS SCHOLARSHIP (REVISED)
Up to thirty-seven scholarships of $5,000 each are awarded to outstanding undergraduate students entering or continuing in the Peter B. Gustavson School of Business, one scholarship to a student from each district on the attached table. Applications together with a letter stating the applicant's future goals, career ambitions/aspirations and a letter of reference must be submitted to the Peter B. Gustavson School of Business by February 28th. Applications to the Bachelor of Commerce program, which include the applicant’s future goals, career ambitions/aspirations and a letter of reference, will be used to select recipients for this scholarship. Payment of this scholarship will be made in two installments, the first in September and the second in January. The second installment will be dependent upon the recipient maintaining a full time registration in the Peter B. Gustavson School of Business.

PHILOMELA CHOIR SCHOLARSHIP (NEW)
A scholarship of $1,000 is awarded to an academically outstanding undergraduate or graduate student enrolled in the Philomela Women’s Choir who is pursuing a degree in Music or Music Education.
PENINSULA CO-OP EXERCISE SCIENCE, PHYSICAL AND HEALTH EDUCATION AWARD (NEW)
A scholarship of $1,000 is awarded to an academically outstanding undergraduate student pursuing a degree in the School of Exercise Science, Physical and Health Education who has contributed to their community and/or school in an outstanding way through volunteer or extra-curricular activities. The recipient must be a Peninsula Co-op member or the immediate family of a member. Immediate family of the student includes parents, step-parents, guardians, siblings, grandparents, uncles and aunts. Students and immediate family must have had active membership prior to September 1st of the previous year and must currently be in good standing with Peninsula Co-op.

PENINSULA CO-OP PAT FAFAARD ENTRANCE AWARD (NEW)
A scholarship of $1,000 is awarded to an academically outstanding undergraduate student pursuing a degree at the Peter B. Gustavson School of Business who has contributed to their community and/or school in an outstanding way through volunteer or extra-curricular activities. The recipient must be a Peninsula Co-op member or the immediate family of a member. Immediate family of the student includes parents, step-parents, guardians, siblings, grandparents, uncles and aunts. Students and immediate family must have had active membership prior to September 1st of the previous year and must currently be in good standing with Peninsula Co-op. The recipient must be enrolled full-time at UVic and must attend UVic within the same year as their secondary school graduation.

PENINSULA CO-OP SUS TABATA ENTRANCE AWARD (NEW)
A scholarship of $1,000 is awarded to an academically outstanding undergraduate student pursuing a degree in the Faculty of Science or the Faculty of Engineering who has contributed to their community and/or school in an outstanding way through volunteer or extra-curricular activities. The recipient must be a Peninsula Co-op member or the immediate family of a member. Immediate family of the student includes parents, step-parents, guardians, siblings, grandparents, uncles and aunts. Students and immediate family must have had active membership prior to September 1st of the previous year and must currently be in good standing with Peninsula Co-op. The recipient must be enrolled full-time at UVic and must attend UVic within the same year as their secondary school graduation.

REHANA A. MEGHANI MEMORIAL SCHOLARSHIP* (NEW)
One scholarship is awarded to an academically outstanding student entering the Faculty of Law J.D. program. Preference will be given to a student who has a demonstrated passion for working in international relations, human rights and/or social justice fields, and has demonstrated commitment to public service and volunteerism.

ELOISE SPITZER SCHOLARSHIP FOR INDIGENOUS WOMEN* (NEW)
A scholarship is awarded to an Indigenous, female student in her 2nd or 3rd year of the Faculty of Law J.D. program who has persevered through challenging circumstances. Eligible students must be in good academic standing. Nomination of student recipient will be made by the Faculty of Law.
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
Since the 2012/13 academic year, the Senate Committee on Learning and Teaching has engaged in
discussions regarding learning outcomes and learning and teaching goals and values. After conducting
a thorough review of the issue and initiatives already in place at UVic, the committee embarked on
development of updated university-wide learning outcomes. To reaffirm prior Senate intent, the
purpose of published university-wide learning outcomes is to articulate the learning outcomes
students will have the opportunity, and are encouraged, to achieve during their education at the
University of Victoria. These learning outcomes should include a broad range of high level skills that
are relevant across all disciplines. They should provide clear guidance about the skills and capacities
students can expect to achieve as part of their UVic education, without imposing any prescriptive
requirements on how these will be delivered. Faculties, units and programs will interpret these
outcomes in ways that are discipline-specific, using the university-wide learning outcomes as guide
posts for developing program-specific and course-specific learning outcomes. Students in different
programs will therefore achieve these outcomes in different ways according to the appropriate
standards of their respective fields of study.

Following its thorough analysis and consultation, the Senate Committee on Learning and Teaching is
now recommending approval of an updated and revised set of university-wide learning outcomes. If
approved, the revised Learning Outcomes will replace the Generic Goals of a University Education
which are currently published in the academic calendar.

Attached please find the proposed University of Victoria Learning Outcomes, as well as a
memorandum outlining history and context, UVic initiatives and the process undertaken by the Senate
Committee on Learning and Teaching to update UVic’s university-wide learning outcomes.

The proposal is being presented to Senate at this time for discussion. The Senate Committee on
Learning and Teaching looks forward to receiving your comments before finalizing the proposal and
submitting it to Senate for approval.

Respectfully submitted,

Janni Aragon (Chair), Social Sciences
Andreas Bergen, Graduate Student
Teresa Dawson, Director, Learning and Teaching Centre
Gweneth Doane, Graduate Studies
Peter Driessen, Engineering
Kayleigh Erickson, UVSS Representative
Dale Ganley, Peter B. Gustavson School of Business
Kathy Gaul, Faculty of Education
Valerie Gonzales, Alumni Association
Nadia Hamdon, Undergraduate Student
Linda Hannah, Convocation Senator
Lucia Heffelfinger Orser, Student Senator
Robert Howell, Law
Mark Laidlaw, Science
David Leach, Fine Arts
Catherine Mateer, Associate Vice-President Academic Planning
Kurt McBurney, Medical Sciences
Norah McRae, Director, Co-op Education and Career Services
Jeannine Moreau, Faculty of Human and Social Development
Rebecca Raworth, McPherson Library
Caron Rollins, McPherson Library
Richard Rush, Continuing Studies
Paul Stokes, Chief Information Officer
Scott Woodcock, Humanities
Carrie Andersen, Associate University Secretary (Secretary)
University of Victoria Learning Outcomes

Society requires that people with diverse backgrounds come together and work toward resolving complex environmental, ethical, scientific and social problems. In addition to substantive content knowledge in students’ specific fields of study, all students at the University of Victoria are encouraged to take advantage of opportunities they will be given to achieve the following learning outcomes:

Intellectual, academic and practical skills in:
- Inquiry, analysis, and problem solving
- Critical, innovative, and creative thinking
- Effective written, visual, and oral communication
- Numerical literacy
- Critical evaluation of qualitative and quantitative information
- Critical management of information, including in digital environments
- Collaboration and the ability to work in teams

Personal and social responsibility capacities:
- Informed civic engagement and understanding – from local to global
- Intercultural knowledge and sensitivity
- Ethical and professional reasoning and action
- Life-long learning

These goals are achieved through:
- Academic and co-curricular programs of the highest quality
- Integration of research and teaching across the curriculum
- Practice and support of relevant skills through progressively more challenging problems, assignments, projects, and standards for performance
- Opportunities for research, experiential, and work-integrated learning
- Active engagement with diverse communities, societal issues and meaningful intellectual challenges

Faculties, units and programs will interpret these outcomes in ways that are discipline-specific, using the university-wide learning outcomes as guide posts for developing program-specific and course-specific learning outcomes. Students in different programs will therefore achieve these outcomes in different ways according to the appropriate standards of their respective fields of study.
History and Context: A Brief Review of the Literature on Learning Outcomes

The literature on learning outcomes has a long and well-established history. Bloom's (1956) seminal work (outlining a hierarchy of levels of learning) is most often cited and has been re-worked and re-interpreted in many forms since that time. However, there are many others. Astin at UCLA, for example, has an enviable longitudinal database that he has used to track (and publish for general benefit regarding) trends as to “what matters in college” for about 30 years (Astin, 1993 is the latest edition). More recently Kuh’s (1995 and 2001) work linking outcomes to student success has been used to underpin the National Survey of Student Engagement (NSSE) to which many Canadian universities now contribute.

The basic premise of the learning outcomes field is that, in general, teachers teach most effectively and students learn most effectively if they know explicitly and clearly what outcomes they are collectively aiming to achieve.

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1 This memo was drafted at the request of the Senate Committee on Learning and Teaching, Subcommittee on the Learning and Teaching Statement by the following: Teresa Dawson, Catherine Mateer, Norah McRae and Joe Parsons. The authors would also like to acknowledge the research assistance of Lesley Scott in their work.

2 The Learning Outcomes literature is considerable. What is provided here is a very rudimentary summary. For those with greater interest, additional resources can be provided by request from the Learning and Teaching Centre ltc@uvic.ca
One of the earlier scholars who wrote about the value of specifying what a learner would be able to do after completion of learning was Robert Mager (1961, 1975). Mager used the term “instructional objectives.” Other rough synonyms have been suggested over the years (behavioural objectives, learning objectives, learning aims, learning goals, competencies, and most recently learning outcomes). Some writers have made distinctions among these various terms (Kennedy, Hyland & Ryan, 2006), but often the terms have been used interchangeably to refer to potentially measurable activities of learners following a learning process.

It is important to distinguish two current meanings of “learning outcomes.” The first meaning is when “learning outcomes” refers to broadly-defined, desired changes in learners’ knowledge, abilities, attitudes and skills. Examples of this use of the term abound and have received considerable attention and research in North America (e.g., Astin, 1993; Kuh, 1995; Pace, 1984; Pascarella, 1985; Pascarella & Terenzini, 1991; Tam, 2007; Tinto, 1993) and abroad (Ellington, 1999; Bohlinger, 2012). Often a small set of broadly defined categories are specified and put into overarching frameworks. Sometimes their measurement and correlation to possible influences are researched through self-report instruments like the CSEQ (Pace, 1984) or the NSSE (Kuh, 2001). It is important to notice that in these cases the measurement of outcomes is indirect – changes in desired behaviours are “measured” not by directly assessing the target repertoires of the learners, but by asking learners to report on their repertoires. When one considers the broad definition of such learning outcomes, it is understandable why direct measurement is a challenge.

Some attempts have been made to develop more direct measures of broad learning outcomes. For example, the Collegiate Learning Assessment (CLA) is a standardized testing initiative developed in the US. It uses a “value-added” outcome model to examine a college or university’s contribution to student learning. The CLA measures are designed to test for critical thinking, analytical reasoning, problem solving and written communication skills. The assessment consists of open-ended questions, is administered to students online, and controls for incoming academic ability. http://cae.org/performance-assessment/category/cla-overview/

A second meaning of learning outcomes refers to the specification of directly measurable properties of a learner’s behaviour. Mager's (1975) “instructional objectives” would represent this meaning of learning outcome. Mager's specification of instructional objectives actually involved more than the specification of the activities of the learner. Indeed, Mager wisely recognized that a complete description of learning needs to specify three elements: the performance of the learner, the conditions under which the performance occurs, and the criteria that must be satisfied for mastery to be claimed.

“Performance” refers to the behaviour of the learner; what the learner does. The many definitions of learning outcomes frequently refer to categories in the cognitive, affective and psychomotor domains, using the classification schemes proposed by Benjamin Bloom and colleagues (Bloom, 1956; Krathwohl, Bloom, & Masia, 1964). Sometimes these domains are paraphrased as thinking, feeling and doing, respectively. Krathwohl and colleagues cautioned that these domains do not represent fundamental distinctions among behaviour. Rather, the categories represent groupings that match the way that educators traditionally group learning objectives (e.g. Moreshead, 1965).
“Conditions” refers to the explication of the circumstances under which the learner engages in the performance. Given X (conditions) the learner will Y (performance). Specification of the performance alone is insufficient, since the same performance under different conditions is not the same. To illustrate with a very simple example, if we assert that the desired performance is that a child says four, we know very little. Is the child imitating the utterance of another person? Is the child naming the symbol “4”? Is the child reading the word “four”? Or is the child responding to “2 + 2 =” or perhaps √16?” In higher education contexts, the conditions under which performances occur vary even more widely. Indeed, many repertoires targeted in higher education are most relevant after the course has ended, where conditions vary even more widely.

“Criteria” refers to the assessment of learners’ mastery of the performance under specified conditions. How much or how well must the learner perform to convince the instructor that learning has occurred? Criteria can be quantitative or qualitative, or a combination. Possibly the most frequently used criterion is “percentage correct,” especially for objective examinations. Other, less popular quantitative criteria include speed (most exams are time-limited), latency, amount completed or frequency. Qualitative criteria are more difficult to list since the variety of qualities is immense and varies from discipline to discipline. Often the particular qualitative criteria are specified in a rubric.

**UVic as an Early Adopter of Using Learning Outcomes to Articulate the Benefits of a University Degree**

A good example of the **first** category of learning outcomes identified above (i.e. broadly defined learning outcomes) has a long and well-accepted tradition at UVic. Since 1999 the University Calendar has contained a section called “Generic Goals of a University Education.” Figure 1 below shows the current (2013/14) entry from [http://web.uvic.ca/calendar2013/CAL/TUofV/index.html](http://web.uvic.ca/calendar2013/CAL/TUofV/index.html). These generic goals, though somewhat outdated in their specific language, contain many of the same sentiments that continue to resonate with the university community to this day.

These “generic goals” lay out a set of knowledge, skills and abilities that every graduate should have the opportunity to develop and be able to demonstrate and are essentially what we would now refer to as the “university's learning outcomes.” They include the following categories: higher learning, habits of thought, discovery and creativity, forms of communication and extended learning.
Learning outcomes of the second type are especially useful for the design of courses and parts of courses at UVic. An instructor can start by defining the ultimate, terminal learning outcomes for a course. Sub-outcomes can then be defined that embrace the particular performances, conditions and criteria that are pertinent to course content. Learning outcomes that specify performance, conditions and criteria may be used to guide the sequencing of instruction to facilitate mastery of the ultimate learning outcomes. For example, complex performances can be broken into components that can be learned and combined into composites. Similarly, terminal conditions can be systematically adjusted to move the learner from “easy” to “difficult” or from “simple” to “complex.” And, in similar fashion, criteria can be systematically varied from “relaxed” to “stringent.”

Students at the university then achieve the broad first category outcomes through quality standards that are easily comprehensible and transparent and communicated to students via individual program and course-defined goals of the second category. When combined with a learner-centred approach (that focuses on what is learned rather than on what is taught) and an openness to continuous student feedback on the learning process (as well as on the services that support their learning), a robust system of continuous instructional improvement results.

Recent International Focus on Quality in Higher Education and its Relation to Learning Outcomes

Given the potential connection between learning outcomes and measurement of achievement, it is perhaps not surprising that more recently, as a result of politically-driven calls for public accountability, a
“quality movement” has emerged in higher education that draws upon the learning outcomes literature. Proponents of this movement have suggested the use of specified but more general learning outcomes to assess the quality of a student’s educational experience at university.3 The argument is that program development and review have traditionally focused on whether sufficient numbers of qualified faculty members are available to teach in the particular program. While that is important, it is argued that there should be equal concern about assuring what students get out of the program, what they come away with in terms of knowledge and skills and capacity to either go on to further study or to go out and enter the labour market.

As part of this quality movement, Governments in Australia, the UK and Hong Kong (as well as elsewhere) have launched wide-ranging initiatives to try and establish benchmarks and hold institutions accountable to defined learning outcomes with varying degrees of success e.g. Brookes and Becket (2007); and Henard and Mitterle (2010). 4 European countries were early adopters of learning outcomes in this way through the Tuning Process, an initiative now more than a decade old, that seeks to harmonize skills and competencies at the subject or program level. Its aim is to facilitate degree recognition, credit transfers and the mobility of students across jurisdictions. The approach has spread throughout many other parts of the world including Latin America, Russia, Africa, Asia, the U.S and Canada.

In the US, Harvard’s past President Derek Bok has long lamented the failure of a US education to meet student needs (see for example most recently, Bok, 2013). The publication in 2011 of the contentious book, Academically Adrift: Limited Learning on College Campuses, by Richard Arum and Josipa Roska, further called into question how much postsecondary students were learning. The authors claimed that universities have been failing their students in meeting certain basic writing, critical thinking, team-work and leadership-type skills. As a result, many US universities and colleges have moved quickly to declare their learning outcomes for students (and their parents) on public websites and other institutional documents.

**The Current Canadian Context**

For a variety of the reasons outlined above, therefore, a growing number of Canadian universities are adopting student learning outcomes as a means of ensuring the quality of their degrees, as well as helping students move between institutions within Canada and abroad.

In Ontario, the Higher Education Quality Council of Ontario (http://www.heqco.ca/en-CA/Pages/Home.aspx) was established in 2005. Partially in response, the Ontario Universities Council on Quality Assurance was established in 2010 by the Council of Ontario Universities to assure the quality of university degrees and programs offered in the province http://www.oucqa.ca/. The most recent report of the Auditor General of Ontario continues to call on the provincial government to work with universities to develop “meaningful measures” for student learning outcomes as a way to maintain teaching quality, to

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3 Usually program-level rather than course-level, so the **first** category defined above.

4 Please see reference section for more references and examples.
help students make informed decisions when selecting university programs and to prepare them for the workforce.

By way of example, the University of Guelph adopted five learning outcomes for all of its degree programs. They are the following: critical and creative thinking, literacy, global understanding, communication, and professional and ethical behaviour. The outcomes are designed to give students a clear understanding of the broad skills they will acquire in a program beyond knowledge and content.

The Current BC Context

The Ministry of Advanced Education released a paper in April 2012 on British Columbia’s Quality Assurance of Post-Secondary Education Framework. The paper outlines a plan for achieving quality across post-secondary institutions. Objective 2.1 is to ‘Identify and demonstrate high quality outcomes.’ This objective includes the following descriptions:

- **Articulating, measuring and reporting outcomes provides increased accountability to students and their families, employers, the public, government and other stakeholders. Of increasing prominence are learning outcomes.**

- **Post-secondary institutions have traditionally established the name and type of credential awarded. The Canadian Degree Qualifications Framework sets out degree-level standards that institutions are required to observe and the Degree Quality Assessment Board confirms adherence to these standards through the quality assurance process. At the diploma and certificate level, there are some expectations of what those credentials represent particularly in regulated professions where competency-based standards have been established. However, there still remains a large portion of programs where there are no agreed upon standards on what those credentials represent or what the learning outcomes are. Greater consistency in learning outcomes across the entire system will make it easier for students and employers to assess the value of these credentials.**

- **Qualifications Frameworks are used in other countries to outline the expected learning outcomes at each qualification level. A qualifications framework will provide clarity to students, prospective employers and other stakeholders on what students should know and be able to do by the end of a program regardless of where the student receives their education.**

The Ministry also states that the quality assurance (QA) process should be founded on two premises:

- **Institutions should be accountable for the extent to which students achieve the outcomes promised or implied in their programs and advertising.**

- **Institutions must have a commitment to continuous improvement.**

Already, as part of its annual Accountability Report to the Ministry of Advanced Education, the University of Victoria provides Performance Measure Results. These are reports on the degree to which students who graduated from the University two years earlier report that they achieved skills in a range of areas. These are essentially learning outcomes. This list includes Written Communication, Oral Communication,
Group Collaboration, Critical Analysis, Problem Resolution, Learning on your own, and Reading. These seven areas of ‘skill development’ roll up into a Skill Development Average. The Target Skill Development Average for universities is = to or > than 85%. In 2012/13 the University of Victoria just achieved its target with a graduate reported Skill Development Average of 83.7 +/- 1.4%.

The point of providing this description of the university’s annual Performance Measure is that we are already being evaluated on a set of learning outcomes laid out by the Province. Yet many faculty, instructors and students may not be aware of this. Articulating and adopting a revised and updated set of university-wide learning outcomes would make our goals for student learning more explicit for everyone in today’s language and also meet the accountability needs to the government.

The Use of Learning Outcomes to Support Students at UVic: Current Best Practices University-wide

UVic’s Pattern of Nested Learning Outcomes Articulated at Different Scales

Current best practices regarding the use of learning outcomes to support students at UVic can be seen at different scales and in a variety of contexts across the university. Teresa Dawson in her recent (2013) A Guide to Program and Curricular Planning at UVic illustrates this as a series of nested learning outcomes, beginning with the institutional context (the learning outcomes for all programs) and then moving to the individual program level and finally through to specific outcomes for courses (see Figure below). Ideally, there should be (and there often is), general alignment between the goals at each level.

Nested Learning Outcomes at UVic

As stated above, the concept of learning outcomes (even if the specific terms itself is not used) generally resonates across the university community and can be seen very clearly (and quite extensively) in a number of key initiatives that have built over a period of time. In particular, these include:

i. the development of learning outcomes for programs (and or parts of programs) as a crucial first step in the process of program design or redesign during the curricular retreats facilitated by the Learning and Teaching Centre at the request of individual deans, directors or chairs;

ii. the self-reported results of the recent campus-wide Quality Exercise;

iii. leadership by the professional schools in developing measurable learning outcomes to meet national and or international accreditation standards;

iv. and the development and publishing of core and discipline-specific competencies for co-op education in every degree program.

Each of these is outlined in more detail below.

i. Learning from University Initiatives: Defining learning outcomes as a crucial first step in the program curricular retreat process to design and redesign programs

Since 2007, the Learning and Teaching Centre has worked with over half the academic units across campus to facilitate 35 curricular planning retreats in support of their programs. Six additional retreats are scheduled for Spring 2014, at which time the Learning and Teaching Centre will have worked with academic units in every disciplinary faculty (Education, Engineering, Fine Arts, HSD, Humanities, Science, Social Sciences and Business) except Law. In addition, work has been facilitated with individual course design faculty teams from Law, Medical Sciences and Continuing Studies (so that some faculty in those units are also familiar with the principles employed). The Centre has worked with new and proposed programs, interdisciplinary programs, graduate programs, programs requiring accreditation by professional bodies and Co-op and Career. The results of the work have been used to support academic units in many different ways including allowing deans, chairs and directors to develop documents for, or in response to, external review.

The process of facilitating program curricular planning retreats, along with detailed information for units, is now set out in A Guide to Program and Curricular Planning at UVic (Dawson, 2013) and is based on the work with unit’s conducted in the intervening period. As outlined in the Guide, a key part of the process involves units first participating in the careful generation of collective program learning outcomes. This is most effective by far when all colleagues teaching in the program are included in the discussion.

Dawson (2013, p. 11) reports that in her experience with UVic units

...learning outcomes for programs usually fall into two categories: a) learning outcomes that are general and overarching and common to most programs (e.g. the ability to think critically in the discipline, a sense of civic engagement and responsibility, global citizenship, excellent communications skills, and so on) and b) learning outcomes that are specific to a particular program in a particular discipline at UVic. It is always important in the latter case both to give a sense that the program is well-rounded (if possible) as well as to be really clear what is unique about this program at UVic. Why would you want to study this here? ... If they are to have any meaning, such unique learning outcomes
can only be generated by the teachers within the program themselves and in a community setting. Colleagues have to come together and agree on what attributes they want graduates from their program(s) to have (at least in a general sense) if they are to have meaning for them as they articulate them in their own very different ways in their courses. Such outcomes in other words must come from within if they are to impact students positively, and all colleagues must be consulted and involved if they are to be adopted and internalised. For this reason the campus-wide learning outcomes initiative is wisely broad and flexible enough in its structure to allow for the individuality of programs to shine through, as well as being consistent enough for external reporting purposes."

The many academic units who have been working for several years now on their program outcomes in a deep and sustained way, have already independently arrived as a community (perhaps unknowingly) at a set of common university-wide learning outcomes seen in a) above. They have each done this independently but Dawson reports that "when one looks at the general program goals arrived at independently by units for the general, there is remarkable and heartening overlap with the revised university-wide goals that are now proposed." In this sense, the academic units have already provided a ground truth for the central concept.

ii. Learning from University Initiatives: Provost’s Quality Exercise

Interestingly this collective consensus can be seen also in the outcomes of the Quality Exercise. In the fall of 2012, the Office of the Vice-President Academic and Provost asked all faculties and academic units to undertake a planning exercise aimed at identifying both campus-wide and unit specific goals and metrics that became known as “the quality exercise.” The goals of the exercise were to identify "strategies, activities or initiatives that will increase the quality of the learning and teaching in the unit and enhance the learning experience of students.” As Katy Mateer reports, “although the faculties and academic units took up the Quality Exercise in different ways, and units and programs differ in their particular pedagogies, there was a surprising amount of consistency across units in the kind of learning enhancements that were being developed. These quality goals reflected, and are consistent with, the fundamental goals within the Strategic Plan.”

Common goals and themes that emerged across many units and that were included in Dr. Mateer’s summary report (2013) include:

- Curricular review and redesign including the articulation, measurement and communication of learning outcomes across programs and courses (as above)
- Integration of Co-op and other experiential learning opportunities in the course/curricular design, and ensuring that those opportunities are reflected in classroom room and include student reflection
- Improved faculty and unit level advising and academic support
- Initiatives to increase the integration of teaching and research across all levels of the undergraduate curriculum
- Enhancement of the first year curriculum to more effectively engage and support student success
- Development and identification of gateway courses allowing for flexible entry into the program at other than first or even second year
• Development of capstone courses and experiences
• Supporting course unions and other student groups, development of student study and social space, enhancement of student awards and celebration of student success on websites and in activities

iii. Learning from University Initiatives: Leadership from the professional schools

Some of the biggest adopters of the concept of measurable learning outcomes for ongoing quality improvement in Canada have been the professional fields such as Business, Engineering, Nursing and Clinical Psychology. In such contexts professional accreditation bodies have taken a leadership role in integrating expected and measurable learning outcomes into required accreditation standards. UVic’s professional faculties, in turn, are often contributing significant leadership to these regional and national debates.\(^5\) Increasingly this trend towards disciplinary learning outcomes is being seen in other academic associations as well, such as the Canadian Association of Geographers.\(^6\)

iv. Learning from University Initiatives: Development of Core and Discipline Specific Competencies for Co-operative Education

At UVic Co-op has also taken a leadership role by developing Co-op “competencies” (akin in many ways to “learning outcomes”) for all programs, which are attainable and measurable.

The Co-operative Education program established an Experiential Learning Committee (ELC) in November 2007 to focus the efforts of the co-op program on strategies that would enhance students’ learning through their co-op experiences.

The composition of the committee reflected all faculties. This group determined that the assessment of student competencies (knowledge, skills and abilities) stood out as an educational strategy that would strengthen links between academic and workplace learning, provide clarity about this learning and enable students to articulate their competencies to others. An extensive investigation of competency frameworks used at other organizations and universities in Canada and internationally followed (please see reference section below). This investigation led to the development of ten core competencies that were determined to be relevant to all discipline areas on campus. These ten core competencies were formalized and launched as an institutional pilot throughout all 224 program areas in 2010: personal management, communication, managing information, research and analysis, project and task management, teamwork, commitment to quality, professional behavior, social responsibility and continuous learning.

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\(^5\) See for example the Faculty of Engineering’s contributions to the Engineering Graduate Attributes Development Project [http://egad.engineering.queensu.ca/](http://egad.engineering.queensu.ca/)

The development of discipline-specific competencies and cross-cultural competencies was completed through 2011/12 in collaboration with faculty, students and employers in each program area. In the summer of 2012 a competency assessment module was launched through the co-op and career database allowing for on-line assessment. In 2012/13 a pilot co-curricular record was launched with the ten core competencies used to assess learning. Currently, this competency framework pilot is being used throughout all career, co-op, work experience, internship, community service learning and co-curricular programs. There are resources available on the co-op and career website and curriculum to support student understanding and use of the competency framework and assessment tools.

The Process of Generating a Teaching and Learning Statement for the University Including Updating our High-Level Learning Outcomes

Since the 2012/13 academic year, the Senate Committee on Learning and Teaching has engaged in discussions regarding learning outcomes and learning and teaching goals and values. These discussions were initiated, in part, by the Ministry of Advanced Education’s interest in developing a provincial-wide quality assurance framework. At the same time, departments across campus were engaging in the Provost’s Quality Exercise, in which they identified goals for enhancing the learning environment and the student experience. Emerging from this exercise it was evident that many departments, whether through Learning and Teaching Centre facilitated curricular retreats, or in other ways, have begun to engage in the process of curriculum review and identification of learning outcomes as outlined above. They are carefully considering how to ensure that the primary goals for a program are met within the program requirements.

In its consideration of learning outcomes, it was acknowledged by members of the Senate Committee on Learning and Teaching that there are many paths to achieve a particular broad learning outcome and that the mechanisms used vary across departments and disciplines, as well as from instructor to instructor. Committee members agreed, however, that some standard learning outcomes could continue to be identified at an institutional level (as they had since 1999), and that these could be appropriately applied across programs and curricula.

In spring 2013, the Senate Committee on Learning and Teaching established a sub-committee to draft a university-wide learning and teaching statement, the goal of which would be to set out the variety and diversity of ways in which learning and teaching may occur at the university. Part of the role of the sub-committee in this context was to review and revise the university’s broad, high-level learning outcomes that students are encouraged to pursue and that are recorded in the Calendar in somewhat outdated

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7 Members of the Subcommittee were the following: Janni Aragon, Mauricio Garcia-Barrera, Teresa Dawson, Gweneth Doane, Catherine Mateer, Norah McRae and Joe Parsons. Members would also like to acknowledge the contributions of Lisa Surridge in early drafts of the proposal.
language. The statement was drafted over the summer and preliminary consultations were conducted in Fall 2013. A significant amount of feedback was received from the groups and individuals consulted.

In general, there appeared to be support for the scale and scope of the proposed updated learning outcomes, as well as a strong emphasis on the importance of engaging in ongoing discussions across campus regarding both the outcomes and the statement. The sub-committee carefully considered all feedback received regarding the proposed learning and teaching statement and shared this with the Senate Committee on Learning and Teaching as a whole. Following thorough discussion, the committee agreed to place priority on updating the university-wide learning outcomes (over which there was considerable agreement and for which there was already precedent in the Calendar) before proceeding with the rest of the statement.

A Proposal to Revise and Update our University-wide Learning Outcomes

To reaffirm prior Senate intent, the purpose of published university-wide learning outcomes is to articulate the learning outcomes students will have the opportunity, and are encouraged, to achieve during their education at the University of Victoria. These learning outcomes should include a broad range of high level skills that are relevant across all disciplines. They should provide clear guidance about the skills and capacities students can expect to achieve as part of their UVic education, without imposing any prescriptive requirements on how these will be delivered. Faculties, units and programs will interpret these outcomes in ways that are discipline-specific, using the university-wide learning outcomes as guide posts for developing program-specific and course-specific learning outcomes. Students in different programs will therefore achieve these outcomes in different ways according to the appropriate standards of their respective fields of study.

In updating the university-wide learning outcomes, the Senate Committee on Learning and Teaching consulted widely, as follows:

- Vice-President Academic and Provost
- Associate Deans
- Graduate students
- Undergraduate students
- Convocation members of Senate
- Learning and Teaching Centre Advisory Committee
- Town hall sessions open to all faculty, librarians and staff
- Website with opportunity to provide feedback by email

See Appendix B for the historical UVic Senate record regarding the development and implementation of generic university wide goals, approved in principle in October 1998.
Chairs and Directors
Deans
Student members of Senate
Division of Continuing Studies
Co-operative Education and Career Services

The Senate Committee on Learning and Teaching also analyzed and built on other university initiatives focused on: the program outcomes work of academic units resulting from curricular review retreats, the Quality exercise results and the development of core competencies in Co-op, as described above.

Part of the process used in the proposed updating of the university-wide learning outcomes was to compare the draft revised outcomes with the competencies developed in the co-op pilot. Each outcome was cross-referenced with the co-op competencies to identify gaps and commonalities. This comparison revealed significant overlap between the two approaches with some areas of difference; the co-op competencies had identified continuous learning while the university-wide learning outcomes identified quantitative reasoning. In summary, it was determined that the co-op competencies can be adjusted to align with the revised university-wide learning outcomes once these are finalized to allow for a consistent institutional approach.

Proposal

Following its thorough analysis and consultation, and the work of its Subcommittee, the Senate Committee on Learning and Teaching is now recommending approval of an updated and revised set of university-wide learning outcomes. These learning outcomes are set out in Appendix A.

If approved, the revised Learning Outcomes will replace the 1998 ones in the Calendar. In addition, the opportunity would be taken to communicate them in other ways e.g. posted on the university website, referenced in strategic planning documents and used to help align (existing) and establish (new) programs.

Recognizing that the university should continue to analyze and assess the learning outcomes students should have the opportunity to achieve during their education, it is proposed that the university-wide learning outcomes be reviewed after three years. The outcome of this review and any recommendations for revisions to the learning outcomes will be presented to Senate for approval.
Appendix A – Proposed University of Victoria Learning Outcomes
(Revised and expanded from the 1998 original by the Senate Committee on Learning and Teaching)

University of Victoria Learning Outcomes

Society requires that people with diverse backgrounds come together and work toward resolving complex environmental, ethical, scientific and social problems. In addition to substantive content knowledge in students’ specific fields of study, all students at the University of Victoria are encouraged to take advantage of opportunities they will be given to achieve the following learning outcomes:

Intellectual, academic and practical skills in:

- Inquiry, analysis, and problem solving
- Critical, innovative, and creative thinking
- Effective written, visual, and oral communication
- Numerical literacy
- Critical evaluation of qualitative and quantitative information
- Critical management of information, including in digital environments
- Collaboration and the ability to work in teams

Personal and social responsibility capacities:

- Informed civic engagement and understanding – from local to global
- Intercultural knowledge and sensitivity
- Ethical and professional reasoning and action
- Life-long learning

These goals are achieved through:

- Academic and co-curricular programs of the highest quality
- Integration of research and teaching across the curriculum
- Practice and support of relevant skills through progressively more challenging problems, assignments, projects, and standards for performance
- Opportunities for research, experiential, and work-integrated learning
- Active engagement with diverse communities, societal issues and meaningful intellectual challenges

Faculties, units and programs will interpret these outcomes in ways that are discipline-specific, using the university-wide learning outcomes as guide posts for developing program-specific and course-specific learning outcomes. Students in different programs will therefore achieve these outcomes in different ways according to the appropriate standards of their respective fields of study.
Appendix B – The Senate record from 1998 regarding the original approval of the “Generic Goals of a University Education.”

MEMORANDUM

UNIVERSITY OF VICTORIA
Office of the President
February 5, 1998

To: Members of the University Community

From: David F. Strong, Chair
The Planning and Priorities Committee

Re: Draft Generic and Essential Goals of an University Education

The Planning and Priorities Committee, after a lengthy review of many aspects of the University, has begun to fulfill its role in the implementation of the Strategic Plan.

One recommendation that it thought was key was number 1 (a) of the Strategic Plan:

The University should define the essential and generic goals of an undergraduate education at the University of Victoria and, in light of those goals, regularly review degree and program requirements, including quinquennial reviews of all programs.

The committee sees these goals as an important consideration in the long-term planning and priority setting of the University. Once a final set of goals has been established, the committee will use the goals to give me advice on priorities with regard to the implementation of the Strategic Plan and on resource allocation.

The committee seeks input from all areas of the University. Units and departments, as well as individuals, are encouraged to consider and debate the proposed goals. We look forward to your comments and suggestions for implementation. Please forward your responses to the University Secretary (secmoo@uvic.ca) by March 13th, 1998.

David F. Strong, Chair
Planning and Priorities Committee

REPORT OF THE PLANNING AND PRIORITIES COMMITTEE OF THE UNIVERSITY OF VICTORIA ON THE OBJECTIVES OF UNDERGRADUATE AND GRADUATE EDUCATION

INTRODUCTION:

The Planning and Priorities Committee of the University of Victoria describes five objectives in this document which we think represent an important part of our mission. Moreover, we believe that they are objectives which will be useful at an operational level for reviews of both existing academic programs and decisions concerning new ones. This is not an exhaustive list of objectives, and we expect in the months ahead to add to them.

The document recognizes and respects the diversity of disciplines and the different ways in which faculties and departments carry out their academic missions.

We also recognize that some faculties and departments have been or are working along similar lines. For example, we have met with the Dean’s Council subcommittee on a core curriculum, and have received the draft report of the Faculty of Arts and Science Ad Hoc Committee on Breadth of Degree Requirements and Mobility between Science, Humanities and Social Sciences.

In the commentaries attached to each objective we have set out in general terms the context in which the objectives will be played out, and the implications of the objectives for future planning. In the sections headed “Issues of Implementation” we include more specific thoughts about ways in which the objectives should or might be translated into action. The objectives, comments and issues of implementation are designed to be read together.
The document accepts the principles set out in the Mission Statement of the University, found at page ii of the Strategic Plan, as the underlying context of our work.

We are committed to the following principles:
1. Freedom of speech and inquiry; open and rational discussion; intellectual and ethical integrity.
2. Commitment to teaching, learning, and research as necessities in a healthy democratic society.
3. Equity in opportunities and employment for all across the campus.
4. Collegial forms of governance that provide appropriate opportunities for participation of all members of the University community.
5. Environments for work and study that are safe and healthy, foster mutual respect and civility, and support our recognition that our people are our primary strength.
6. Public and internal accountability.

The members of the Committee hope that you will give us the benefit of your thoughts and ideas about what you read in this document. They will help us in shaping these objectives, in encouraging academic units to work towards their implementation, and in moving ahead with our work generally.

OBJECTIVES OF UNDERGRADUATE AND GRADUATE EDUCATION AT THE UNIVERSITY OF VICTORIA

A. TO LEARN:

To encourage students to understand and appreciate the various manifestations and diverse cultural contexts of human knowledge and creative expression, whether they are produced and reproduced within or across specific disciplines.

COMMENT:
We recognize fully that most often the acquisition of knowledge by university students is necessarily based in particular disciplines. For many students it is the starting place for learning. However, it should also be recognized that knowledge in a particular discipline can rarely be isolated from other bodies of knowledge. Moreover, the reality is that, in a complex, pluralist society such as ours, the sources of knowledge and creative expression are diverse and overlapping. Those sources include knowledge and creative work produced by academic research, by scientific experiment, by artistic inspiration, by professional expertise, practice and understanding, by spiritual insight, by community discussion, by custom and tradition, by discourse and storytelling and by various forms of popular culture. These forms of knowledge often cross conventional disciplinary boundaries, and require the development of interdisciplinary and crossdisciplinary understanding in students, as well as an understanding of the diverse cultural contexts of knowledge and creative expression.

Learning requires the development of an ability to absorb and integrate knowledge and creative forms. Literacy, creative sensitivity and numeracy are important aims in this process, as well as an introduction to computer-based and other communication technologies.

An understanding of the contexts, as well as the impact of the uses of knowledge is important. A greater emphasis on ecological and feminist knowledge and values, on intercultural and multicultural sensitivity, and on the global effects of transnational forces and trends is needed in the academic program.

Learning in the contemporary world will lead to a greater stress on interdisciplinary and crossdisciplinary courses and research so that students can see and experience the linkages between disciplines. An understanding of the breadth of knowledge and creative endeavour becomes essential no matter in what disciplinary area students do the majority of their learning.

ISSUES OF IMPLEMENTATION:
1. This objective raises the possibility of certain faculties including core courses in curricula to ensure that students are exposed to diverse intellectual challenges. Other faculties might ensure exposure to these elements of learning basis using a portfolio approach that demonstrates substantive skill requirements that are interspersed throughout the curricula.

2. The Aboriginal peoples have particular constitutional rights, including that of self-government, and are accorded status as the original inhabitants of this land mass. The University should provide opportunities for both Aboriginal and non-Aboriginal people to incorporate into their understanding knowledge about the cultures of, and generated by, Aboriginal communities.

3. This objective requires that the University Library be upgraded and its collection expanded to provide greater access to knowledge and creative expression in the diverse forms in which they are produced.

4. Insofar as enriching the feminist and multicultural aspects of the curriculum are concerned, it is important that greater diversity among the faculty teaching at the University of Victoria is achieved.

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1 A portfolio is a cumulative collection of evidence showing experience, skills, and training that a student has acquired beyond the requirements of a specified program. Some faculties may facilitate a student's development of a portfolio by indicating how courses fulfill the essential goals of an education (literacy, numeracy, problem solving, teamwork, interpersonal skills, ethical and aesthetic understanding, scientific literacy, etc.). Courses may be identified in the calendar by an icon that indicates that they are open to students in any faculty and that they would fulfill the requirements of a specific goal. Further
**B. TO THINK:**
To help students enhance their capacity for critical and strategic thought, their sensitivity to the ethical dimension of making decisions, and the ability to exercise wise judgment in human affairs.

**COMMENT:**
Learning entails assessing, critiquing and working with knowledge and creative expression. It is important to determine whether and how such knowledge and creative experience are to be used, to understand the human condition, to make intelligent and, hopefully, wise and principled political, social, economic, legal, scientific and cultural decisions.

This objective points in the direction of exposing students to the challenges of problem solving, ethics, creative thinking and performance, whether individually or in groups or teams.

To the extent that our society requires that people with diverse backgrounds come together to work on and resolve complicated scientific, environmental, social and ethical problems, it also points in the direction of more interdisciplinary and crossdisciplinary exposure.

Encouraging students to learn about and use computer and other information technologies is important to this objective.

**ISSUES OF IMPLEMENTATION:**
1. The collaborative problem solving or creative expression aspects of this objective may be included in either core courses or by a portfolio approach, as mentioned above.

2. With the assistance of those faculty members already using problem-solving and creative expression techniques, and of the Learning and Teaching Centre, opportunities should be created for a larger number of faculty members to be exposed to this approach to teaching and learning.

**C. TO COMMUNICATE:**
To enable students to communicate clearly and coherently, employing both traditional and innovative modes of interaction in order to transmit creative ideas and strategies as well as knowledge.

**COMMENT:**
Communication with others, whether in oral, auditory, written, visual or digital form, is an important component of knowledge and creative expression. We should therefore provide experience in learning about, utilizing and evaluating these diverse modes of communication, and to give students the opportunity to develop the interpersonal skills which make for effective communication.

This objective encourages the development of programs that use various modes of communication, including those that are social, technological, and personal.

**D. TO DISCOVER:**
To teach students the value of scholarly research and creative endeavour, encouraging them to appreciate the important role these play in the advancement of knowledge and inducing graduate students in particular to participate actively in the production and dissemination of such knowledge.

**COMMENT:**
In order for students to develop an interest in research, and how knowledge and creative expression are generated and disseminated, it is important that ways and means are found to expose students more directly to the relationship between the research and creative endeavours of faculty and their teaching.

The objective for undergraduate students is to provide experience on how research is brought into, and informs, learning and teaching. It is also important to ensure that, as far as possible, undergraduate students have the opportunity to engage in a research or creative exercise as part of their program.

For graduate students the focus is extended so that the student becomes a key player in the research and scholarly life of the university by generating and disseminating knowledge and creative understanding with the benefit of mentoring provided by faculty.

**ISSUES OF IMPLEMENTATION:**
1. In order to communicate to undergraduate students.
2. Faculties and departments should consider ways and means of providing the opportunity for all undergraduate students to engage in at least one research or creative expression project, whether individual or collective in character.

3. The Faculty of Graduate Studies and individual departments should ensure that the supervision and mentoring of graduate students provides the quality direction, counsel and support which they need. Moreover, where available, collaborative research with a faculty member or members should be encouraged, and ways and means explored for encouraging the publication of both individual and collaborative research which recognizes fully the contribution of the graduate students in question.

4. The Faculty of Graduate Studies and individual departments should endeavour to ensure that graduate students engaged in scholarly research or creative expression have the opportunity to teach or tutor, to make the connection between the two parts of an academic's role, and to allow them to use their own research in teaching.

5. The Vice-President Research should develop as a priority the facilitating of individual and collaborative research projects involving junior members of faculty, so that momentum developed during graduate studies and post-doctoral programs is sustained and nurtured.

E. TO CONTINUE LEARNING:

To instill in students a desire for the self-enrichment to be gained from life-long learning, alerting them to the range of opportunities for further education, both intellectual and practical, available in the university setting.

COMMENT:

All too often education, even at a university level, is constructed, imparted or interpreted as a series of hurdles one has to traverse to get to a particular and desired end, be it advanced studies, professional studies or a particular career. There is value in stressing in universities the educational process as a continuum which ideally is never complete, and that a university education is merely the start to what can be an intellectually challenging, socially empowering and sometimes materially rewarding lifetime quest.

It is one thing to put out this message to students, another to make opportunities available for continuing learning to take place. Universities should be deeply involved in both projects by ensuring that wherever learning takes place it is an intellectual and mind-expanding pursuit, and by developing and implementing programs which enrich the continuing education in the community at large.

ISSUES OF IMPLEMENTATION:

1. Faculties and departments should be able to show students that knowledge and creative expression acquired in a university can be used not only in developing career choices, but also as a means to intellectual, empowering and emotionally satisfying pursuits.

2. This objective points to the expansion of distributed learning at the University, and faculties should be encouraged to look seriously at how distributed learning might be made more readily available.

3. Steps should be taken through, and with the assistance of, Continuing Studies to extend credit, non-credit and conference and workshop offerings which provide opportunities for continuing education, as well as showcasing the unique scholarship and teaching which goes on at the University of Victoria. The Alumni Association may well have a useful consultative, and perhaps even a marketing role to play here.

Respectfully submitted,

Dr. Mary-Wynne Ashford
Dr. Chris Barnes
Ms. David Clode
Dr. Evelyn Cobley
Dr. Penny Coddin
Mr. John Fraser
Ms. Sherry MacLeod
Ms. Morag MacNeil
Dr. Jim McDavid
Prof. John McLaren
Ms. Bruce More
Prof. Don Rowlatt
Dr. David Strong
Dr. Nancy Turner
Dr. Rennie Warburton

January 23, 1998
MEMORANDUM

UNIVERSITY OF VICTORIA

Office of the President
September 3, 1998

TO: Senate

FROM: David F. Strong
Chair, Planning and Priorities Committee

RE: Essential and Generic Goals of a University Education

Last fall, as a first step in implementing the University's Strategic Plan, the Planning and Priorities Committee developed the essential and generic goals of a university education as recommended in the Plan. After drafting a set of goals, it circulated these widely to faculty, staff and students through the Ring and the Maritime and asked for feedback. The feedback was mainly positive and the Committee is now requesting that Senate adopt the following goals for inclusion in the Calendar.

A) To Learn:
To encourage students to understand and appreciate the various manifestations and diverse cultural contexts of human knowledge and creative expression, whether they are produced and reproduced within or across specific disciplines.

B) To Think:
To help students enhance their capacity for critical and strategic thought, their sensitivity to the ethical dimension of making decisions, and the ability to exercise wise judgment in human affairs.

C) To Communicate:
To enable students to communicate clearly and coherently, employ both traditional and innovative modes of interaction in order to transmit creative ideas and strategies as well as knowledge.

D) To Discover:
To teach students the value of scholarly research and creative endeavour, encouraging them to appreciate the important role these play in the advancement of knowledge and inducing graduate students in particular to participate actively in the production and dissemination of such knowledge.

E) To Continue Learning:
To instill in students a desire for the self-enrichment to be gained from life-long learning, alerting them to the range of opportunities for further education, both intellectual and practical, available in the university setting.

The complete report including a commentary and issues of implementation for each goal is attached for information. The Planning and Priorities Committee continues to review and implement the Strategic Plan and will keep Senate informed of its progress. Once these goals are adopted by Senate, the Committee hopes to move forward with the other recommendations on undergraduate and graduate teaching and learning.
MEMORANDUM

UNIVERSITY OF VICTORIA
University Secretary

sscsunsec@uvvm.uvic.ca
Telephone: 8100
Fax: 6223

To: Members of Senate

From: Planning and Priorities Committee
Dr. Mary Wyane Ashford
Dr. Chris Barnes
Mr. David Cline
Dr. Evelyn Cobley
Dr. Peany Coeding (Chair)
Mr. Chris Coey
Ms. Sherry MacLeod
Ms. Morri MacNeil
Dr. Jim McDavid

Dr. Bruce More
Dr. Don Rowlatt
Dr. Baz Tabarolt
Dr. Marti Taylor
Dr. Nancy Turner
Dr. Rennie Warburton
Ms. Anita Zemlak

February 2, 1999

Re: Generic Goals of a University Education

At a meeting held 7 October 1998, Senate approved in principle the generic goals of a University education and referred them back to the Planning and Priorities Committee to rewrite the commentary for each goal.

The Planning and Priorities Committee wishes to express its gratitude to Associate Vice-President, Academic, Dr. Terry Sherwood, for his assistance in redrafting these goals. It recommends the attached re-drafted goals for approval and inclusion in the Calendar.

Generic Goals of a University Education

A. Higher Learning

Higher learning develops comprehension and appreciation of human knowledge and creative expression in their diverse manifestations and cultural contexts. Such development takes place both within and across specific disciplines.

B. Habits of Thought

Higher learning encourages habits of analytical, critical and strategic thought. These habits are characterized by respect for facts, by ethical awareness and by wise judgement in human affairs.

C. Discovery and Creativity

Higher learning stimulates discovery and creativity in scholarly, scientific, artistic and professional activity. This stimulus drives the acquisition of knowledge and its dissemination to others.

D. Forms of Communication

Transmission of knowledge to others assumes lucid and coherent communication, in both traditional and innovative forms, in an atmosphere of mutual respect. Modes of expression may include the written, oral, auditory, visual and digital.

E. Extended Learning

Learning is the work of a life time. University education generates the desire for further growth while providing a field of intellectual and practical opportunities for later fulfilment.
References

Learning Outcomes and Quality Assurance


This book is the original analysis of the cognitive domain. Reading through this book one discovers that Bloom and colleagues categorized cognitive domain learning into many more divisions that the six often cited.


This article provides a review of European experience with learning outcomes and qualifications frameworks. Political, conceptual and procedural issues are discussed.


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9 Includes some selected annotations.
This is an excellent guide to the writing and implementation of learning outcomes for instructional design. Learning outcomes are defined, distinguished from similar terms, explicated with examples and non-examples, and linked to assessment. Some advantages to the use of learning outcomes are described, and potential problems with learning outcomes are discussed. Highly recommended.


This article presents the revision of the original taxonomy of the cognitive domain (Bloom, 1956). The revision makes several important adjustments to the taxonomy. First, the “knowledge” dimension in the revision has four subcategories instead of three, adding “metacognitive knowledge.” The major six categories were renamed and reordered in the revision, using verb forms rather than nouns (“remembering” rather than “knowledge”; “understanding” rather than “comprehension”; “applying” rather than “application”, “analyzing” rather than “analysis”; and “evaluating” rather than “evaluation”. “Synthesis” has become “creating”.


This book follows upon the first handbook, extending the analysis into the affective domain. The authors are careful to point out that the cognitive and affective domains are not fundamentally different types of behaviour, even though educators often treat them as different.


This small book is a gem. It leads the reader through the three essential components of instructional objectives: performance, conditions and criteria. Most of the examples are from the lower levels of the cognitive domain. The book periodically quizzes the reader and allows quicker learners to skip remedial instruction.


This short article is a review of Krathwohl, Bloom & Masia’s book on the affective domain.


**Co-op competencies**


University of Victoria Human Resources. Core Competencies. Retrieved July 9, 2008. Website: [http://web.uvic.ca/hr/training/corecompetencies.htm](http://web.uvic.ca/hr/training/corecompetencies.htm)


**Quality Assurance Agencies: Australia, Hong Kong, and U.K**

**Australia**


**Hong Kong**


**UK**

The Quality Assurance Agency for Higher Education (QAA) [http://www.qaa.ac.uk/Pages/default.aspx](http://www.qaa.ac.uk/Pages/default.aspx)

Mr Anthony McClaran, Chief Executive of QAA. 
Directorate. [http://www.qaa.ac.uk/AboutUs/corporate/Pages/Directorate.aspx](http://www.qaa.ac.uk/AboutUs/corporate/Pages/Directorate.aspx)


Date: March 12, 2014
To: The Secretary of the Senate
From: Dr. Catherine Mateer, Chair, Senate Committee on Planning
Re: Renewal of the Centre on Aging

At its meeting of 11 March 2014, the Senate Committee on Planning discussed and approved the Renewal of the Centre on Aging. The following motion is recommended:

*That Senate approve, and recommend to the Board of Governors that it also approve the renewal of Approved Centre Status for the Centre on Aging (COAG) for the five year period April 1, 2014 through March 31, 2019.*

: mam

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

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

University of Victoria

Date: January 22, 2014
To: Dr. Catherine Mateer, Chair of the Senate Committee on Planning
From: Dr. Howard Brunt, Vice-President Research
Re: Renewal of the Centre on Aging (COAG)

An external review of the COAG was conducted on November 13-14, 2013 and the appended report was provided by the review panel on December 16, 2013.

The review panel report is a comprehensive and well balanced assessment of the COAG. In particular, the report recommends continuation of the COAG and is very positive about the contribution that COAG makes to enhance the reputation of the University. In the executive summary of the report, the panel describes the COAG as:

- a Centre of Excellence in research and community engagement
- an outstanding and exemplary Research Centre in the field of Aging in Canada and internationally
- a model Centre on Aging in all of Canada

Undergraduate Student Involvement

The review report (page 9) includes a comment, ‘No evidence of undergraduate involvement was provided.’ This is not accurate.

Sections 3.4.1 and 3.5.1 of the COAG self-study articulate the Centre’s involvement in:

a) undergraduate program development (e.g., Centre’s representation on the advisory board of the School of Public Health and Social Policy that has an undergraduate program in “Healthy Aging”; and the development of an Interdisciplinary Minor in Health and Society);
b) providing employment for undergraduate students to engage in research activities;
c) hosting recipients of Jamie Cassels Undergraduate Research Awards (JCURAs) to engage in research at the Centre on Aging;
d) the initiation, negotiation and instruction of an interdisciplinary, intergenerational undergraduate course on aging; and
e) the establishment of the Centre on Aging Teaching Resource Toolkit that provides easily accessible materials to support instructors in teaching aging-related content at UVic.
Panel's Recommendations

1) The University of Victoria should continue to fund and support its Centre on Aging.

This is taken as a recommendation to renew approval of the COAG. The COAG self-study document and the external review report both provide strong evidence in support of this recommendation. The recommendation to continue funding and other support for the Centre is accepted as advice. The ongoing support of the COAG will be subject to the consideration of available financial and other resources within the full spectrum of activity in the research portfolio.

2) The University should clarify the proportion of the mandate that should be dedicated to research vs. community outreach

While it is important to consider the balance of activity in the Centre, research and community outreach should be viewed as a continuum, particularly in an area addressing the needs of society, such as the study of aging, where one clearly complements the other. A research Centre should develop a mandate appropriate to its goals and aspirations with guidance from the University’s Strategic Plan and the University’s Policy on the Establishment and Review of Research Centres, both of which emphasize the importance of research as well as the importance of engagement with the community.

Dr. Tuokko will complete her term as COAG Director in June 2014. However, she has suggested, and I fully endorse, that the balance between the many roles the Centre plays will be undertaken by future Directors in the development of a strategic plan for COAG (see 3 below). The AVP Research will provide guidance as the COAG research plan is developed.

3) Consideration be given to a strategic research plan outlining areas of research priority for the purposes of resource allocation and future planning.

The University will be developing a strategic research plan under the guidance of the next VP Research (expected start date July 2014). All research Centres will be engaged in that process. This will inform the manner in which the COAG develops its own plan. The COAG is strongly encouraged to institute a process that will engage all researchers studying aging as well as other stakeholders.

4) Consideration should be given to the possibility of strategically expanding the Centre’s mandate to areas such as medicine, basic and engineering science given that there may be research strength within the institution in such areas. This could be potentially achieved with an increased COAG role of University of Victoria faculty members working in those areas. Expansion to basic science would facilitate interdisciplinary and a more comprehensive understanding of the aging process.

The COAG should give consideration to the ways in which the Centre can strategically pursue opportunities to enhance engagement with researchers from these areas and that should clearly be part of the COAG strategic plan (3 above). Interest in doing so was expressed in section 3.2.1 of the Centre’s self-study document. I note that there is already some engagement with these areas upon which enhanced activity can be built.

5) The Centre should explore ways of re-engaging and expanding the Friends of the COAG group. Opportunities through programs such as VERA, Snapshots and Masterminds are available to re-engage these volunteers/seniors. Individuals may be able to be recruited at the many Café Scientifiques sponsored by the COAG.
The COAG has indicated agreement with this recommendation and has specified a number of initiatives Centre is taking in that regard. The recent move of the COAG to R Hut has made the Centre more accessible to the off-campus community, the Friends of COAG in particular.

6) **Although staff members expressed satisfaction with the current model of staff work allocation, given the considerable discontent among faculty, this model should be re-examined and the concerns addressed.**

To address these concerns, the COAG Director and the AVP Research are consulting with representatives from UVic Human Resources to explore opportunities for a facilitated process with COAG staff and faculty.

7) **Specific attention should be paid to resolving internal differences related to resource and staff workload allocation to ensure the smooth operation of the Centre. Failure to address these issues may eventually be detrimental to the COAG success.**

These issues will be addressed through the facilitated process with Centre staff and faculty being considered in response to recommendation 6. These considerations will also be better clarified as COAG develops its strategic plan.

8) **Consideration should be given to the possibility of creating definitions of core faculty or centre fellows (e.g., those who are physically located at the centre and use substantial centre infrastructure) and for those who are affiliates but not core faculty. Together with such a distinction, there should be a clear mechanism (e.g., regular meetings) through which core members can influence Centre decisions and direction.**

The COAG has indicated they agree with the recommendation of ensuring that there are clear mechanisms through which research affiliates can engage with the Centre. While it is natural that there will be different levels of engagement by researchers located at the Centre and those affiliated but not located within the Centre, it is equally important to not create artificial distinctions and to ensure Centre resources are effectively used to support and promote all COAG related activity.

The Director has indicated that appropriate meetings are being reinstated now that the move to R Hut, which has caused significant administrative and time pressures, is complete. The Director and the next Director should build on this to increase buy-in from across the COAG community.

9) **Consideration should also be given to creating an Associate Director position with specific portfolios. This would help alleviate the Director’s work load and allow for additional input in decision making.**

The creation of an Associate Director must be based on the demonstration of need with specific well-defined roles duties and responsibilities. The COAG will be responsible for resourcing such a position.

10) **The COAG should strive to create more opportunities for students to be together as a cohort (e.g., social events for students; a seminar series for students, representing various disciplines, to present their research).**

The COAG Director has advised that students affiliated with the COAG are naturally quite engaged with their home units. Dr. Tuokko has indicated a number of COAG activities that are directed to student interaction and engagement, and that the Centre will continue to provide support and assistance in facilitating these activities.
Conclusion and Recommendation

The external review panel has provided a very positive assessment of the COAG and has recommended its continuation.

After reviewing the documentation and the Review Panel Report in particular, I recommend that the Senate Committee on Planning approve the following motion:

That the Senate Committee on Planning recommends that Senate approve and recommend to the Board of Governors that it also approve the renewal of Approved Centre Status for the Centre on Aging (COAG) for the five year period April 1, 2014 through March 31, 2019. This recommendation is not contingent upon the suggestions in the external review report relating to resources, which are advice to the Vice-President Research.

By copy of this memorandum, I am notifying the COAG, through the Director, that the next review of the Centre will include an assessment of the progress the Centre has made on the recommendations in the Review Panel Report and the further suggestions noted above. This does not restrict the Centre from undertaking other initiatives as appropriate.

cc: H. Tuokko, COAG Director
At its meeting of 11 March 2014, the Senate Committee on Planning discussed and approved the Renewal of the Institute for Integrated Energy Systems. The following motion is recommended:

That Senate approve, and recommend to the Board of Governors that is also approve the renewal of Approved Centre Status for the Institute for Integrated Energy Systems (IESVic) for the five year period April 1, 2014 through March 31, 2019.

: mam

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

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

Date: February 20, 2014
To: Dr. Catherine Mateer, Chair of the Senate Committee on Planning
From: Dr. Howard Brunt, Vice-President Research
Re: Renewal of the Institute for Integrated Energy Systems (IESVic)

An external review of the IESVic was conducted on December 10-11, 2013 and the appended report was provided by the review panel on January 21, 2014. The Review Panel specifically commented on the quality of the review documentation prepared by IESVic.

The review panel report is a comprehensive and informative assessment of IESVic. In particular, the Executive Report is highly positive on both the current activities of IESVic and the opportunities for enhanced activity. The Executive Summary of the Panel report states:

The Institute for Integrated Energy Systems Victoria (IESVic) is a vigorous Research Centre at the University of Victoria. Data of the past five-year period shows a substantial increase in external research funding, a strong publication record, and excellent engagement with international programs and alumni. This has been achieved with modest and constant base funding levels and with a strong esprit de corps built by IESVic members and centred in the limited space assigned to IESVic.

A. The Review Panel commented positively on:
- increased numbers of HQP, increased research funding and the increased number research publications since the last review
- the collegiality and sense of belonging expressed by IESVic members: staff, faculty and students
- the extent to which IESVic allowed collaboration and HQP training that would not otherwise occur
- the University’s return on investment for its support of IESVic – the panel characterized this as “UVic gets excellent value for money”
- the collaboration with Universität Oldenburg
- the interaction with PICS
- IESVic’s continued engagement with its alumni
- the two administrative support personnel in IESVic (Sue Walton and Peggy White ) whom the Panel characterized as “essential to IESVic’s operations, and to maintaining the strong collegiality and student satisfaction”
B. The Review Panel indicated the following should be considered and addressed:

- the lack of a formal IESVic membership agreement
- succession planning for the next Director
- extending collaboration with other possible academic partners e.g. the three other partners that participate with Universität Oldenberg in the European Masters program in Wind Energy
- space, especially for graduate students and post-docs
- engagement of more faculty members outside Mechanical Engineering
- creating an External Advisory Panel and enhancing industrial collaboration
- increasing external funding for energy systems modeling which is seen as the main vehicle of collaboration within IESVic and which is an area for which IESVic is well-known

Review Panel Recommendations:

1. An external advisory panel should be appointed andtasked with securing industry funding for an Industrial Research Chair in an area relevant area.

Agreed that an external advisory panel is needed for the ongoing development of IESVic. The same issue arose in the consideration of Dr. Wild’s reappointment as Director and he advises that he is working on creating a panel. When the panel is formed it should consider the IRC suggestion along with other opportunities for enhanced external funding.

2. IESVic should seek external funding for the energy systems modeling as a high priority.

The Director has indicated that this is indeed underway.

3. UVic should review its support for IESVic with the intention of maintaining and extending the administrative support, enhancing its support of HQP training and development, and providing suitable space for researchers.

This recommendation will be taken into account by the AVPR in the ongoing consideration of institutional support for all research centres at UVic.

4. The collaboration with Universität Oldenberg should be protected and extended.

The Director has indicated initiatives are underway that address this recommendation.

5. IESVic should develop and implement a Membership Agreement.

Agreed. This will assist in providing clarity and support for the ongoing operation of IESVic. The Director has indicated a draft agreement is under development and will be considered by the IESVic membership.
6. The VP Research should consult the Dean of Engineering to address the problems of limited space for IESVic.

The AVPR will bring the concerns to the attention of the Dean of Engineering

Conclusion and Recommendation

The external review panel has provided a positive assessment of IESVic and their report is strongly supportive of the renewal of IESVic.

After reviewing the review documentation prepared by IESVic, the Review Panel Report and the Director’s response to the Review Report, I recommend that the Senate Committee on Planning approve the following motion:

That the Senate Committee on Planning recommends that Senate approve and recommend to the Board of Governors that it also approve the renewal of Approved Centre Status for the Institute for Integrated Energy Systems (IESVic) for the five year period April 1, 2014 through March 31, 2019. This recommendation is not contingent upon the suggestions in the external review report relating to resources, which are advice to the Vice-President Research.

By copy of this memorandum, I am notifying IESVic through the Director, that the next review of the Institute will include an assessment of the progress IESVic has made on recommendations 1, 2, 4 and 5 in the Review Panel Report and on the items from the Report noted under B above. This does not restrict the Centre from undertaking other initiatives as appropriate.

cc: P. Wild, IESVic Director
At its meeting of 11 March 2014, the Senate Committee on Planning discussed and approved the Division of Continuing Studies discontinuing the Certificate in Financial Planning. The following motion is recommended:

*That Senate approve, and recommend to the Board of Governors that it also approve, the discontinuation of the Certificate in Financial Planning.*

Committee Membership:

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

Dr. Reeta Tremblay
Dr. David Boag
Dr. Catherine McGregor
Dr. Victoria Wyatt
Dr. Anne Bruce
Dr. Ann Stahl
Ms. Emily Rogers
Ms. Norah McRae
Dr. Sarah Blackstone
Ms. Jess Gelowsky (Secretary)
March 13, 2014

To: Katy Mateer  
Chair, Senate Committee on Planning

From: Maureen MacDonald  
Chair, Senate Committee on Continuing Studies

Re: Certificate in Financial Planning

Please be advised that on January 21, 2014 the Senate Committee on Continuing Studies moved to have this program permanently discontinued effective immediately.

The Certificate in Financial Planning was approved in 2009. With the financial crisis the market for this type of programming decreased and has not recovered. There is also increased competition in the field as Camosun College now offers similar courses for credit and the Canadian Financial Standards Board has now increased the number of online courses available and offers them at a lower cost. The Division has had to cancel offerings over the last few years due to a lack of students.

At this time we no longer see potential for this program and as such we recommend that we permanently discontinue the program. There are currently no students in the program as they have transitioned to the Canadian Financial Standards Board program. The last course offering was the fall of 2011. Accordingly, there will be no impact on students.
Date: March 12, 2014
To: The Secretary of the Senate
From: Dr. Catherine Mateer, Chair, Senate Committee on Planning
Re: Proposal to Change Department’s Name from ‘History in Art’ to ‘Art History and Visual Studies

At its meeting of 11 March 2014, the Senate Committee on Planning discussed and approved the Proposal to Change Department’s Name from ‘History in Art’ to ‘Art History and Visual Studies. The following motion is recommended:

That Senate approve the Proposal to Change Department’s Name from ‘History in Art’ to ‘Art History and Visual Studies.’

: mam

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

Dr. Reeta Tremblay
Dr. David Boag
Dr. Catherine McGregor
Dr. Victoria Wyatt
Dr. Anne Bruce
Dr. Ann Stahl
Ms. Emily Rogers
Ms. Norah McRae
Dr. Sarah Blackstone
Ms. Jess Gelowsky (Secretary)
March 6, 2014.

Dear Dr. Mateer, Associate Vice-President Academic Planning, (Chair), Senate Committee on Planning, and committee members:

Please find attached two documents regarding a proposed name change for the Department of History in Art. The first is a detailed rationale for why we seek to change the department name to Art History and Visual Studies. The second document is the consultation packet.

As you can see, the response to our proposed change is very positive. Please get in touch if you have additional questions.

Yours,

Catherine Harding, Dr.
Chair, History in Art, and Associate Professor, Late Medieval and Early Renaissance Italian Art
Past President, UAAC – AAUC (2011)
University of Victoria – Department of History in Art
Proposal to Change the Department’s Name to ‘Art History and Visual Studies’
Dated: February 25, 2014

From: Dr. Catherine Harding on behalf of the members of the Department of History in Art, University of Victoria

EXECUTIVE SUMMARY: The Department of History in Art wishes to change the unit’s name to ‘Art History and Visual Studies’. On September 16, 2013, as a result of a curriculum retreat held at the Learning and Teaching Centre, the faculty members of the Department of History in Art moved unanimously to ask that the unit’s name be changed from ‘History in Art’ to ‘Art History and Visual Studies’. The proposed new name of the department responds better to the current teaching/research expertise in the department, as well as meeting students’ needs to identify more clearly with a recognizable profile in the related disciplines of Art History and Visual Studies.

OVERVIEW/TIME LINE:

The current proposal includes a section on the background of the original name, as well as a justification for the change. We are preparing a package that demonstrates broad consultation and review across many partners, from students, to outside community members, other art history departments in British Columbia, local museum and gallery specialists, and a selected number of art history departments within Canada.

We ask that this change become effective once the name change has been reviewed and accepted at all levels of the University of Victoria. We are not seeking a retroactive application of the new departmental name for the degrees of students who graduated from our department before the change.

BACKGROUND:

The Department of History in Art at the University of Victoria was founded in 1969, when the Department of Fine Arts (founded in 1964) split into Visual Arts and History in Art. The first Chair, Alan Gowans, had a vision of a department whose scope would include all major world civilizations, and whose approach to the study of their visual cultures would be from the viewpoint of the social function of art-making. Professor Gowans published over 20 books and articles in which he articulated this path-breaking approach to art history, which was in the vanguard of its day in art historical scholarship.

Below is a sampling of quotes and commentary on his vision of Art History as a historical and contemporary framework of understanding that would embrace what is now known in the field as Visual Studies and Material Culture Studies.

“"The question is not what is art, but what is it that arts do, in and for society," Alan Gowans, HA 120 textbook, 1970.
"He had a genius for taking any artifact and seeing it had a sort of cultural relevance to your life", [emphasis added] as noted by John Crosby Freeman, writing about Gowan's impact in the obituary of Alan Gowans. [Obituary composed by Adam Bernstein, The Washington Post, 08/21/2001.]

"Gowans believed in an expanded Art History, with a focus on how artifacts actually function for the members of society, and for society as a unit. He focused on the popular/commercial arts well before his time, enquiring how we understand all historic arts. [He asserted]...that High art as well as Low, functioned in and for society, for their social functions were similar. And further, understanding historical and contemporary art makes them instruments of historical research of a truly objective kind," book review of A. Gowan’s Learning to See, by J.F. O’Leary, 1984.

The above quotations leave no doubt about the unique perspective of Professor Alan Gowans, and they help us understand why the Department was associated with the phrase ‘History in Art’ from 1969 to the present. It is important to note that, to the best of our knowledge, our name is unique within the world.

Alan Gowans was not alone in the community of art historians in wanting to promote scholarship on a broad range of artifacts across world cultures. The discipline of art history now encompasses a spectrum of possible names, such as Visual Culture, Visual Studies, Visual Culture Studies, and so on. These branches of the same art historical tree often originated in the 1960’s as a rebellion against what was perceived as narrowness within traditional academic disciplines, including traditional art history. Briefly, terms such as ‘visual culture’ or ‘visual studies’ are used today to signify the social, political, and cultural significance of any human creation that is primarily meant to be experienced visually. Such a definition makes clear how this expansionist definition of the appropriate objects of scrutiny for the art historian has transformed the field. With the academy’s drive towards interdisciplinary thought, it is common to find art history melding with various perspectives, such as cultural anthropology, archeology, cultural studies, design history, and the sociology of art. The reasons why this unit wishes to change its name are given below.

**JUSTIFICATION FOR PROPOSED NAME CHANGE:**

The Department proposes that our name be changed to ‘Department of Art History and Visual Studies’ to provide a clear designation of our department that is consistent with developments in art history since the 1960s. This proposal emerges from an extensive consultation process on undergraduate and graduate curriculum, which has been ongoing since fall 2013.

The change would help to strengthen the identity of our department from something rare and not easily understood, to a phrase that represents current practices within our department and in the discipline at national and international levels. The link between 'art history' and 'visual studies' demonstrates that we do not focus exclusively on higher forms of art, but rather embrace any number of media and creative art practices on a worldwide stage. The term ‘Visual Studies’ forms an excellent complement to our offerings in Film Studies.
List of People and Institutions Consulted:

INTERNAL:
Emma Engen (Vice President, History in Art Student Association), 10 undergraduates consulted
Lorena Calahorrano, HA Master’s student
Jenelle Pasiechnik, HA Master’s student
Anne Napoli, HA Master’s student
Regan Shrumm, HA Master’s student
Terry Flynn, HA Master’s student
Natalie Masson, HA Master’s student
Alanah Garcin, HA Master’s student
Melissa Berry, HA doctoral student
David Christopher, HA doctoral student
Brian Pollick, HA doctoral student
Susan Hawkins, HA doctoral student
Behrang Nabavinejad, HA doctoral student
Professor Daniel Laskarin, Chair, Department of Visual Arts
Tania Muir, Director, Cultural Resource Management, Continuing Studies, U.Vic
Caroline Riedel, Curator of Collections, Legacy Gallery
Mary Jo Hughes, Director, Legacy Gallery
John Archibald, Dean of Humanities
David Capson, Dean of Graduate Studies

EXTERNAL:
Jon Tupper, Director, Art Gallery of Greater Victoria
John O’Brien, Professor, Department of Art History, Visual Art and Theory, UBC
David Bogen, Vice-President Academic Provost, Emily Carr University of Art and Design
Elspeth Pratt, Director, School for the Contemporary Arts, SFU
Dorinda Neave, Department of Art History, Capilano University
Cathleen Hoeinger, Department of Art History, Queen’s University
Cynthia Hammond, Department of Art History, Concordia University

Email consultation requested but no response:
Department of Art and Design, Vancouver Island University
Department of Art History and Visual Culture, University of British Columbia Okanagan
Department of Art History and Visual Studies, University of the Fraser Valley
At its meeting of 11 March 2014, the Senate Committee on Planning discussed and approved the Proposal for a Graduate Certificate in Digital Humanities. The following motion is recommended:

That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Graduate Certificate in Digital Humanities, as described in the document “Proposal for a Graduate Certificate in Digital Humanities”, dated February 23, 2014, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

: mam

Committee Membership:
Dr. Catherine Mateer, Chair
Ms. Lauren Charlton
Dr. Stan Dosso
Ms. Katrina Flanders
Dr. Reuven Gordon
Ms. Carrie Anderson
Dr. Howard Brunt
Dr. Maureen MacDonald
Dr. Timothy Iles
Dr. Merwan Engineer
Dr. Reeta Tremblay
Dr. David Boag
Dr. Catherine McGregor
Dr. Victoria Wyatt
Dr. Anne Bruce
Dr. Ann Stahl
Ms. Emily Rogers
Ms. Norah McRae
Dr. Sarah Blackstone
Ms. Jess Gelowsky (Secretary)
Proposal for a
Graduate Certificate in Digital Humanities
based in the
Digital Humanities Summer Institute (DHSI) and its International Network

[23 February 2014. This document reflects all changes recommended by the
sponsoring academic Department and Faculty, FGS GEC and GARO, and FGS All
at earlier meetings, as well as emendations suggested by the AVPAP]

1. Identification of new program

1.1. Name:
Graduate Certificate in Digital Humanities

1.2. Academic units (Faculties, departments, or schools) offering the new program:
FGS and English (program home), in association with the DHSI (and its International Network via
the Electronic Textual Cultures Lab)

1.3. Anticipated program start date:
First intake September 2014

1.4. Name, title, phone number and e-mail address of contact person(s)
Ray Siemens, Distinguished Professor and CRC
Director, Digital Humanities Summer Institute
Director, Electronic Textual Cultures Lab
250.721.7255, siemens@uvic.ca

2. History and context of the program

What Are We Proposing?
There is a current and growing need for training in digital humanities tools and techniques
among graduate students, academics, librarians, and those in extra-academic sectors. We
propose a UVic-based Graduate Certificate Program in Digital Humanities that meets the needs
of this group and is based on a foundation laid by our Digital Humanities Summer Institute
(DHSI; http://dhsi.org/).

Our chief models for this program are the Master of Global Business program (for its
UVic-centred but partner-distributed curriculum delivery element, and related
Entrepreneurship Graduate Certificate and Diploma Programs), the Masters of Community
Development (for its UVic cohort-based initial contact, and distributed / distance methods
thereafter), and the Learning and Teaching in Higher Education / LATHE program (for its
integration with current graduate programs across disciplines, and its economic model).

The program will be offered and administered by English at UVic, in association with the
DHSI and its international network and, through this network, its international partners; DHSI
and this network is administered in the Electronic Textual Cultures Lab in the English
Department / Faculty of Humanities at UVic, and with a cohort of international leaders in the
Digital Humanities currently offers courses that comprise the proposed curriculum at UVic and
around the world.
Discussions with all those with whom we have consulted about this program suggest that we should anticipate this program laddering, readily.

**What are Digital Humanities?** (Via extant materials, drawn widely, and adapted to purpose.)

Digital Humanities is an umbrella term for a wide array of practices for creating, applying, and interpreting new digital and information technologies. These practices are not limited to conventional humanities departments, but affect every humanistic field at the university, including history, anthropology, arts and architecture, information studies, film and media studies, archaeology, geography, and the social sciences. At the same time, Digital Humanities is a natural outgrowth and expansion of the traditional scope of the Humanities, not a replacement or rejection of humanistic inquiry. In fact, the role of the humanist is critical at this historic moment, as our cultural legacy migrates to digital formats and our relation to knowledge, cultural material, technology, and society is radically re-conceptualized.

The ever-evolving developments in computing and their performative and analytical capacity have created an environment for a quantum leap in humanities research and practice. Digital Humanities is a field of study, research, teaching, and invention concerned with the intersection of computing, information management and the humanities. It is methodological by nature and multidisciplinary in scope involving the investigation, analysis, synthesis and presentation of information in electronic form. As a field, Digital Humanities has a wide brief: from the theoretical and technical issues of converting the analogue to the digital, to the problems and challenges associated with the preservation and curation of born digital objects, to the development of new modes of research through the reconstruction of ancient sites in virtual worlds or through new algorithms and visualisations that allow the interrogation of hundreds, thousands, even millions of books at one time.

As such, Digital Humanities is fundamentally interdisciplinary, engaging fields such as literature, language, history, social justice, and the arts; in this context, digital tools are developed, tested, and used to support innovative analysis and new conventions for representation, documentation, narration, and expression. Digital humanists do not only create digital artefacts, but study how these media affect the disciplines in which they are used. Moreover, the needs of disciplinary practice in the humanities also informs and contributes to developments in computer science. The computational tools and methods used in Digital Humanities cuts across disciplinary practice in the humanities to provide shared focal points, such as the preservation and curation of digital data; the aesthetics of the digital (from individual objects to entire worlds), as well as the creation of the born-digital.

Already within the broad field of Digital Humanities, we are seeing a flowering of interdisciplinary, collaborative, and technologically-sophisticated research and pedagogy that is producing new modes of knowledge formation, reaching new audiences for digital scholarship, and setting new intellectual agendas and priorities for the twenty-first century. Put another way, within this larger context the Digital Humanities can be characterized as follows:

1. **Interdisciplinary**: Digital Humanities scholarship not only cuts across and unifies traditional fields in the humanities (literature, history, the arts) but also brings the tools—both technological and methodological—of other disciplines to bear on the analysis of culture and society. For example, tools from Geographic Information Systems (GIS) help historians to map the transmission of cultural artifacts; architectural modeling and simulation tools aid
archaeologists in the investigation and recreation of ancient city spaces and societies; text-analysis and data-mining tools help linguists and literary scholars to detect and analyze patterns in the study of complex textual corpora. The library is a key partner in facilitating this interdisciplinarity.

2. **Collaborative**: Digital Humanities scholarship is team-based, often engaging humanists, technologists, social scientists, artists, architects, information scientists, and computer scientists in conceptualizing and solving problems. Information and computer scientists may help humanists discover patterns or come up with ways to optimize the search and retrieval process when mining large-scale cultural datasets. At the same time, humanists and social scientists may help technologists by providing real-world data and experiences to test theoretical algorithms or conceive new tools. Working with artists and designers, digital humanists participate in the creation of user interfaces, information navigation systems, and content management systems, all of which directly impact research and pedagogy.

3. **Socially Engaged**: Digital Humanities scholarship opens and extends the reach of the university by bridging diverse communities. Building on the community engagement and activism of the professional schools, digital humanists often work with external cultural institutions (museums, archives, historical societies, and libraries) as well as with local communities, advocacy groups, non-profits, and schools. By bringing together academic and local experts, new knowledge and new forms of civic engagement emerge for community-based learning experiences.

4. **Global**: The new audience for Digital Humanities scholarship and pedagogy is truly global. Because this scholarship is primarily web-based, the general public can not only access it but also engage critically with it. New publication venues such as Google Earth and new broadcasting systems and virtual worlds such as Second Life facilitate long-distance learning.

5. **Timely and Relevant**: Digital Humanities is engaged with the rapidly changing world of today. It is imperative that we prepare our students—both undergraduate and graduate—to be competitive in the job market of the twenty-first century. Digital Humanities teaches students the critical thinking skills, media literacies, and technical knowledge necessary for success in the digital information age.

**Where are the Digital Humanities Happening?**

(Via extant materials, drawn widely, and adapted to purpose.)

Over the past decade, many leading universities – outside of UVic and our own pioneering efforts here – have recognized the profoundly transformative effect that new media and digital technologies have had on research and teaching. The Centre for Computing in the Humanities (CCH) was established at U Toronto in the late 1980s, offering training workshops in the area in addition to sustaining a research mandate. The University of Virginia’s Institute for the Advanced Technology in the Humanities was established in the early 1990s via a partnership with its Library – a model quickly followed by the University of Maryland and, later, Nebraska; IATH currently supports more than forty Digital Humanities research projects, and designed a curriculum for a masters program in Digital Humanities (but did not deliver it due to retention issues, with key faculty lost to UIUC, UCLA, and elsewhere). The Department of Digital Humanities at King’s College London was established, first, as a research and teaching centre in the mid-1990s. In 2001, Stanford established its Humanities Laboratory, a collaborative research environment for supporting cross-disciplinary, technologically transformative,
intellectually rigorous, multi-institutional projects, bringing Humanities scholars together with artists, technologists, and scientists in a laboratory setting. Duke, a founding member of the international consortium HASTAC (Humanities, Arts, Science, and Technology Advanced Collaboratory), adopted a similar model for the establishment of its interdisciplinary programs in "New Technologies in Society" and "Information Science and Information Studies" as well as its John Hope Franklin Humanities Institute; in 2007, Duke received a multi-year Mellon grant to build a "horizontal" program in Visual Studies, which operates—at all levels—at the interface between science, social science, and humanities. Other top-tier universities such as Harvard, Dartmouth, USC, Berkeley, Princeton, Georgia Tech, and University of Michigan have begun to aggressively hire in the multidisciplinary fields represented by Digital Humanities. In addition, centers, labs, and institutes devoted to specific sub-fields of Digital Humanities can be found at USC, Brown, and MIT. USC, in particular, has emerged as a leader in the field by harnessing a substantial amount of institutional and extramural support to create the Institute for Multimedia Literacy, the Institute for Creative Technologies, and Vectors, a radical reinvention of the electronic journal format.

A specifically Canadian understanding of the Digital Humanities, in its international context, can be found in Ray Siemens and David Moorman, eds. *Mind Technologies: Humanities Computing and the Canadian Academic Community* (Calgary: U Calgary Press, 2006).

**Why Use our UVic Digital Humanities Summer Institute as a Foundation for this Program?**

The chief reason to do so is the leadership role DHSI has in the field, which is represented in an alumni group of ca. 2000; a partner and sponsor network of over a dozen institutions, plus large research programs, scholarly societies, and organisations; an international instructor network of over 50 field leaders and expert practitioners; and a growing international curricular network. In 2012, DHSI drew 423 participants, in 2013, almost 500.

These networks tie in directly to well-established and innovative new initiatives that impact the humanities via adoption of digital methods. One recent observation made by HASTAC – the Humanities, Arts, Science and Technology Advanced Collaboratory, a group with over 9,000 members across some 120 institutions ([http://hastac.org/](http://hastac.org/)) and, as of this year, a DHSI partner – notes that the innovative disciplinary practices practiced by leading groups such as the DHSI, the Cornell School of Criticism and Theory, and others can be imagined to lead, naturally, into innovative departmental offerings such as we propose. A joint focused meeting this past March of the Consortium of Humanities Centres and Institutes and the Scholarly Communication Institute addressed this specifically, at which the DHSI director was present; so, too, is this being addresses by the director across a series of keynote addresses and invited talks this year at a number of places including Yale, Berkeley, Bern, Leipzig, UC London, Sydney, Wellington, Kyoto, and beyond.

DHSI is a summer institute that has its origins, in 2001 at Vancouver Island University, in a collection of early-career scholars that wished to build a supportive community of practice around computational application in the humanities by teach each other; under the ITST program, it grew from an *adhoc* event that drew between 20-35 people to, by 2013, an event
drawing some 500 participants and, in itself, a classroom without walls -- with some 2,000 alumni from around the world, and expectations of regular, annual operation to the extent that researchers in Canada and around the world count on DHSI to provide an essential component of their research training and community building. A full listing of institutions that have participated in DHSI since its inception is available below.

The chief intended outcome of the institute is the training of HQP via a forward-looking strategy of digitally-mediated support, promotion, and sustenance of the arts and humanities, and its products, in Canada and around the world. Other intended outcomes include: opportunities for people to learn and reflect upon new digital media, multimedia, and text-based computing technologies; opportunities to use these technologies for interpretation and analysis; support for the application of such technologies in research, conception, modeling, testing, and efficient dissemination; and the promotion of national and international networks and partnerships that connect individual researchers and communities in various sectors. The DHSI responds directly to well-documented needs in arts and humanities communities, by providing an intensive environment that facilitates skill acquisition and development, the creation and dissemination of new tools and research, and collaboration and community building. This training produces computationally-savvy arts and humanities HQP for a burgeoning area in our workforce.

DHSI has grown with the field of digital humanities, which itself has its origin in humanities computing—a dynamic area of research inquiry that has developed over the course of the last century. Best defined loosely as that which lies at the intersection of computation methods and humanities scholarship (as per McCarty; see also Burnard), the field of humanities computing has gained significant momentum during the past decade, in keeping with the growing importance of computing in society. The growth of humanities computing can be seen in the increasing number of institutions integrating humanities computing in its curriculum, the expanding community of people who carry out research and participate in research-training in humanities computing, and in the significant recognition given to humanities computing by national agencies such as SSHRC in documents that outline the necessity of further study and development of "mind technologies" (the computer-assisted tools, methodologies, and structures that properly capture the ways in which those in the arts and humanities carry out the practices associated with their disciplines [SSHRC]; see also Siemens and Moorman).

In brief, exemplary tasks associated with humanities computing include the following: electronic publishing and using electronic media to re-purpose materials previously stored in other archival forms; the use of automated means to represent print-, visual-, and audio-based material in tagged and searchable electronic textual form; and sophisticated textual analysis processes that are based in the humanities but have implications for other fields. In the creative arts, the computer assists in processes of writing, composition, arrangement, and staging. Digital technologies also make possible new methods of display, performance, and other forms of dissemination. Further, in disciplines that place strong emphasis on knowledge-transfer, humanities computing experts lead research into the use of technology as pedagogical tool. These are areas essential to our digital economy.

It is very important to emphasise that there is currently no other venue offering such a productive confluence of people, disciplines, ideas, and skills as the Digital Humanities Summer Institute and its network. UVic’s extant investment in DHSI has been noticed: the institute has
drawn considerable international and applied-academic attention in places such as the *Chronicle of Higher Education* and the journal *Information Quarterly* (see Benton 2008; Meloni 2010; Białkowski, Niles, and Galey 2011; Pannapacker 2012).

The DHSI naturally augments acknowledged national strengths and will highlight the work of Canadians in a national and international context. At the same time, the institute allows those based locally, nationally, and internationally to compare and explore the ways in which they have introduced, or are planning to introduce, computing methodologies into their own, or their institution’s, traditional arts and humanities pursuits.

While skills training in individual areas that apply to computing in the humanities, such as encoding and digitisation, is sometimes available elsewhere, the closure of the CETH Summer Seminar and the Oxford Humanities Computing Summer School offerings, and the decline in general offerings from groups such as Toronto’s former Centre for Computing in the Humanities, has limited the number of national and international venues offering the opportunities the proposed summer institute offers; and, while humanities computing offerings are on the rise at several national universities (including Acadia, Alberta, and McMaster), these offerings are tailored to the needs of undergraduate and graduate students at the host institutions and are not available in a format convenient for students, staff, and faculty at other institutions. Smaller, more focused institutes serve emerging niche needs in an excellent way – and our institute has worked with, and assisted, many of these as they have emerged – but none provides the breadth, depth, community, and links to professional structures that our institute is capable of offering.

To learn more about DHSI, its curriculum (28 courses for 2014), it Colloquium (ca 50 presenters on average), and more, please visit the website at [http://dhsi.org/](http://dhsi.org/).

**An Overview of DHSI’s Operational Structure, Pertinent to this Proposal**

The DHSI is hosted by the University of Victoria's Electronic Textual Cultures Lab (ETCL), which acts as coordination-point for a network of local, national, and international partners who work together to ensure the pertinence of DHSI’s focal points and goals, the success of its pragmatic matters of implementation toward those points and goals, and the very necessary community-building around common methodological practices that lie at the heart of the digital humanities. Local sponsors and supporters of the DHSI included, in 2012, the ETCL, U Victoria’s Faculty of Humanities, and its Humanities Computing and Media Centre. Organisationally, the institute is sponsored by the Alliance of Digital Humanities Organisations (ADHO), the Canadian Federation for the Humanities and Social Sciences (CFHSS), the Society for the History of Authorship, Reading and Publishing (SHARP), the Canadian Society for Digital Humanities / Société canadienne des humanités numériques (CSDH/SCHN), the Association for Computers and the Humanities (ACH), and others. Institutionally, it is co-sponsored by the University of Victoria and its Library, the University of British Columbia Library, the College of Arts at University of Guelph, Texas A&M University, the Centre for Digital Humanities in the Department of English at Ryerson University, the Faculty of Arts at University of Waterloo, the Brittain Fellowship at Georgia Tech, the Simpson Center for the Humanities at University of Washington, the Graduate School of Humanities and Sociology/Faculty of Letters at University of Tokyo, English, North Carolina State U, the Digital Humanities Center for Japanese Arts and Culture, Ritsumeikan U, Vancouver Island University (Office of the Provost and VP), Hamilton College DHi, and beyond. It also is co-sponsored by a number of very prominent large research
projects, among them the Editing Modernism in Canada (EMiC) project, Modernist Versions Project (MVP), NINES, and the Implementing New Knowledge Environments (INKE) project. A current list of sponsors and partners is available on the DHSI website.

The DHSI organising committee is a consultative group, comprised of a number of advisors that have, variously and since 2001, provided expert advice as needed about all elements of the DHSI. They include leading research theorists, practitioners, and administrators in the digital arts and humanities, representing a wealth of experience in institute planning and development, comprised also of representatives of sponsoring groups and our pool of instructors, as well as those whose training endeavours inform, or are informed by, what we do at DHSI.

DHSI is active in its engagement of its sponsors, partners, and its stakeholder community – through its organisational partners but also, more directly, represented by its 2000-strong alumni group – and each group is consulted via representatives onsite, through the DHSI email discussion list, and through other social media facilitated means about the content and the operation of the DHSI. Such consultation has had direct and immediate impact on DHSI curriculum, particularly manifest in the expanded offerings for 2013 which encompass a number of new, cutting edge areas within the context of the digital arts and humanities and which has led to the DHSI-centred international training network that will support this program as well.

**DHSI Chief Participant Group, by Institution (2001-12)**

1. Acadia University  
2. Arnamagnæan Institute, Copenhagen  
3. Athabasca University  
4. Atlanta Technical College  
5. Ball State University  
6. Bard Graduate Center  
7. Bessemer Historical Society  
8. Bloomsburg University  
9. Boston College  
10. Boston University  
11. Brigham Young University  
12. Brock University  
13. Brown University  
14. Bryn Mawr College  
15. California State University, Northridge  
16. Canadian Mennonite University  
17. Capilano University  
18. Carleton University  
19. Case Western Reserve University  
20. CDRH, University Nebraska-Lincoln  
22. Centre for Interdisciplinary Research in Music Media and Technology, McGill University  
23. Chapman University  
24. Chulalongkorn University, Thailand  
25. City University of New York  
26. City University of New York, Graduate Center  
27. Concordia University  
28. Cornell University  
29. Coventry University  
30. Dalhousie University  
31. Douglas College  
32. Dublin, Digital Humanities Observatory  
33. Duke University  
34. École Nationale des Chartes  
35. Emory University  
36. Eötvös Loránd University, Hungary  
37. Fairfield University  
38. G. D’Annunzio University, Chieti  
39. George Mason University  
40. Georgia Institute of Technology  
41. Grant MacEwan University  
42. Greater Victoria Public Library  
43. Grey Highlands Public Library  
44. Hamilton College  
45. Harvard University  
46. Hope College  
47. Indiana University  
48. Institute for the German Language  
49. King’s College London  
50. Lakehead University  
51. Laval University  
52. Leiden University  
53. Malaspina University-College  
54. McGill University  
55. McMaster University  
56. Montpellier University  
57. Mount Holyoke College  
58. Mount Royal College  
59. Mount Royal University  
60. National Taiwan University  
61. National University Ireland, Galway  
62. Nazareth College  
63. New York University  
64. New Zealand Electronic Text Centre  
65. Newberry Library  
66. North Carolina State University  
67. Northern Michigan University  
68. Northwestern University  
69. Notre Dame University  
70. Oberlin College  
71. Old Dominion University  
72. Pennsylvania State University  
73. Princeton University  
74. Purdue University  
75. Queen Mary University of London  
76. Queen's University Belfast  
77. Queen's University Kingston  
78. Royal Academy of Dutch Language and Literature  
79. Rutgers University  
80. Ryerson University  
81. San Francisco State University  
82. Simon Fraser University  
83. South Gujarat University  
84. St. Cloud State University  
85. St. Norbert College  
86. Stanford University  
87. SUNY Buffalo  
88. Texas A&M University  
89. Trent University  
90. Trinity College Dublin  
91. Truman State University  
92. University College Cork
Works Cited in this Document


• Meloni, Julie. “Reporting from ‘Academic Summer Camp’: the Digital Humanities Summer
3. Aims, goals and/or objectives

Condensed from the above, we propose a UVic-based Graduate Certificate Program in Digital Humanities that meets the current and growing need for training in digital humanities tools and techniques among graduate students, academics, librarians, and those in extra-academic sectors. This program is based on a foundation laid by our Digital Humanities Summer Institute (DHSI; http://dhsi.org/), and there is considerable will among the DHSI network for such a program. Our chief models for this program are the Master of Global Business program (for its UVic-centred but partner-distributed curriculum delivery element, and related Entrepreneurship Graduate Certificate and Diploma Programs), the Masters of Community Development (for its UVic cohort-based initial contact, and distributed / distance methods thereafter), and the Learning and Teaching in Higher Education / LATHE program (for its integration with current graduate programs across disciplines, and its economic model).

3.1. Distinctive characteristics

At the time this proposal saw first development, there were no equivalent certificate programs of this caliber and rigor offered in British Columbia, nor outside the country, nor is the proposed program similar in structure to others offered at universities and colleges in Canada or elsewhere, though there are graduate programs in Humanities Computing and, at UVic, a joint undergraduate minor (Humanities and CS) in consideration at the moment. Important to note is the uniqueness of conjoint area local offering (especially with the Library’s central involvement), integration with an international training network that is UVic-based (so, includes and international element and concomitant potential for cultural immersion), and will draw on the highly international community that DHSI itself represents (since inception, we’ve drawn some 1/3 from within 100 miles of Victoria, some 1/3 from the rest of North America, and some 1/3 from the rest of the world – from every continent save Antarctica).

As planning toward this program has continued over the past several years, a number of certificate programs have emerged at places like UCLA, U Nebraska, and others, but none with the same caliber, rigour, and reach as what we propose in this document have emerged. This program will be distinct, internationally, and a leader among others because of its foundation in DHSI.

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

This curriculum addresses strategic priorities at levels of the department (English, in areas of
literacy, textual studies, and computationally-facilitated reading, writing and analysis, among others), the faculty (in digital humanities and humanities computing), and the institution (in line with strategic priorities associated with technological change, internationalisation, graduate and community on-going education, and computational modeling and information processing, among others).

3.3. Target audience, student and labour market demand
A moderate estimate made at an earlier planning meeting of the DHSI’s international training network suggested that, by 2014, we might expect this network to be training some 1,400 individuals on an annual basis; the 2013 DHSI had some 500 participants. This group anticipated, of those annually being trained in this way, about 5-10% would be interested in a certificate program, related to their current educational endeavour or to their increased professional qualification. So, some 70-140 which we anticipate to follow standard DHSI enrollment patterns of about 1/3 from the library community, 1/3 graduate students enrolled in existing programs at UVic and elsewhere taking this program concurrently, and the remainder humanities faculty and staff; faculty, staff, and graduate student participants are chiefly from the humanities, but also drawn from the education, social science, and creative arts disciplines, occasionally from computer science.

This projection was substantiated to some degree, and expanded, in an October 2012 survey distributed among DHSI alumni and community members, for which we received a 16% response rate. 86 respondents indicated that they were interested in beginning the program this year. Further, from among respondents, 199 indicated that they were interested in enrolling in a program as we envision, with an additional 26 indicating that they would be interested in supporting this program as an instructor or partner, and/or saw value in being able to recommend such a program to others. In terms of when they would like to enrol in the program, 36% of the full response group indicated that they would like to enrol this year, drawing on past DHSI course credit toward the certificate; 11% indicated they would like to enrol this year with no past credit considered, 19% next year, 8% the year after next, and 26% at some point in the future, depending on circumstances. The main ‘types’ of enrollees who responded included university faculty (23%), graduate students in existing programs (36%), those working in the library or alternative-academic positions (33%), and those in other positions, including business and industry (8%). Of those who responded and indicated they would like to enrol, 17% were from within 100 miles of Victoria, 28% from elsewhere in Canada, 46% elsewhere in North America outside of Canada, 7% from Europe, and 3% from the rest of the world.

4. Admission requirements, Administration
Application to this program is to Grad Studies via regular admission procedures, with the administrative structure also of the English Department. Typically, the application deadline will be in the fall term (typically 15 September), with offers made in the spring term (typically 15 January) for a May start.

To administer the program, English will establish a DH program committee (newly created, consisting of 4 or 5 graduate faculty members with experience in the area) to assess applications and make recommendations for admission to FGS; the chair of this committee will be the Director of the program, and will report to the Chair of English. For program advice and
support, each student accepted into the program will be assigned to a faculty mentor, the instructor of their cohort foundation seminar, Introduction to Digital Humanities (details of this course below), which will contain up to 15 students.

The program committee will also be responsible for making recommendations to FGS on transfer credit requests, via external transfer, for the two courses (of five) in the program that can be taken outside of UVic as part of the program requirements; this will be governed by existing Letter of Permission (LoP) policies and those relating to Block Transfer model of transfer credit. Typically, such credit will be granted for courses taken at other institutions and institutes partnered with DHSI, applied across the board or in a case-by-case manner, where the following requirements are met as determined by the DH program committee: (a) 35 program contact hours, (b) a course outline approved by the program committee, and (c) appropriate instructor qualifications. Such courses will be indicated as Pass/Fail (i.e. not graded, and not part of GPA calculations) on the UVic transcript. (Worth noting, the majority of courses offered by DHSI network partners already meet burdens associated with instructional credit at UVic, and have been accepted for graduate, undergraduate, and professional training credit at a number of institutions beyond UVic, including many in our region via the Western Dean’s Agreement.) As well, internal transfer of course credit from another UVic degree may be granted for two courses (of five) in the program, providing those courses are among those associated with this certificate.

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

UVic Humanities has a Canada Research Chair in Humanities Computing, a faculty-level advisory committee on Digital Humanities issues, a community of some 50 local DH-active scholars affiliated with the Electronic Textual Cultures Lab (which, as such, acts as a locus for research, teaching, service and promotion of the field) and the Maker Lab, a DH support unit in the Humanities Computing and Multimedia Centre, and wealth of engagement beyond this group. There are currently two tenure stream faculty in Humanities (both in the department of English) whose positions are explicitly in the field of Digital Humanities, and many more across the faculty who have DH expertise of various kinds.

Additional faculty members may be required to meet the leadership, teaching, and supervision demands of the proposed programs. This can be met, in part by assigning DH-active faculty (activity being measured by typical measures of field activity, including specialised publishing and presenting activity), or hiring new faculty and teaching-dedicated postdocs on limited term appointments. As well, for the majority of its instruction this program draws on faculty drawn from other locations (for DHSI) or at other locations (in the DHSI-centred training network on which this program is founded).

6. Curriculum design

HQP training outcomes that can be expected by the graduate students, faculty, and staff trained at the institute are along the lines of those articulated by groups such as the Orlando Project (see Brown and Clements). Participants will build on activities central to their work by developing valuable computing skills associated with research in the humanities but that are also transportable well beyond academic pursuits. These activities include: bringing materials into digital form (through document scanners and other data input devices), organising and
demarcating that material with adherence to commonly-used tagging methodologies for textual and graphical computer database programs, analytical endeavor, and assisting in the preparation of material in electronic form for publication – and well beyond into significantly advanced new media skills that are easily transferrable beyond the specific domain in which the training occurs. Most important in terms of outcomes, those involved in this program will enhance their existing research strategies and analytical skills as they explore—in concept and application—the integration of computing techniques with those strategies and skills. Graduate-student researchers in particular can expect to augment and strengthen the critical and methodological training that they will be receiving in their academic programs by adding computing skills that are highly-valued in all sectors.

Requirements for graduation are the completion of a total of 5 courses, as below, each proficiency-based and involving a minimum of 35 contact hours:

1. **DHUM 501: Introduction to Digital Humanities** (1.5 units, compressed format)
   - Proposed Calendar Description: Surveys and explores intellectual traditions and emergent concerns associated with computing in the arts and humanities. Topics include digital representation, analysis, communication, and creation, and involve theoretical considerations and pragmatic approaches. Typically offered the week before the Digital Humanities Summer Institute (see <www.dhsi.org>).
   - Course Curriculum Change Rationale: This course adapts ongoing course Engl 507 for the specific purpose of the Graduate Certificate in Digital Humanities. See [http://web.uvic.ca/calendar2011/CDs/ENGL/507.html](http://web.uvic.ca/calendar2011/CDs/ENGL/507.html).
   - Comment: A compressed seminar taken in cohorts of 15 at UVic, the week before DHSI. Its models are the seminar format and basic content of ENGL 507 (see an example of this syllabus at [http://web.uvic.ca/~englblog/507s2012/about/](http://web.uvic.ca/~englblog/507s2012/about/)) and the cohort-building components of the MACD on-campus cohort residency period (see [http://www.uvic.ca/hsd/publicadmin/programs/graduate/mainCommunityDevelopment/courseinformation/index.php](http://www.uvic.ca/hsd/publicadmin/programs/graduate/mainCommunityDevelopment/courseinformation/index.php)). It will have components beyond its 35 contact hours over the 5 in-person days, with assignments and evaluation based on its models.

2. Any other **four** digital humanities course offerings, across DHSI at UVic, other local offerings of digital humanities courses within the faculty, and (up to two) at institutes in the DHSI network and/or institutions affiliated with the certificate program. These courses must be drawn from the following areas, at least one per area (see [http://dhsi.org/courses.php](http://dhsi.org/courses.php) for course descriptions for the below), and will be assigned the related course numbers as below:
   i. **DHUM 502: Core Concepts and Skills** (1.5 units, compressed format)
      - Proposed Calendar Description: Focuses on fundamental concepts and skills in the Digital Humanities, with curriculum offered by the Digital Humanities Summer Institute (see <www.dhsi.org>) or equivalent topical seminars listed annually by the Faculty of Humanities. Typical offerings include DHSI’s Textual Encoding Fundamentals, Digitisation Fundamentals, Fundamentals of Programming/Coding for Human(s)ists.
      - Course Curriculum Change Rationale: This course adapts ongoing

- Comment: Evaluation is as per that already accepted for DHUM 491 and ENGL 509. Individual DSI course descriptions are available at [http://www.dhsi.org/courses.php](http://www.dhsi.org/courses.php); course outlines, syllabi, readings, and other curricular materials are available via [http://www.dhsi.org/content/2013Curriculum/](http://www.dhsi.org/content/2013Curriculum/), [http://www.dhsi.org/content/2012Curriculum/](http://www.dhsi.org/content/2012Curriculum/), and the UVic Bookstore (at [http://www.uvicbookstore.ca/general/search.php?subject=conf](http://www.uvicbookstore.ca/general/search.php?subject=conf)).

ii. **DHUM 503: Remediation and Curation** (1.5 units, compressed format)

- Proposed Calendar Description: Focuses on intellectual traditions, emergent concerns, and applications related to digital remediation and curation, with curriculum offered by the Digital Humanities Summer Institute (see [www.dhsi.org](http://www.dhsi.org)) or equivalent topical seminars listed annually by the Faculty of Humanities. Examples include XSLT, Databases, Drupal, Digital Editions, Pre-Digital Book.

- Course Curriculum Change Rationale: This course adapts ongoing courses DHUM 491 and ENGL 509 for the specific purpose of the Graduate Certificate in Digital Humanities. See [http://web.uvic.ca/calendar2011/CDs/ENGL/509.html](http://web.uvic.ca/calendar2011/CDs/ENGL/509.html) and [http://web.uvic.ca/calendar2011/CDs/HUMA/491.html](http://web.uvic.ca/calendar2011/CDs/HUMA/491.html).

- Comment: Evaluation is as per that already accepted for DHUM 491 and ENGL 509. Individual DSI course descriptions are available at [http://www.dhsi.org/courses.php](http://www.dhsi.org/courses.php); course outlines, syllabi, readings, and other curricular materials are available via [http://www.dhsi.org/content/2013Curriculum/](http://www.dhsi.org/content/2013Curriculum/), [http://www.dhsi.org/content/2012Curriculum/](http://www.dhsi.org/content/2012Curriculum/), and the UVic Bookstore (at [http://www.uvicbookstore.ca/general/search.php?subject=conf](http://www.uvicbookstore.ca/general/search.php?subject=conf)).

iii. **DHUM 504: Creation, Communication, and Dissemination** (1.5 units, compressed format)

- Proposed Calendar Description: Focuses on intellectual traditions, emergent concerns, and applications related to creation, communication, and dissemination, with curriculum offered by the Digital Humanities Summer Institute (see [www.dhsi.org](http://www.dhsi.org)) or equivalent topical seminars listed annually by the Faculty of Humanities. Examples include Multimedia, Social Media, Mobile Computing, Physical Computing.

- Course Curriculum Change Rationale: This course adapts ongoing courses DHUM 491 and ENGL 509 for the specific purpose of the

- Comment: Evaluation is as per that already accepted for DHUM 491 and ENGL 509. Individual DHSI course descriptions are available at http://www.dhsi.org/courses.php; course outlines, syllabi, readings, and other curricular materials are available via http://www.dhsi.org/content/2013Curriculum/, http://www.dhsii.org/content/2012Curriculum/, and the UVic Bookstore (at http://www.uvicbookstore.ca/general/search.php?subject=conf).

iv. **DHUM 505: Analysis, Teaching, and Administration** (1.5 units, compressed format)

- Proposed Calendar Description: Focuses on intellectual traditions, emergent concerns, and applications pertinent to analysis, teaching, and administration, with curriculum offered by the Digital Humanities Summer Institute (see <www.dhsii.org>) or equivalent topical seminars listed annually by the Faculty of Humanities. Examples include GIS, Text Analysis, Augmented Reality, Computer Gaming, SEASR, Digital Pedagogy, Large Project Planning and Administration.

- Course Curriculum Change Rationale: This course adapts ongoing courses DHUM 491 and ENGL 509 for the specific purpose of the Graduate Certificate in Digital Humanities. See http://web.uvic.ca/calendar2011/CDs/ENGL/509.html and http://web.uvic.ca/calendar2011/CDs/HUMA/491.html.

- Comment: Evaluation is as per that already accepted for DHUM 491 and ENGL 509. Individual DHSI course descriptions are available at http://www.dhsi.org/courses.php; course outlines, syllabi, readings, and other curricular materials are available via http://www.dhsi.org/content/2013Curriculum/, http://www.dhsii.org/content/2012Curriculum/, and the UVic Bookstore (at http://www.uvicbookstore.ca/general/search.php?subject=conf).

Students enrolled in DHUM 491 and ENGL 509 (as well as a number of others, here and at other institutions via various agreements) as part of existing degree programs have for the past number of years already received credit for DHSI courses in which they were taught alongside those who were not seeking university credit for their work in the DHSI course; approved a number of years ago, the requirements of DHUM 491 and ENGL 509 set out the pertinent criteria for those who receive credit for these courses. Our proposal uses these accepted criteria as a foundation for DHUM 502, 503, 504, and 505 course credit toward the graduate certificate, and the fee structures for such is already functionally in place, having supported this sort of activity for a number of years (though the in the next phase of the proposal, as per guidelines, this will be fully articulated and a streamlined model proposed); as agreed with GARO, we will work with this baseline language: “The program fee will be applied to each
course taken for credit in the program, regardless of whether the student is in a degree program or in the certificate program.” Extant x-listing as above, and possibly beyond (in discussion with other departments and faculties), will be maintained.

Credit for courses taken via extra-institutional delivery (of the maximum two courses outside of UVic) are handled as above, #4 paragraph 3, and are predicated on equivalence to evaluation as per that already accepted for DHUM 491 and ENGL 509, to curriculum as per that outlined at http://www.dhsi.org/courses.php, and to content as per that outlined at http://www.dhsi.org/content/2013Curriculum/, http://www.dhsi.org/content/2012Curriculum/, and the UVic Bookstore (at http://www.uvicbookstore.ca/general/search.php?subject=conf). The adjacent chart gives a sense of course co-relation; as agreed with GARO, we will work with this baseline language: “Transfer credit is available for up to 2 courses that meet program criteria, following standard UVic procedures and considered on an individual basis. Courses offered by those institutions in the DH Training Network are considered to meet the program criteria.”

A transcript of one graduating with this certificate might look approximately as below, for one who would take all credits at UVic:

**Graduate Certificate in Digital Humanities (2015)**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Credits</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 14</td>
<td>DHUM 501: Introduction to Digital Humanities</td>
<td>1.5</td>
<td>A+</td>
</tr>
<tr>
<td></td>
<td>DHUM 502: Core Concepts and Skills</td>
<td>1.5</td>
<td>A-</td>
</tr>
<tr>
<td>Winter 14-15</td>
<td>DHUM 503: Remediation and Curation</td>
<td>1.5</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>DHUM 504: Creation, Communication, and Dissemination</td>
<td>1.5</td>
<td>B+</td>
</tr>
<tr>
<td></td>
<td>DHUM 505: Analysis, Teaching, and Administration</td>
<td>1.5</td>
<td>A</td>
</tr>
</tbody>
</table>

Much of the infrastructure to support this proposal is either in place (at UVic) or emerging, though may require a formalisation and professional/faculty sustenance to bring it up to spec like similar programs across campus.

The program will be offered and administered by English at UVic, in association with the DHSI and its international network and, through this network, its international partners; DHSI and this network is administered in the Electronic Textual Cultures Lab in the English
Department / Faculty of Humanities at UVic, and with a cohort of international leaders in the Digital Humanities currently offers courses that comprise the proposed curriculum at UVic and around the world.

6.1. Schedule of course delivery
Each student will take the cohort-foundational Introduction to Digital Humanities at UVic, and then choose the remaining four courses in the certificate from among UVic / DHSI offerings or (up to two) from among offerings at a partner institute in our network or related institution.

6.2. Delivery methods
Typically, these courses are taught in person with a built in lab component. In future one might imagine online courses as well.

6.3. Linkages between the learning outcomes and the curriculum design
The curriculum of this program blends computational methods and theories with humanities research and pedagogy, specifically addressing the demand for graduates who are proficient in computing and will contribute to growth areas such as information management, multimedia communication, social computing, game design, digital preservation, and data visualization; at the same time, the program also prepares graduates for active participation in the digital dimensions of humanities research, including prototyping, encoding, and data processing.

Graduates of the program are well positioned for project coordination and leadership roles in emerging digital, mobile, and database-driven projects, serving as informed liaisons between programmers, technical writers, new media artists, researchers, and user communities – and well beyond. Graduates of this program will be able to:

• Identify key aspects of liberal arts and humanities traditions in digital culture and pertinent computational contexts.
• Develop competences at the intersection of critical thinking and computational practices and mobilize them toward problems relevant to society at large.
• Create, document and catalogue digital data, including authoring electronic texts.
• Conduct humanities research based on digital data through qualitative and quantitative methods.
• Analyze and reflect on the social and technical aspects and impacts of Digital Humanities.
• Demonstrate the ability to work as collaborators and managers in multi-disciplinary teams and projects.

6.4. Use and purpose of practica, Co-op, or work terms
Practica, co-op placements, and work terms are not a component of this program.

6.5. Residency requirements and anticipated times to completion
Students must participate in the Introduction to Digital Humanities (a compressed course taken in cohort at UVic, the week before DHSI); of the five courses in this program, two can be taken outside of the UVic campus.

6.6. Policies on student evaluation
Primary student supervision, both academically and administratively, falls under the responsibility of the program director and delegates, including a cohort supervisor (instructor to the cohort entry course, Introduction to Digital Humanities), and individual instructors in the courses that are part of the program.
7. Enrolment plan for the length of the program

The maximum annual intake for the program can be flexible and responsive to community demand. Earlier consultation and response has suggested that we might be able to expect high demand in the first instance, some 70 in the first or second annual cohort; as the cohort entry course is offered in seminar format (max 15 students per section, at current levels) such intake would require a significant adjustment of current capacity at UVic, and in itself may act as regulator of cohort size across the years. We imagine achieving steady state in our third year, beginning slowly perhaps with a cohort of 15-30 (1-2 sections of the cohort introduction courses, and offering related courses in and around the time of DHSI in similarly compressed format), and ultimately imagining a cohort of some 60-75 (4-5 cohort introduction courses) on an annual basis.

The table below shows a suggested the intake and full-time equivalent (FTE) for each entry year:

<table>
<thead>
<tr>
<th>Program Year</th>
<th>Entry Year</th>
<th>Number of Students Admitted</th>
<th>EETS per Academic Year (1 year program, of 5 credits, 2 of which can be taken outside of UVic)</th>
<th>Total Annual EETS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/2016 Year 2</td>
<td>May 2016</td>
<td>30-45</td>
<td>18-45</td>
<td>18-45</td>
</tr>
<tr>
<td>2016/2017 Steady State</td>
<td>May 2017</td>
<td>60-75</td>
<td>36-75</td>
<td>36-75</td>
</tr>
</tbody>
</table>

8. Plans for on-going assessment of program success

Program success will be measured by standard measures across the groups involved, including by: a) enrolment, b) student assessment, c) employment and placement of graduates.

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

At the time this proposal saw first development, there were no equivalent certificate programs of this caliber and rigor offered in British Columbia, nor outside the country; nor, now, is the proposed program similar in structure to others offered at universities and colleges in Canada or elsewhere, though there are graduate programs in Humanities Computing and, at UVic, a joint undergraduate minor (Humanities and CS) in consideration at the moment.

This program will be distinct, internationally, and a leader among others because of its foundation. Elsewhere, there are two established full-time MA programs in Digital Humanities, at University of Alberta (called Humanities Computing, 1998-; Siemens helped found this program) and Kings College London (2002-; Siemens has taught in this program); a number of other programs have recently emerged: an MPhil in Digital Humanities and Culture at Trinity.
College Dublin (2011-), an MA in Digital Humanities at NUI Maynooth (2010-), an MA/MSc in Digital Humanities at University College London (2011-), and an MA in Digital Humanities (Loyola University; 2012-). There are several emerging *ad hoc* certificate programs, like that at Nipissing U, which allows undergrads who complete a course trajectory involving equivalents to our HUMA 150, 250/350, and 450 courses, plus several designated electives, for a line on their transcript. Further, as planning toward this program has continued over the past several years, a number of certificate programs have emerged at places like UCLA, U Nebraska, and others, but none with the same caliber, rigour, and reach as what we propose in this document have emerged.

This supports the value and demand of having such a program. UVic will be able to take advantage of being the first University in British Columbia to offer a certificate and diploma in this area and, tide as it is to a training institute and network, the first program in the world of its kind, offering something unique and more flexible than any other extant program.
10. Evidence of support from other academic units, relevant post-secondary institutions, and regulatory or professional bodies, where applicable

Appended to this file:

Representing Operational Partners, Faculty of Humanities
1. Ray Siemens, Electronic Textual Cultures Lab and Digital Humanities Summer Institute (operating the program, managing the partner network)
2. Robert Miles, Department of English (administrative home)
3. John Archibald, Faculty of Humanities (administrative faculty)

Representing Involved and Invested Members of the UVic Community
4. Tom Tiedje, Faculty of Engineering
5. Peter Keller, Faculty of Social Science
6. David Leach, Writing & Technology and Society Program
7. Lynne van Leuven, Faculty of Fine Arts
8. Catherine Harding, Department of History in Art
9. Robert Lipson, Faculty of Science
10. Ted Reicken, Faculty of Education
11. Oscar Casiro, Faculty of Medicine
Appendices (Appendices will be attached to this proposal as warranted by next steps.)

* - Brief on Governance and Transfer Credit / PLA

A. Short faculty cv’s
B. Calendar curriculum change forms
C. Enrolment plan from section 7 above
D. Recruitment & Marketing plan (Consult with recruitment team & UVic Communications)
E. Letters of support
F. Business plan
   a. Income generated
   b. Faculty appointments required
   c. Staff requirements
   d. Space requirements
   e. Library requirements (Include evidence of consultation with UVic Librarian)
   f. Other instructional costs
* Brief on Governance and Transfer Credit / PLA

To administer the program, English will establish a DH program committee (newly created, consisting of 4 or 5 graduate faculty members with experience in the area) to assess applications and make recommendations for admission to FGS; the chair of this committee will be the Director of the program, and will report to the Chair of English. For program advice and support, each student accepted into the program will be assigned to a faculty mentor, the instructor of their cohort foundation seminar, Introduction to Digital Humanities (details of this course below), which will contain up to 15 students.

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Letters of Support

1. Representing Operational Partners, Faculty of Humanities
   i. Ray Siemens, Electronic Textual Cultures Lab and Digital Humanities
      Summer Institute (operating the program, managing the partner
      network)
   ii. Robert Miles, Department of English (administrative home)
   iii. John Archibald, Faculty of Humanities (administrative faculty)

2. Representing Core UVic Partners
   i. Sue Whitesides, Department of Computer Science
   ii. Jonathan Bengtson, McPherson Library

3. Representing Involved and Invested Members of the UVic Community
   i. Tom Tiedje, Faculty of Engineering
   ii. Peter Keller, Faculty of Social Science
      i. David Leach, Technology and Society Program
   iii. Lynne van Leuven, Faculty of Fine Arts
      i. Catherine Harding, Department of History in Art Robert Lipson,
         Faculty of Science
   iv. Ted Reicken, Faculty of Education
   v. Oscar Casiro, Faculty of Medicine
At the February meeting, members of Senate had the opportunity to provide feedback on proposed new Procedures for Academic Accommodation and Access for Graduate Students with Disabilities. Several questions were raised at the February meeting requiring clarification as discussed below.

**Essential Course or Program Requirements**

1. Senators sought clarification with respect to the section of the procedures referencing “essential requirements”.

   Generally, academic accommodations are provided to students with disabilities to remove and prevent barriers that may interfere with the student’s full participation in the learning environment. The academic accommodation process is individualized in that accommodation plans will vary from one student with a disability to the next. There may be times when some elements of a course or program could be considered “non-essential” such as those that would not impact the successful completion of the learning outcomes if they were waived.

   Essential requirements refer to the components in a course or program that are vital or indispensable and are determined by the academic unit. When the procedures refer to a student ‘meeting essential requirements’ this means that a Graduate Student must acquire or demonstrate the knowledge and skills during the course or program (with or without academic accommodations) for the student to successfully meet the course or program learning outcomes/objectives.

   Academic accommodations may include alternative methods for meeting essential requirements. Whether a requested accommodation would fundamentally alter an essential requirement of a course or program will generally need to be determined on a case-by-case basis. In such a case, collaboration between the Graduate Supervisor (and/or instructor), the Faculty of Graduate Studies and others may be required as set out in section 26.00 of the draft procedures. If a workable accommodation cannot be reached, a formal review under sections 29.00 - 34.00 of the procedures may be requested.

   It is important to note that, in some circumstances, the nature and degree of a disability may mean that no reasonable accommodation would enable a graduate student to meet the essential requirements of a course or program. Where no reasonable academic accommodation can be provided, the university may deny an accommodation in order to maintain the academic integrity of a course or program in accordance with section 24.00 of the procedures.
For clarification, a more detailed definition of essential requirements has been added to the draft procedures in section 3.00.

**Accommodations Related to Thesis Extension and Funding Requirements**

2. A question was raised about an academic accommodation that would provide a Graduate Student additional time to complete a thesis and the potential impact that substantial extra time could have on a graduate supervisor’s funding agreement when there are deadlines required for completing research.

Such cases are highly variable depending on the Graduate Student’s disability, the nature of the research and the terms of the funding agreement and need to be examined on a case-by-case basis. The draft procedures are intended to provide a framework for ensuring collaborative processes and that consultation occurs in order to find an appropriate resolution to such situations.

In a case where a Graduate Student’s accommodation could have a significant impact on a graduate supervisor (e.g., extension of a thesis completion affecting a Graduate Supervisor’s research grant), a provision was included in the draft procedures encouraging the Graduate Supervisor to consult with the Faculty of Graduate Studies and others on appropriate academic accommodations or requirements (section 26.03). As such a case will have its own unique characteristics, legal advice may be required. The formal review process embedded in sections 29.00 - 36.00 of the procedures could be used as a mechanism to resolve issues related to accommodations that may have a significant impact on a funding agreement or other complex issues.

**Defining Graduate Supervisor (co-supervisor)**

3. A suggestion was made at the February Senate meeting to formally define the term ‘Graduate Supervisor (co-supervisor)’ in the procedures. A definition has been included in section 5.00 of the draft procedures.

In summary, as a result of the feedback received by Senate at its February meeting, three revisions were made to the draft procedures including inclusion of:

1. a definition of ‘essential requirements’ and ‘meeting essential requirements’

2. a statement clarifying that the Graduate Supervisor may confidentially consult with the Faculty of Graduate Studies and others on appropriate Academic Accommodations when required (section 26.03).

3. a definition for ‘Graduate Supervisor (co-supervisor)’ (Section 5.00).

The background memo from the February Senate Meeting outlining the purpose of the procedures and the development/consultation process is attached as well as the revised draft procedures.

The draft procedures are now being brought forward to Senate for approval.

**Motion**

THAT Senate approve the Procedures for Academic Accommodation and Access for Graduate Students with Disabilities, effective May 1, 2014.
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 definitions of Student and Essential Requirement, apply to these procedures. (Note: key definitions in Policy AC1205 include: Academic Accommodation, Accessibility, Essential Requirements, and Undue Hardship).

3.00 Essential Requirements mean the components in a course or program that are vital or indispensable. ‘Meeting Essential Requirements’ refers to the knowledge and skills that a Graduate Student must acquire or demonstrate (with or without Academic Accommodations) during the course or program for the student to successfully meet the course or program learning outcomes/objectives.

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

5.00 Graduate Supervisor (or Co-Supervisor) means a member of the Faculty of Graduate Studies who has the responsibility of supervising a Graduate Student.

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

7.00 Support Person means an individual who provides support or advice to a Graduate Student during a formal review process under sections 29.00 - 36.00 of these procedures.
8.00 **Unit** means academic or administrative areas at the university, including but not limited to: faculties, divisions, departments, schools, offices and centres.

**SCOPE**

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

10.00 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**

11.00 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**

12.00 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**

13.00 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’).

13.01 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**

14.00 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**.

14.01 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.

15.00 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

16.00 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 19.00 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.

17.00 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.

17.01 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.

17.02 Graduate Students who request Academic Accommodations or services from the RCSD are required to provide appropriate documentation as set out in section 19.00 - 20.00 of these procedures.

RCSD

Registration with the Resource Centre for Students with a Disability

18.00 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.

18.01 Graduate Students who have recent diagnoses may register with the RCSD at any time.
Documentation of Disability

19.00 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;
   (IV) an explanation of the functional impact of the Disability on the pursuit of a graduate education; and
   (V) advice about measures that the university might consider when developing and implementing an Academic Accommodation.

19.01 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.

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

20.00 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

21.00 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

22.00 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.
23.00 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.

24.00 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).

24.01 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.

25.00 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.

25.01 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.

26.00 The university strongly encourages early consultation and collaboration between the Graduate Student, the Graduate Supervisor and/or instructor, the Faculty of Graduate Studies, the RCSD, and the LTC. 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.

26.01 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.

26.02 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.

26.03 At any point in the Academic Accommodation process, the Graduate Supervisor may confidentially consult with the Faculty of Graduate Studies on appropriate Academic Accommodations or requirements.

26.04 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).

26.05 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.

27.00 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.

28.00 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.

28.01 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.

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 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.

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

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 (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.

31.00 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.

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 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 32.01 (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 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.

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

32.04 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.

33.00 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.

34.00 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.

35.00 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.

35.01 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.

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

36.00 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**

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

38.00 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:

- Universal Instructional Design - Guide on Creating an Accessible Curriculum: 
  ltc.uvic.ca/servicesprograms/publications/documents/UVicUIDBook.pdf

- 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 Graduate 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.
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)
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

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
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

8.01 Special Access admission information for the Faculty of Law is available at: 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**
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://www.uvic.ca/library/use/info/accessibility/index.php

**RELATED DOCUMENTS**

- [Academic Accommodation and Access for Students with Disabilities](http://www.uvic.ca/library/use/info/accessibility/index.php) policy (AC1205)
- [Protection of Privacy](http://www.uvic.ca/library/use/info/accessibility/index.php) policy (GV0235)
- [Records Management](http://www.uvic.ca/library/use/info/accessibility/index.php) 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

1. 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.

2. 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 mid-terms 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.
The Policy on University Policies and Procedures (GV0100) calls for the President to report annually the Board of Governors and the Senate on university policies developed and reviewed during the year. The 2013 Policy Review Annual Report captures university policy activities and accomplishments in 2013 and outlines current policy activities and priorities for 2014. Information about university policies is available on the University Secretary’s website at www.uvic.ca/universitysecretary/policies.

MOTION:
THAT the Senate receive, for information, the 2013 Policy Review Annual Report.

1. Introduction
The university’s Policy on University Policies and Procedures (GV0100) was approved by Senate and the Board of Governors in order to establish a consistent framework for the development and review of university policies and procedures. The goal in implementing the policy framework is to create and maintain a collection of user-friendly policies and procedures that is current and relevant to the needs of the university community.

This report responds to the requirement in the Policy on University Policies and Procedures to report annually to Senate and the Board of Governors on the development and review of university policies and procedures. The Policy states:

   The President will report annually to the Board of Governors and the Senate on University Policies developed and reviewed during the year and the action taken or recommended.

The report also identifies university policy related priorities for 2014.

2. Update on the Implementation of the Policy Framework
Overall, the university continued its progress in 2013 in implementing the university policy framework. The responsibility for drafting of new policies and the revising of existing policies has been assumed by the president’s office or individual vice-presidents’ offices. The University Secretary’s office continues to coordinate policy development and ensures new policies and policy changes are consistent with the Policy on University Policies and Procedures.
Table 1 provides an update on the progress since this framework was adopted in late 2007.

<table>
<thead>
<tr>
<th>Table 1: Progress since the Adoption of the University Policy Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>84 policies have been reviewed and amended while 60 policies have been rescinded; 11 new policies and 27 new procedures have been developed and implemented; there has been an overall reduction in the number of university policies from approximately 200 to 141 through rescinding, relocation and consolidation efforts; 31 policies were re-assigned to new approving authorities based on current portfolios and responsibilities; major university policy projects were completed developing new and substantially revising existing research, information management, and decanal appointment policies and procedures; a new university policy website was implemented providing a variety of policy resources and more convenient options to locate relevant policies and procedures; a new functional classification system was implemented; a cyclical policy review schedule for all policies and procedures was adopted to track targeted review dates and to ensure regular review and updates occur; and new templates were developed to assist with policy development and review.</td>
</tr>
</tbody>
</table>

3. **Summary of 2013 Policy Activities**

(a) *New Policies and Procedures Developed or Under Development*

In 2013, the following new university policies and procedures were approved or were under development:

**APPROVED**

<table>
<thead>
<tr>
<th>Policy or Procedure</th>
<th>Purpose and Rationale for Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. University Signage policy (BP3140)</td>
<td>Completed: September 2013. Replaced rescinded policies</td>
</tr>
</tbody>
</table>
UNDER DEVELOPMENT

<table>
<thead>
<tr>
<th>Policy or Procedure</th>
<th>Purpose and Rationale for Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Procedures for Appointment, Review and Re-Appointment of Associate Deans (consolidation) (NEW)</td>
<td>Under development</td>
</tr>
<tr>
<td>2. Art Collection Policy and Procedures (NEW: BP3310)</td>
<td>Nearing completion</td>
</tr>
<tr>
<td>3. Art Museum Policy (NEW: BP3305)</td>
<td>Nearing completion. To replace existing Maltwood Art Museum and Gallery Policy (BP3300)</td>
</tr>
<tr>
<td>4. Booking of University Facilities or Space for Secondary Purposes (NEW: BP3700)</td>
<td>Under development. To replace the existing booking policies.</td>
</tr>
<tr>
<td>5. Communication Policy (NEW)</td>
<td>Under development</td>
</tr>
<tr>
<td>6. Poster, Banner and Handbill Guidelines (NEW)</td>
<td>Under development</td>
</tr>
<tr>
<td>7. Research Funding Management and Financial Accountability (NEW)</td>
<td>Under development</td>
</tr>
</tbody>
</table>

(b) Revised Policies and Procedures

In 2013, the following university policies and procedures were revised:

<table>
<thead>
<tr>
<th>Policy or Procedure</th>
<th>Summary of Amendments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Procedures on Curriculum Submissions (Policy on Calendar Submissions AC1120)</td>
<td>Completed: May 2013</td>
</tr>
<tr>
<td>3. Fair Dealings Guidelines</td>
<td>Completed: May 2013</td>
</tr>
<tr>
<td>Policy or Procedure</td>
<td>Summary of Amendments</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>(Records Management Policy IM7700)</td>
<td></td>
</tr>
<tr>
<td>4. Fundraising and Gift Acceptance Policy (ER4105)</td>
<td>Completed: May 2013</td>
</tr>
<tr>
<td>5. Furnishings, Fittings &amp; Finishes Policy (BP3130)</td>
<td>Completed: September 2013</td>
</tr>
<tr>
<td>9. Procedures for the Search, Appointment, or Reappointment of the President and Vice-Chancellor (GV0300)</td>
<td>Completed: May 2013</td>
</tr>
<tr>
<td>10. Procedures for the Appointment and Re-Appointment of the Vice-President Research (GV0310)</td>
<td>Completed: January 2013</td>
</tr>
<tr>
<td>11. Procedures for the Appointment for the Vice-President Finance and Operations (GV0315)</td>
<td>Completed: January 2013</td>
</tr>
<tr>
<td>12. Procedures for the Appointment of the Vice-President External Relations (GV0320)</td>
<td>Completed: January 2013</td>
</tr>
<tr>
<td>13. Procedures for the Appointment of the University Secretary (Registrar) (GV0325)</td>
<td>Completed: January 2013</td>
</tr>
</tbody>
</table>
(c) **Rescinded Policies and Procedures**

In 2013, the university rescinded the following policies and procedures that no longer met the university policy standard or had been superseded by other policies or documents.

<table>
<thead>
<tr>
<th>Policy or Procedure</th>
<th>Rationale for Rescinding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Bomb Threats Policy (SS9110)</strong></td>
<td>Rescinded – The policy did not meet the university policy standard pursuant to the <em>Policy on University Policies and Procedures (GV0100)</em>. In order to meet the university policy standard, a policy must be current and relevant. University policies must also be principle-based statements to be followed in carrying out the activities of the university and must have broad application throughout the university.</td>
</tr>
<tr>
<td><strong>2. Exterior Signs Policy (BP3115)</strong></td>
<td>Rescinded – The existing policy was combined with the Interior Signs Policy and renamed the University Signage Policy BP3140.</td>
</tr>
<tr>
<td><strong>3. Interior Signs Policy (BP3120)</strong></td>
<td>Rescinded – The existing policy was combined with the Exterior Signs Policy and renamed the University Signage Policy BP3140.</td>
</tr>
<tr>
<td><strong>4. Policy relating to the Use of Hallway, Corridor and Other Circulation Space (BP3110)</strong></td>
<td>Rescinded - Policy concepts from the Building Usage Policy (BP3105) and the Policy relating to the Use of Hallway, Corridor and other Circulation Space (BP3110) have been combined to create a more inclusive document which has been renamed the Buildings and Grounds Usage Policy (BP3105).</td>
</tr>
<tr>
<td><strong>5. UVic Public Communications Policy for Program/Service Interruptions (AD2305)</strong></td>
<td>Rescinded – The policy did not meet the university policy standard pursuant to the <em>Policy on University Policies and Procedures (GV0100)</em>. In order to meet the university policy standard, a policy must be current</td>
</tr>
</tbody>
</table>
Policy or Procedure | Rationale for Rescinding
--- | ---
and relevant. University policies must also be principle-based statements to be followed in carrying out the activities of the university and must have broad application throughout the university.

(d) **Policies with Transferred Approving Authority**

In 2013 no approving authorities were transferred based on current organizational responsibilities.

4. **University Policy Goals and Priorities for 2014**

(a) **Finalize University Policies Under Review - brought forward from 2011, 2012 and 2013**

<table>
<thead>
<tr>
<th>Policy or Procedure</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Academic Program Review (AC1145)</td>
<td>Targeted for completion in Spring 2014</td>
</tr>
<tr>
<td>2. Teaching and Organization of Courses and Programs (AC1150)</td>
<td>Targeted for completion in Spring 2014</td>
</tr>
<tr>
<td>3. Accommodation for Students on Days of Religious Observance (AC1210)</td>
<td>Targeted for completion in Fall 2014</td>
</tr>
<tr>
<td>4. Ethical Assessment of the Institutional Quality of Programs and Services (AD2205)</td>
<td>To be rescinded. Completed: February 2014</td>
</tr>
<tr>
<td>5. Motor Vehicle Pool (AD2315)</td>
<td>Targeted for completion in June 2014</td>
</tr>
<tr>
<td>6. University Facility and Space Booking policies: (a) External Bookings of University Space (BP3400) (b) Use of University Facilities of Academic Departments by</td>
<td>Under review as part of project to review university's booking policies. Targeted for completion in 2014</td>
</tr>
<tr>
<td>Policy or Procedure</td>
<td>Status</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>External Organizations (BP3405)</td>
<td></td>
</tr>
<tr>
<td>(c) University Centre Foyer Booking (BP3410)</td>
<td></td>
</tr>
<tr>
<td>(d) University Centre A180 Booking (BP3415)</td>
<td></td>
</tr>
<tr>
<td>(e) Operation of the Cadboro Commons Building (BP3420)</td>
<td></td>
</tr>
<tr>
<td>(f) Booking Policy - Residence &amp; Food Facilities (BP3425)</td>
<td></td>
</tr>
<tr>
<td>(g) Booking of Physical Education, Athletics and Recreational Facilities (BP3430)</td>
<td></td>
</tr>
<tr>
<td>(h) University Centre Auditorium: General Use &amp; Booking (BP3435)</td>
<td></td>
</tr>
<tr>
<td>8. Policies related to student residences</td>
<td>Targeted for completion in Spring 2015</td>
</tr>
<tr>
<td>(a) Student Residences Policy (BP3500)</td>
<td></td>
</tr>
<tr>
<td>(b) Operation of Family Housing Policy (BP3505)</td>
<td></td>
</tr>
<tr>
<td>(c) Residence Services - Budget Policy (FM5515)</td>
<td></td>
</tr>
<tr>
<td>9. Signing Authority (FM5100)</td>
<td>Targeted for completion in December 2014</td>
</tr>
<tr>
<td>10. Short Term Investment Policy (FM5200)</td>
<td>Targeted for completion in December 2014</td>
</tr>
<tr>
<td>13. Procedures for the Appointment of Chairs of Departments or Divisions (GV0700)</td>
<td>Targeted for completion in 2015</td>
</tr>
<tr>
<td>Policy or Procedure</td>
<td>Status</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>Management Staff (HR6400)</td>
<td></td>
</tr>
<tr>
<td>15. Prevention of Violence in the Workplace (SS9120)</td>
<td>Targeted for completion in December 2014</td>
</tr>
<tr>
<td>16. Procedures for Academic Accommodation and Access for Graduate Students (AC1205)</td>
<td>Targeted for completion in May 2014</td>
</tr>
<tr>
<td>17. Social Responsibility and UVic Investments Policy (FM5215)</td>
<td>Targeted for completion in December 2014</td>
</tr>
<tr>
<td>18. Determination of Employment Relationship (HR6325)</td>
<td>Targeted for completion in December 2014</td>
</tr>
<tr>
<td>19. Distribution of News and Information Publications on Campus (IM7400)</td>
<td>Under review as part of project to review the university's communication policies</td>
</tr>
<tr>
<td>22. Art Collection Policy and Procedures (NEW: BP3310)</td>
<td>Targeted for completion in March 2014</td>
</tr>
<tr>
<td>23. Art Museum Policy (NEW: BP3305)</td>
<td>Targeted for completion in March 2014</td>
</tr>
<tr>
<td>24. Communication Policy (NEW)</td>
<td>Targeted for completion in 2014</td>
</tr>
</tbody>
</table>
(b) **Finalize Other University Policies/Projects Targeted in 2014**

<table>
<thead>
<tr>
<th>Policy or Procedure</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Liquor Policy (AD2400)</td>
<td>Targeted for completion in Fall 2014</td>
</tr>
<tr>
<td>2. Fair Dealing Guidelines</td>
<td>Completed: March 2014</td>
</tr>
<tr>
<td>3. Discrimination and Harassment Policy (GV0205)</td>
<td>Targeted for completion in Fall 2014</td>
</tr>
<tr>
<td>4. Purchasing Services Policy (FM5105)</td>
<td>Targeted for completion in December 2014</td>
</tr>
<tr>
<td>5. Protection of Privacy Policy (GV0235)</td>
<td>Targeted for completion in 2014</td>
</tr>
<tr>
<td>8. Policy on University Policies and Procedures</td>
<td>Targeted for completion in Fall 2014</td>
</tr>
</tbody>
</table>

(c) **Other Policy Related Priorities**

Other university policy-related priorities for 2014 include:
- continue to identify and rescind or relocate university policies and procedures that no longer meet the university policy standard; and
- continue to analyze and determine where additional new university policies and procedures are required and where related policies can be consolidated.