The next open meeting of the Senate of the University of Victoria is scheduled for Friday, January 10, 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. December 6, 2013 [SEN-JAN 10/14-1]

   **Motion:** That the minutes of the open session of the meeting of the Senate held on December 6, 2013 be approved and that the approved minutes be circulated in the usual way.

3. **BUSINESS ARISING FROM THE MINUTES**

4. **REMARKS FROM THE CHAIR**
   a. President’s Report
   b. Naming of Facilities and Physical Assets Policy
      - Carmen Charette, Vice-President External Relations has been invited to attend
   c. Other Matters

5. **CORRESPONDENCE**
6. **PROPOSALS AND REPORTS FROM SENATE COMMITTEES**

a. Senate Committee on Agenda and Governance - Prof. Jamie Cassels, Chair

   i. Annual Report **(SEN-JAN 10/14-2)**

   **Motion:** That Senate receive the 2012/13 annual report of the Senate Committee on Agenda and Governance for information.

   ii. Revisions to the Terms of Reference for the Senate Committee on Continuing Studies and Senate Committee on Curriculum **(SEN-JAN 10/14-3)**

   **Motion:** That Senate approve the revisions to the terms of reference for the Senate Committee on Continuing Studies.

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

   iii. Appointments to the Non-Academic Misconduct Appeal Board **(SEN-JAN 10/14-4)**

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

b. Senate Committee on Awards - Dr. Annalee Lepp, Chair

   i. New and Revised Awards **(SEN-JAN 10/13-5)**

   **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:

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

* Administered by the University of Victoria Foundation

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

i. Renewal of the Centre for Biomedical Research (CBR) (SEN-JAN 10/14-6)

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 Biomedical Research (CBR) for the five year period January 1, 2014 through December 31, 2018.

ii. Course-Based Master of Nursing (SEN-JAN 10/14-7)

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

iii. Interdisciplinary Minor in Health and Society (SEN-JAN 10/14-8)

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of an Interdisciplinary Minor in Health and Society, as described in the document “Interdisciplinary Minor in Health and Society (IMHS)”, dated June 2013, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval. Once Senate and the Board of Governors have approved the proposal, the proposal must be posted on the Ministry of Advanced Education website for peer review for a period of 30 days.
7. PROPOSALS AND REPORTS FROM FACULTIES AND OTHER DIVISIONS
   a. Faculty of Law
      i. Governance Rules for Law Faculty Council Amendment [SEN-JAN 10/14-9] ACTION
         Motion: That Senate approve the revisions to Law Faculty Council Rules.

8. PROPOSALS AND REPORTS FROM THE VICE-PRESIDENT ACADEMIC AND PROVOST
   a. Report on Quality Exercise INFORMATION
   b. Procedures for Academic Accommodation and Access for Graduate Students with Disabilities [SEN-JAN 10/14-10] INFORMATION

9. OTHER BUSINESS

10. ADJOURNMENT
DRAFT MINUTES

A meeting of the Senate of the University of Victoria was held on December 6, 2013 at 3:30 p.m. in the Senate and Board Chambers, University Centre, Room A180.

1. APPROVAL OF THE AGENDA

   Motion: (R. Lipson/M. Purkis)
   That the agenda be approved as circulated.

   CARRIED

2. MINUTES

   Motion: (R. Burke/J. Aragon)
   That the minutes of the open session of the meeting of the Senate held on November 1, 2013 be approved and that the approved minutes be circulated in the usual way.

   CARRIED

3. BUSINESS ARISING FROM THE MINUTES

   There was none.

4. REMARKS FROM THE CHAIR

   a. University Rankings

   Mr. Tony Eder, Director, Institutional Planning and Analysis, provided a presentation on university rankings. Mr. Eder began by providing some context for the rankings. He noted that there are a growing number of rankings with varying audiences and ranking methodologies. He acknowledged that rankings provide an opportunity to draw attention to universities but cautioned that media outlets often look for news stories within the rankings, which can present a risk. Mr. Eder reviewed the various audiences for rankings, including universities, students, parents and prospective faculty members. He reviewed the statistics regarding the importance of rankings to students when selecting a university, noting that university websites are the most important resource cited by students.

   Mr. Eder reviewed UVic’s results in the following rankings: Maclean’s, Globe and Mail, Research Infosource, Times Higher Education, QS World University Rankings and Shanghai Jiao Tong. For each ranking, he reviewed the audience, the data used to formulate the rankings, and the pros and cons of the particular ranking.
Dr. Aragon asked if the Maclean’s ranking tended to have an Eastern Canadian focus. Mr. Eder confirmed that it did, but commented on the strong presence of BC universities in the rankings.

b. Budget Update

Dr. Tremblay provided a budget update. She said that, as noted in the message circulated from Prof. Cassels, unless there were significant changes in the budget assumptions, the university would not be implementing budget reductions for 2014/15.

Dr. Tremblay reported on some budget certainties that had emerged, including the faculty arbitration settlement, implementation of the provincial grant reduction over three years, and positive enrolment numbers. She said some budget uncertainties remained, such as how the provincial grant reduction will be allocated across the sector and ongoing success with international enrolments.

Dr. Tremblay said the steady state approach being implemented for 2014/15 would give the university an opportunity to develop a transparent and strengthened process for aligning resources with priorities. She said priorities were emerging from the campus conversations being undertaken by Prof. Cassels, and that these would be further explored and developed.

Dr. Tremblay invited members of Senate to attend a budget information session scheduled for the campus community on December 12, 2013.

c. President’s Report

Prof. Cassels provided a report on the November Convocation ceremonies. He thanked all those involved in Convocation and, in particular, the installation ceremony.

Prof. Cassels reported on a number of recent and upcoming meetings with provincial Ministers. He then asked Mr. Eder to provide a report to Senate on the core review.

Mr. Eder provided members of Senate with background information on the core review, noting that it was a government-wide evaluation of all programs and services. He described the agencies, Boards and commissions that would be covered by the review, and described how it was being carried out. Mr. Eder reviewed the letter received by the Chair of the Board of Governors from the Minister of Advanced Education. He discussed the specific accountabilities for the Minister coming out of the core review, and reviewed the terms of reference for post-secondary institutions. Mr. Eder commented that UVic was in a position of strength going into the review because of its strong enrolment and positive graduate outcomes; robust approach to assessment and quality improvement; responsiveness; and strong collaboration and impact. He outlined UVic’s response, noting that Dr. Tremblay would be the institutional lead. She would be supported by a working group chaired by Dr. Mateer. Mr. Eder reviewed the timeline for carrying out the core review, stating that implementation was expected by December 2014. He reviewed the types of information that would be included in UVic’s response, indicating that it would focus both on past successes and future plans for improvement.

Dr. Stahl noted that Mr. Eder had mentioned a data-driven approach to planning and asked him to expand on what he meant by this. Mr. Eder said that the university’s plans were already informed
by things like enrolment, but that quality, cost and contribution to the university were other data points that could be considered. Dr. Stahl cautioned that enrolment is just one indicator of what the university does. Prof. Cassels agreed and said other considerations would be integrated into the initiative for enhanced planning processes.

Dr. Baer asked for clarification regarding a comment Mr. Eder made about the university meeting its enrolment targets. Mr. Eder confirmed that, while the overall target was being met, the university was short of its target for domestic undergraduate students.

Prof. Cassels said the university had engaged in productive discussions with the Ministry during development of the terms of reference for the core review.

Prof. Cassels acknowledged the loss of two former UVic deans, who had recently passed away – Jim Provan and Ian MacPherson. He reminded members of Senate that it had approved an honorary degree for Dr. MacPherson at its last meeting. Prof. Cassels said a decision had been made to award the honorary degree posthumously at a memorial service scheduled for the new year.

Prof. Cassels reported that the new campus bike centre had opened on November 19, 2013. He encouraged members of Senate to visit this exciting initiative.

With respect to the United Way campaign, Prof. Cassels said the university had achieved 90% of its goal. He added that there was still time for members of the university community to contribute to the campaign.

Prof. Cassels reported on awards and honours at the university. He said:

- Science student Dylan Collins was named one of Canada’s 11 Rhodes Scholars;
- Dr. Stephanie Willerth was awarded the CRC Chair in Biomedical Engineering;
- Dr. Rebecca Grant received the "Outstanding Volunteer Award" at the Vancouver Island National Philanthropy Day celebration; and
- Dr. Bonnie Leadbeater was awarded the CIHR Partnership Award for her work on the WITS anti-bullying program.

5. CORRESPONDENCE

a. Campus Planning Committee

i. Semi-annual Report

Motion: (S. Blackstone/M. Purkis)
That Senate receive the 2012/2013 semi-annual report of the Campus Planning Committee for information.

CARRIED
6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES
   
a. Senate Committee on Academic Standards
   
i. University of Victoria Grading Patterns Report/Reporting Portal

Dr. Gillis commented on the statistics in the report, noting that they confirmed concerns expressed the previous year regarding the impact of implementing the new standardized percentage ranges. She pointed out the impact on grades in the second class (B) range, which had dropped significantly from previous years. Dr. Gillis expressed concern about such a large shift resulting simply from a change in percentage ranges.

Dr. Webb said he had also noticed this shift but that it was his understanding it had been expected when the standardized percentage ranges were implemented. He said instructors were expected to make adjustments to grading to accommodate the change, and that this expectation had been communicated during implementation.

Dr. Burke commented that the shift was more pronounced in some faculties than others and thought this was the result of some faculties using more strict numerical grading systems.

Dr. Kennedy referred to the grading descriptors, stating that the expectation was for most students to receive grades in the B range. She said the percentage range for B grades was not large enough for this expectation to be met.

Dr. Gillis suggested that the Senate Committee on Academic Standards review the statistics and bring a recommendation to Senate. Prof. Cassels added that the percentage grading implementation group should also be involved.

Prof. Cassels invited Mr. Eder to explain the new grading patterns reporting portal to Senate. Mr. Eder reminded members of Senate that a large grading patterns report used to be presented to Senate every two years. He said grading patterns information was now available at the end of each term through the portal. Mr. Eder walked members of Senate through accessing the portal and explained how to find information at the institutional, faculty and department level. He also explained how to find information on grading anomalies.

Dr. Webb commented on the recent jump in grades in the A range, and said this reinforced the need for the Senate Committee on Academic Standards to review grading patterns.

With respect to the implementation of the standardized percentage ranges, Dr. Beam commented on the work undertaken by the Senate Committee on Academic Standards to arrive at a recommendation. She indicated that most universities have B ranges in the 70s and that UVic’s old system of having a B range in the 60s was a form of grade inflation. Dr. Beam made a further comment regarding the drop in number of grades in the B range. She noted that she employs a numerical grading system, which she was required to adjust following the implementation of the standardized percentage ranges.
Motion: (S. Blackstone/M. Purkis)
That Senate receive the 2013 University of Victoria Grading Patterns Report for information.

CARRIED

ii. Revisions to Grading Scales Working in the Academic Calendar

Dr. Driessen asked if there was a point when GPA would be based on a percentage grade. Dr. Webb said the implementation plan that was approved maintained the system of calculating GPA on the 9 point scale.

Motion: (M. Purkis/M. Webb)
That Senate approve, as recommended by the Senate Committee on Academic Standards, the revisions to the Graduate, Undergraduate and Law Grading Scales in the academic calendar, effective May 1, 2014, as follows:

“The grading scale for the evaluation of course achievement at the University of Victoria is a percentage scale that translates to a 9 point GPA/letter grade system. The 9 point GPA system is the sole basis for the calculation of grade point averages and academic standing. Standardized percentage ranges have been established as the basis for the assignment of letter grades. The percentage grades are displayed on the official and administrative transcripts in order to provide fine grained course assessment which will be useful to students particularly in their application to graduate studies and for external scholarships and funding. Comparative grading information (average grade (mean) for the class), along with the number of students in the class, is displayed for each course section for which percentage grades are assigned.”

CARRIED

iii. Undergraduate Grading Descriptors

Dr. Grant commented on the statement in the descriptors that a minority of students should receive grades in the A range. She said this did not seem to reflect current practice. Dr. Webb replied that, at the institutional level, less than 50% of students were receiving A range grades, but that this was not the case in all faculties. He hoped the Senate Committee on Academic Standards would address this point.

Dr. Beam commented that the Senate Committee on Academic Standards had considered removing this statement from the descriptors, but thought it sent an important message about expectations with respect to grading.

Dr. Smith expressed concern about the high level of A+s required in a course before a grading anomaly was flagged. Dr. Webb clarified that, in addition to the flag for A+s, a flag could also be generated by over 50% of grades in the A range.
Dr. Tiedje thought it would be useful to provide some explanation of how anomalies were defined and why they were considered anomalies. He said it would also be useful to provide some direction to units and faculties regarding what they were expected to do about anomalies. Dr. Diacu thought it was important to acknowledge that there might be a legitimate reason for anomalies, citing an example in his department.

**Motion:** (A. Roudsari/S. Blackstone)
That Senate approve the revised undergraduate grading descriptors for inclusion in the undergraduate academic calendar, effective May 1, 2014.

**CARRIED**

**b. Senate Committee on Admission, Re-registration and Transfer**

**i. Proposed changes to Faculty of Humanities Admission Requirements**

**Motion:** (A. Monahan/J. Archibald)
That Senate approve the proposal to remove the requirement of grade 11 second language course from the admission requirements of the Faculty of Humanities, effective immediately, as recommended by the Senate Committee on Admission, Re-registration and Transfer.

And

That Senate approve the proposed change to the Academic Calendar removing the requirement of a grade 11 second language course from the admission requirements of the Faculty of Humanities.

**CARRIED**

**c. Senate Committee on Agenda and Governance**

**i. Emergency Protocol for Senate Operations**

**Motion:** (R. Burke/P. Keller)
That Senate approve the Emergency Protocol for Senate Operations, effective immediately.

**CARRIED**

**ii. Revisions to the Rules to Govern the Conduct of Senate Procedures**

Dr. Baer asked how the confidentiality provisions in the rules would apply in the event a member of Senate or a Senate committee was subpoenaed to testify in a court action. He asked if there was anything that could be written in the rules to protect members from this situation. Prof. Cassels said this question would have to be investigated. Dr. Baer confirmed he was comfortable with moving forward with consideration of the motion, but that he looked forward to receiving a response.
Motion: (M. Webb/R. Burke)
That Senate approve the revisions to the Rules to Govern the Conduct of Senate Procedures, effective immediately.

CARRIED

iii. Revisions to the Terms of Reference for the Senate Committees

Prof. Cassels asked members of Senate if they were willing to consider all seven motions regarding committee terms of reference as one motion. No member of Senate indicated a desire to consider each motion separately.

Motion: (K. Gillis/R. Burke)
That Senate consider the seven proposed motions regarding Senate committee terms of reference as one motion.

CARRIED

Dr. Driessen asked for clarification regarding the difference between closed and confidential committee meetings, outlining his understanding of the distinction. Ms. Andersen explained that all Senate committee meetings would normally be considered closed, in that only committee members and invited guests were permitted to attend. She added that, for some committee matters, there was also an expectation that documents and discussions would be considered confidential. For other matters, discussion was expected or permitted with colleagues and others outside the committee.

Motion: (M. Purkis/S. Blackstone)
That Senate approve the terms of reference for the Senate Committee on Agenda and Governance, the Senate Committee on Appeals, the Senate Committee on University Budget, the Senate Committee on Honorary Degrees and Other Forms of Recognition, the Senate Committee on Academic Standards, the Senate Committee on Planning and the Senate Committee on Awards.

CARRIED

d. Senate Committee on Awards

i. New and Revised Awards

Motion: (A. Lepp/S. Blackstone)
That Senate approve, and recommend to the Board of Governors that it also approve, the new and revised awards set out in the attached document as recommended by the Senate Committee on Awards:

- English Faculty Bursary (revised)*
- Kalman Award for International Heritage Studies (new)*
- Best Master’s Project in Community Development Scholarship (new)
- Cameron M. Hay Scholarship (new)*
- Neena Chappell Scholarship (revised)*
e. Senate Committee on Planning

   i. Proposal for Addition of Option to an Existing Program: Master of Music Performance – Emphasis in String Quartet

Prof. Cassels clarified that a new degree was not being proposed. He said students pursuing this option would receive a Master of Music.

   Motion: (A. Roudsari/M. Kennedy)
   That Senate approve, and recommend to the Board of Governors that it also approve, the option of a Master of Music Performance – Emphasis in String Quartet to be offered by the School of Music.

   CARRIED

7. PROPOSALS AND REPORTS FROM FACULTIES

There were none.

8. OTHER BUSINESS

There was none.

There being no other business, the meeting was adjourned at 4:50 p.m.
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<td>Ted Riecken</td>
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<td>Dean, Faculty of Education Ex officio</td>
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<td>Student Senator, Human and Social Development Elected by the students</td>
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<td>Abdul Roudsari</td>
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<td>Librarian Elected by the Professional Librarians</td>
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<td>Vice-President Academic and Provost Ex officio</td>
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<td>Alicia Ulysse</td>
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<td>Jeremy Webber</td>
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<td>Victoria Wyatt</td>
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<td>Faculty of Fine Arts Elected by the faculty members</td>
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MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA

Effective July 1, 2013

EX OFFICIO MEMBERS - University Act: Section 35 (2) (a-f)

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

MEMBERS ELECTED BY THE FACULTIES - Section 35 (2) (g)

BUSI: Rebecca Grant (30/6/16)
Brock Smith (30/6/15)
EDUC: Carolyn Crippen (30/6/16)
Mary Kennedy (30/6/14)
ENGR: Peter Driessen (30/6/16)
Nikolai Dechev (30/6/14)
FINE: Patricia Kostek (30/6/15)
Lianne McLarty (30/6/16)
GRAD: Sara Beam (30/6/16)
John Walsh (30/6/14)
HUMA: Abdul Roudsari (30/6/15)
Esther Sangster-Gormley (30/6/16)
HUMS: Annalee Lepp (30/6/16)
Laura Parisi (30/6/15)
LAWF: Gillian Calder (30/6/14)
Mark Gillen (30/6/16)
SCIE: Robert Burke (30/6/14)
Florin 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)
Kathryna 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) "
Nadja Hamdon (SOSC) "
Matthew Hammer (HUMS) "
Susan Karim (EDUC) "
Bowen Macy (SOSC) "
Kelsey Mech (SC IE) "
Ariel Mishkin (BUSI) "
Lucia Heffelfinger Orser (HUMS) "
Yianni Pappas-Acreman (LAW) "
Emily Rogers (HUMA) "
Gina Starblanket "
Nick Tang (SCIE) "
TBA (FINE) "

MEMBERS ELECTED BY THE CONVOCATION – Section 35 (2) (i)
Nav Bassi (31/12/14)
Linda Hannah (31/12/14)
Robbyn 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 Dunsdon
Assoc. V.P. Academic Planning: Catherine Mateer
Registrar: Lauren Charlton
Associate University Secretary: Carrie Andersen
The Senate Committee on Agenda and Governance met eleven times during 2012/13:

- August 29, 2012
- September 21, 2012
- October 19, 2012
- November 23, 2012
- December 14, 2012
- January 18, 2013
- February 15, 2013
- March 22, 2013
- March 26, 2013
- March 27, 2013
- April 19, 2013

The nominations sub-committee met three times:

- September 21, 2012
- October 19, 2012
- April 19, 2013

**Review of Draft Senate Agenda**

At each of its meetings, the Senate Committee on Agenda and Governance assisted the Chair in preparing the Senate agenda and reviewed each of the items proposed for submission to Senate.

**Electronic Distribution of Senate Materials**

At its August 29, 2012 meeting, the committee received a proposal from the Office of the University Secretary regarding electronic distribution of Senate materials. Committee members agreed to proceed with the electronic distribution of materials for the open Senate meetings. Materials for the closed Senate meetings continue to be circulated in paper format.

**Potential Labour Disruptions**

Given the potential for a staff union strike, at the August 29, 2012 and September 21, 2012 meetings, the committee discussed the impacts of potential labour disruptions on Senate operations and academic activities. In particular, committee members considered what academic issues and regulations might require planning by Senate (e.g. cancellation of classes, changes to exam dates). No decisions or recommendations to Senate were made as a result of the preliminary planning discussions undertaken by the committee.
Senate Committee Terms of Reference

At the September 21, 2012 meeting, the committee approved revisions to the terms of reference for the Senate Committee on Planning. The revised terms of reference were approved by Senate at the October 5, 2012 meeting.

At the April 19, 2013 meeting, the committee approved revisions to the terms of reference for the Senate Committee on Admission, Re-registration and Transfer. The revised terms of reference were approved by Senate at the May 3, 2013 meeting.

Senate Committee Evaluations

At its September 21, 2012 meeting, the committee reviewed the results of the 2011/12 Senate committee evaluations. The evaluation results for each committee were also circulated to that committee’s Chair.

Complaint Regarding Student Elections to the Board of Governors

At the March 22, 2013 meeting, the committee received a complaint regarding the 2013 student elections to the Board of Governors. A sub-committee met on March 26, 2013 to carefully review all materials provided by those involved in the complaint. The committee met again on March 27, 2013 to review these materials and render a decision. In considering the complaint, the committee also referred to the Rules to Govern Elections to the Board of Governors and the Senate, the “Poster and Banners and Campaign Periods and Dates – Elections for Student Representatives to the Board of Governors and the Senate”, and the “Guidelines for Electronic Campaigning”. After careful consideration, the committee determined that the election of student representatives to the Board of Governors should be re-conducted. The candidates who participated in the original election were permitted to stand for election. The results of the original election were deemed void and were not released.

Senate Committee Attendance

At the November 23, 2012, January 18, 2013 and April 19, 2013 meetings, the committee discussed the low attendance rates at Senate committee meetings. Attendance statistics from 2011/12, along with comments in the Senate committee evaluations, were reviewed. At the April 19, 2013 meeting, the committee approved a strategy to monitor and improve Senate committee attendance. This strategy included implementation of standard attendance tracking sheets for each Senate committee and regular reporting on Senate attendance; early intervention by Senate committee chairs to connect with and support Senate committee members with low attendance rates; and revisions to the Rules to Govern the Conduct of Senate Procedures to make attendance rules more stringent.

2012/13 Appointments to Senate Committees

At the September 21, 2012 meeting, the nominations sub-committee approved lists of appointments to the Senate committees, the Joint Senate Board Retreat Committee and the Planning and Priorities Committee. These appointments were approved by Senate at the October 5, 2012 meeting.
At the October 19, 2012 meetings, the nominations sub-committee approved appointments to the Senate committees and the Non-Academic Misconduct Appeal Board. These appointments were approved by Senate at the November 2, 2012 meeting.

2013/14 Appointments to Senate Committees

At the April 19, 2013 meeting, the nominations sub-committee discussed and approved nominations for vacancies on the Senate committees for 2013/2014. The appointments were approved by Senate at the May 3, 2013 meeting.

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
Reuven Gordon, Engineering
Robbyn Lanning, Convocation Senator
Mary Ellen Purkis, Human and Social Development
Tracie Smith, Library
Reeta Tremblay, Vice-President Academic and Provost
Michael Webb, Social Sciences
Carrie Andersen (Secretary)

2012/13 Senate Committee on Agenda and Governance
David Turpin, Chair
Peter Bell, student senator
Robert Burke, Science
Julia Eastman, University Secretary
Kathy Gillis, Science
Peter Keller, Social Sciences
Robbyn Lanning, Convocation Senator
Micaela Serra, Engineering
Tracie Smith, Library
Reeta Tremblay, Vice-President Academic and Provost
Michael Webb, Social Sciences
Carrie Andersen (Secretary)
The Senate Committee on Agenda and Governance met on December 13, 2013 to consider revisions to the terms of reference for the Senate Committee on Continuing Studies and the Senate Committee on Curriculum. Details of the proposed revisions are set out in the attached documents.

**Recommend Motions**

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

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

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)
December 4, 2013

To: Senate Committee on Agenda and Governance

And to: Carrie Anderson
Associate University Secretary

From: Maureen MacDonald, Chair
Senate Committee on Continuing Studies

Re: Terms of Reference

At the Senate Committee on Continuing Studies meeting on November 19, 2013 the motion to revise the Committees terms of reference was passed unanimously. The motion read:

THAT the Senate Committee on Continuing Studies approve, and recommend to Senate Committee on Agenda and Governance that it approve, the revised terms of reference for the Senate Committee on Continuing Studies.

I have attached the terms of reference approved.

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

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

- The addition of a statement that meetings of Senate standing committees are normally closed.
- The addition of the committee’s composition and voting status of all committee members.

**Recommended motion**

*THAT the Senate Committee on Continuing Studies approve, and recommend to Senate Committee on Agenda and Governance that it approve, the revised terms of reference for the Senate Committee on Continuing Studies.*
SENATE COMMITTEE ON CONTINUING STUDIES

TERMS OF REFERENCE

The Committee shall:

1. On behalf of the Senate, the Committee shall review and make recommendations to the Division of Continuing Studies regarding academic policies and criteria concerning the offering of:
   a. Degree-credit courses and programs, approved by the Senate and the Board of Governors, at off campus locations and on campus when such courses or programs are not otherwise administered by the academic departments;
   b. Non-degree programs and courses.

2. On behalf of Senate, the Committee shall monitor on a regular basis the Continuing Studies programs and courses offered to ensure adherence to established academic policies, priorities and criteria.

3. The Committee shall review proposals for new programs and for changes to existing Continuing Studies programs and shall, at its discretion, make recommendations respecting such programs to the Senate Committee on Planning.

4. The Committee shall review existing certificate and diploma programs at least every three years.

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

Composition

- 9 faculty members representing the faculties (at least 2 of whom shall be members of Senate) (voting)
- the Dean of Continuing Studies, Chair (ex officio, voting)
- 3 students including 1 student member of Senate, 1 undergraduate student representative and 1 graduate student representative (voting)
- 1 student representative from the diploma or certificate program in Continuing Studies appointed by the Senate (voting)
- 1 Alumni Association representative (voting)
- 1 convocation member of Senate (voting)
- the President or nominee (voting)

Total membership - 17 (17 voting members)

The secretary of the committee is a representative from the Office of the Dean, Division of

Comment [u1]: The composition of the committee has been added to the TOR.
Continuing Studies.

Approved by Senate
Revised October 4, 2000
Date: December 10th, 2013

To: Senate Committee on Agenda and Governance

From: Senate Committee on Curriculum

Re: Revision to the Terms of Reference for the Senate Committee on Curriculum.

At its meeting on September 11, 2013, the Senate Committee on Curriculum reviewed proposed changes to the committee’s terms of reference (attached). After discussion, the committee approved the following motion:

*That the revised Senate Committee on Curriculum Terms of Reference subject to the addition of a voting Dean or designate from the Faculty of Graduate Studies be approved and forwarded to the Senate Committee on Agenda and Governance and Senate.*

Respectfully submitted,

2013/14 Senate Committee on Curriculum
Dr. T Haskett, Humanities (Chair)
Dr. L Francis Pelton (Vice-Chair)
Dr. R. Tremblay, Vice-President Academic and Provost
Dr. D. McCutcheon, Business
Dr. W. Hurren, Education
Dr. L. Jackson, Engineering
Dr. L. Van Luven, Fine Arts
Dr. M. Wilson, Graduate Studies
Dr. V. Pacini-Ketchabaw, Human & Social Development
Dr. E. Adjin-Tettey, Law
Dr. K. Gillis, Science
Dr. M. Webb, Social Sciences
Jill Carruthers (Secretary)
Until now, the terms of reference of the Senate standing committees have been revised and presented to Senate for approval on a needs basis. Due to the ad hoc nature of those revisions over the past years, some of the Senate committee terms of reference are not consistent in their language, structure and format. Over the summer my office has worked to revise the terms of reference for each committee in order to standardize the language, structure and format, where appropriate.

Significant revisions have also been made to the terms of reference as recommended in the report from the Ad Hoc Senate Committee to Consider the Curriculum Process, approved by Senate at the May 2013 meeting. The revised terms of reference are attached for consideration and approval by the committee. Once approved by the committee, the revised terms of reference will be submitted to the Senate Committee on Agenda and Governance for approval and recommendation to Senate.

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

- Changes required by recommendations 1, 2, 4, 5 and 9 of the Ad Hoc committee’s report.
- The addition of a statement that meetings of Senate standing committees are normally closed.
- The addition of the Director of Coop Education and Career Services as an ex officio, non-voting position to the composition.
- The re-inclusion of the position of President (or nominee) in the composition, as required in section 6(g) of the Senate Rules to Govern the Conduct of Senate Procedures.
- The addition of voting status of all committee members to the membership list.

**Recommended motion**

*THAT the Senate Committee on Curriculum approve, and recommend to Senate Committee on Agenda and Governance that it approve, the revised terms of reference for the Senate Committee on Curriculum.*
SENATE COMMITTEE ON CURRICULUM
TERMS OF REFERENCE

Terms of Reference
The committee shall:

1. **To review** curriculum submissions recommended by the Faculties for consistency with University policies and strategic goals, to resolve outstanding issues and to approve curriculum submissions for recommendation to Senate.
   
a. For the purposes of the committee, ‘curriculum’ means all for-credit academic programs and courses offered by the University, including the descriptions and requirements of academic programs and courses, as described in the University Calendar.

2. **To make** recommendations concerning the Policy on Calendar Submissions AC1120 and the associated Procedures on Curriculum Submissions.

3. **To consult**, as required, with other senate committees on non-curricular issues related to the University Calendar, and make recommendations to Senate if appropriate.

4. **To make** recommendations to Senate on the form and frequency in which the University Calendar is published.

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

Composition

- 2 faculty members (both of whom shall be members of Senate but normally not chairs of their Faculty Curriculum Committees) who will serve as Chair and Vice-Chair of the committee (voting)
- Vice-President Academic and Provost or designate (ex officio, voting)
- the Chairs (9) of Faculty Curriculum Committees (ex officio, voting)
- Dean, Faculty of Graduate Studies, or nominee (ex officio, voting)
- the Chair of Senate Committee on Academic Standards (ex officio, voting)
- 1 student member of Senate from the Committee on Academic Standards (ex officio, voting)
- the Associate University Secretary (ex officio, non-voting)
- the Registrar (ex officio, non-voting)
- the Associate Registrar (ex officio, non-voting)
- the Director, Graduate Admissions and Records (ex officio, non-voting)
- the Calendar Editor (ex officio, non-voting)

Comment [u1]: This position is being added back into the composition as per the Senate procedures section 6(g).
• the Director or designate, Co-operative Education and Career Services (ex officio, non-voting)

Total membership - up to 21 (up to 15 voting) depending on whether the Chair and/or Vice-Chair are also Chairs of their Faculty Curriculum Committees.

The secretary of the committee is the Coordinator, Curriculum and Calendar, Office of the Registrar.

Approved by Senate March 6, 1996
Revised May 6, 2011
Revised May 4, 2012
Revised June 4, 2013
The Senate Committee on Agenda and Governance nominations sub-committee met on December 13, 2013 to consider appointments to the Non-Academic Misconduct Appeal Board.

As members of Senate may recall, the Resolution of Non-Academic Misconduct Allegations Policy (AC1300) was approved by Senate at its May 2011 meeting. The policy was also approved by the Board of Governors on May 31, 2011.

Section 4.00 of the Procedures for Appealing a Decision Made Under a Non-Academic Misconduct Proceeding (established under the policy) calls for the creation of a non-academic misconduct appeal board to hear appeals of minor sanctions. Membership of the appeal board includes two student representatives from Senate.

The Senate Committee on Agenda and Governance nominations sub-committee recommends the appointments of Lucia Heffelfinger and Gina Starblanket to the Appeal Board in accordance with the appeal procedures of Policy AC1300, Resolution of Non-Academic Misconduct Allegations.

**Motion:** That Senate approve the appointments of Lucia Heffelfinger Orser and Gina Starblanket to the Non-Academic Misconduct Appeal Board in accordance with the Procedures for Appealing a Decision Made Under a Non-Academic Misconduct Proceeding, Resolution of Non-Academic Misconduct Allegations Policy (AC1300) to begin immediately and end on June 30, 2013, as recommended by the Senate Committee on Agenda and Governance.

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**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 *
Reuven Gordon, Engineering
Robbyn Lanning, Convocation senator
Mary Ellen Purkis, Human and Social Development*
Tracie Smith, Library
Reeta Tremblay, Vice-President Academic and Provost
Michael Webb, Social Sciences *
Carrie Andersen (Secretary) *

*Members of the nominations sub-committee
MEMORANDUM

TO: Secretary of Senate  
    University Secretary’s Office

DATE: December 11, 2013

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

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

RYSZARD Borzuchowski Scholarship* (NEW)
One or more scholarships are awarded to academically outstanding undergraduate students in the School of Environmental Studies.

SHIRLEY M. DAWSON BURSARY* (NEW)
One or more bursaries are awarded to undergraduate or graduate female students at the University of Victoria.
TEN MILE FINE ARTS STUDENT ASSISTANCE FUND (REVISED)
This fund is intended to provide assistance to undergraduate and graduate students in the Faculty of Fine Arts of at least up to $1,000 each, regardless of citizenship, who have demonstrated financial need. Students may inquire about their eligibility for this fund with Student Awards and Financial Aid throughout the academic year.

GERALD G. FEW GRADUATE BURSARIES* (REVISED) One or more bursaries are awarded to undergraduate and graduate students in the biological sciences with a commitment to the field of Forest Biology. Selection of the recipient(s) will be made by Student Financial Aid Services upon the recommendation of the Forest Biology Program Committee.

MICHIKO WARKENTYNE SCHOLARSHIP IN JAPANESE STUDIES (NEW) One or more scholarships of up to $1,000 are awarded to academically outstanding undergraduate or graduate students who are taking courses on Japan in the Department of Pacific and Asian Studies.

DIANNE BOURNE MEMORIAL BURSARY* (REVISED) A bursary is offered to a full or part-time students admitted to the School of Social Work, who is in or is planning a career in child welfare practice in northern British Columbia.

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
At its meeting of 4 December 2013, the Senate Committee on Planning discussed and approved the Renewal of the Centre for Biomedical Research. 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 Biomedical Research (CBR) for the five year period January 1, 2014 through December 31, 2018.*

: *mam*

Committee Membership:
Dr. Catherine Mateer, Chair  
Ms. Lauren Charlton  
Dr. Stan Dosso  
Mr. Jason Walters  
Dr. Reuven Gordon  
Ms. Carrie Anderson  
Dr. Howard Brunt  
Dr. Maureen MacDonald  
Dr. Timothy Iles  
Dr. Merwan Engineer  
Dr. 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: November 20, 2013
To: Dr. Catherine Mateer, Chair of the Senate Committee on Planning
From: Dr. Howard Brunt, Vice-President Research
Re: Renewal of the Centre for Biomedical Research (CBR)

An external review of the CBR was conducted on September 24-25, 2013 and the appended report was provided by the review panel on November 1, 2013.

The review panel report is a thorough and informative assessment of CBR. In particular, the Executive Report is highly positive on both the current activities of CBR and the opportunities for enhanced activity. The summary ends with the following points:

- **Continue world-class science communication and education through Café Scientifique, and support of the science outreach activities on campus, along with professional development and outreach experiences for graduate students.**
  Agree. CBR should continue to build on its strengths in these areas.

- **Utilize the significant international expertise of CBR in science communication and methods for disseminating on-going collaborative research more broadly, inside and outside the campus.**
  Agree. CBR activities in this area should be further developed in collaboration with the new Research Partnerships Knowledge Mobilization (RPKM) Unit in ORS.

- **Build on existing CBR seminars and working groups that support trainees by organizing science career panel and career preparation for senior graduate students.**
  Agree.

- **Enhance collaboration and synergy within the biomedical research community through list of specialized equipment, reagents, and technologies/expertise that can be shared.**
  Agree.

- **Make the activities of the CBR visible by developing a social network analysis of connections of CBR member networks and collecting short vignettes from faculty and trainees that demonstrate the impact and catalyzing effect of the CBR for future reporting and the CBR website.**
Agree. The short vignettes for faculty can build on the work already done in this area through the faces of UVic.

- Implement tactics to increase the total annual budget, including requesting financial support from the departments served by the Centre and partnering with colleagues within other programs who have a successful track record on fundraising.

Agree. It is important that CBR work towards sustainable funding from a diversity of sources to ensure its long term viability. We anticipate more directed support for fundraising for research centre activity when a new AVP Development and Alumni Relations is appointed.

- Expand the leadership of the Centre by formally appointing one or more assistant directors and assigning specific roles to distribute responsibility for Centre activities.

Agreed that it is important to engage others beyond the Director in the leadership of CBR activities. But, it is not evident that adding assistant directors is the best way to build leadership in the CBR. Such leadership can come from other models such as a diverse, active program and / or steering committee – a model that works well in some other centres. Alternatives need to be explored to identify which approach (those noted or other alternatives) would be most effective for CBR.

- Develop funding mechanisms to provide small seed grants to support inter-departmental collaborations in “research clusters” or pilot projects that may lead to external funding.

The AVPR and AVPRO are initiating a review of the internal research grant program to ensure the funds available are being put to the best use in support of research, new research activities in particular, across the institution. The current and likely future budget constraints at the University means there isn’t the capacity to significantly change the total amount of support available. The comments of the Review Panel will be taken into account in the review of the internal review grants program.

Comments on Review Panel’s Specific Recommendations:

The Review Panel has organized its recommendations into three categories.

Section 4.1 recommends continuing the following successful strategies, already underway within CBR and highly valued by members, trainees, and the University at-large. These recommendations can be summed up as an endorsement of CBR’s current activity. I agree that these activities are indeed valuable and should be continued.

Section 4.2 recommends a number of what the Review Panel characterizes as small investments that would enhance or amplify the capabilities and reach of the CBR:

- Use the translational health research pathway as a strategy to map where CBR activities fit with other UVic health research initiatives, from discovery to development through to delivery and outcomes (see figure and references in Appendix)
Strongly agree with this recommendation. It is critical to fully consider how CBR research activity fits with other health research initiatives to ensure the best overall investment of all resources and to promote a higher level of collaboration where appropriate.

- Use social network maps (an established social science method) to illustrate impact, connections, and outcomes outside typical metrics
  Agree.

- Collect short “vignettes” from all faculty members and students regarding an instance of impact or catalyzing effect of the CBR – and showcase these in progress reports and potentially on the CBR website to create further interest
  Agree (see note above about Faces of UVic Research).

- Partner with colleagues within other programs on fundraising efforts and meetings with potential donors (e.g. Division of Medical Sciences)
  Agree.

- Negotiate with the Office of the Vice-President of Research on University requirements for funding for seed grants. Currently, these grants are only available to researchers who have no other external funding. However, funders like the CIHR require preliminary data in grant applications. We recommend that the seed grants be available for new collaborations, even if the researchers are funded for other projects, so they can generate preliminary data to show the feasibility of a new collaborative project prior to submitting a grant
  See comment on this issue above. This matter will be considered in the context of how best to support all research centres, groups and individual researchers across campus.

- Offer science communication workshops or short courses (professional skills, career workshops, other soft skills, grant writing, etc.)

- Organize science career panel and career preparation for senior graduate students

- Pair each basic science trainee with a clinician for translational science exchange opportunities (modeled after the University of Washington Molecular Medicine Training Program: http://depts.washington.edu/molmed/)

- Increase faculty lunches or idea exchanges (e.g. lightning talks) to facilitate further collaboration

- Develop and maintain an online list of equipment and technical resources on campus, to facilitate collaboration and resource utilization

- Re-instate grants work-in-progress talks (former “chalk talks”) on a regular schedule to facilitate grant development and submissions

I agree that the above six recommendations identify suitable activities for CBR to consider in its programming. It is the responsibility of a Centre Director to consider such options and to determine the overall emphasis, mix and balance of activities to be taken on by a centre. Dr. Zehr has provided some initial thoughts in this regard.
Formalize or define the relationship of the Knowledge Mobilization office at the University of Victoria with CBR, as part of the “outreach hub” work of CBR. Agree (the appropriate office is RPKM in ORS).

Section 4.3 of the Review Panel Report states:

The CBR connections result in increased success for unit faculty and trainees. The very cross-unit role that makes CBR successful also renders it resource-poor. We recommend that academic units with faculty and students active and benefitting from the CBR make direct contributions to the CBR on the order of $10,000/year in order to provide funding for the following:

- **Increase director FTE and/or provide FTE for one or two assistant directors**
  **Comment:** See comments on this above. Alternatives need to be explored. Regarding increasing the Director FTE, this has to be considered in the context of the best administrative structure for CBR, the overall activity level in the centre, and the comparison of that activity to other centres and research entities across campus.

- **Develop a pilot/seed grant program to cultivate collaborations and result in preliminary data (essential for any CIHR grant now). This is in addition to the previous recommended change to the seed grant program through the Office of the Vice-President of Research.**
  **Comment:** The distinction from the earlier recommendation is unclear. Dr. Zehr indicates this would require more central funding. The allocation of central funding as internal research grants will be reviewed as noted above. No funds are available to allocate to CBR for this purpose.

- **Provide small “research cluster” funds to new interdisciplinary collaborations who wish to sponsor a speaker or lunchtime seminar series**
  **Comment:** I note that Dr. Zehr endorses this recommendation and states it can be done within existing funds.

Conclusion and Recommendation

The external review panel has provided a positive assessment of CBR and their report concludes with:

“The review panel recommends continuation of the CBR, with further recognition for the significant leadership and unique contributions made by both the Centre Director and also the Centre Administrator."

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 Biomedical Research (CBR) for the five year period January 1, 2014 through...*
December 31, 2018. 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 CBR through the Director, that the next review of the Centre will include an assessment of the progress CBR has made on the recommendation in sections 4.1 and 4.2 of the Review Panel Report. This does not restrict the Centre from undertaking other initiatives as appropriate.

cc: P. Zehr, CBR Director
1. Executive Summary:

The Centre for Biomedical Research (CBR) contributes directly to the University of Victoria mission of high quality education, research, and outreach. In the primary domains of focus—promoting high quality research, enhancing training, and research communications—the CBR is doing remarkable work, particularly in light of the very limited budget and funding support. The review panel noted considerable assets within the CBR, including (but not limited to): the Director, the CBR administrator, the graduate students, the CBR space within Biology Department, the convening function CBR serves for students and faculty, and the significant public science activities growing throughout the city.

With presence and expertise, the CBR convenes interdisciplinary faculty and students to promote growth and development in translational health research through sharing of methods, tools, ideas, and skill sets. The work of CBR could be more visibly integrated into other University translational health initiatives through a campus-wide adoption of a conceptual model (see Appendix) that illustrates relationships and contributions of each research group. CBR has a primary focus in basic biomedical research focusing on discovery and development, and other centres on campus have expertise in practice-based and community-based research. Taken together, these research centres, faculty, and research teams comprise a robust critical mass of translational health research that will distinguish University of Victoria if these activities are coordinated and more visible within a coherent campus-wide framework.

With that in mind, the review panel has offered specific recommendations to further amplify and make visible the significant connections and contributions of the CBR.

- Continue world-class science communication and education through Café Scientifique, and support of the science outreach activities on campus, along with professional development and outreach experiences for graduate students.
- Utilize the significant international expertise of CBR in science communication and methods for disseminating on-going collaborative research more broadly, inside and outside the campus.
- Build on existing CBR seminars and working groups that support trainees by organizing science career panel and career preparation for senior graduate students.
- Enhance collaboration and synergy within the biomedical research community through a list of specialized equipment, reagents, and technologies/expertise that can be shared.
- Make the activities of the CBR visible by developing a social network analysis of connections of CBR member networks and collecting short vignettes from faculty and trainees that demonstrate the impact and catalyzing effect of the CBR for future reporting and the CBR website.
- Implement tactics to increase the total annual budget, including requesting financial support from the departments served by the Centre and partnering with colleagues within other programs who have a successful track record on fundraising.
- Expand the leadership of the Centre by formally appointing one or more assistant directors and assigning specific roles to distribute responsibility for Centre activities.
- Develop funding mechanisms to provide small seed grants to support inter-departmental collaborations in “research clusters” or pilot projects that may lead to external funding.
2. Preamble/Background:

Background on CBR (provided by CBR in self-assessment):
The Centre for Biomedical Research is a multidisciplinary group of scientists and clinicians who are investigating important scientific problems related to human health, with emphasis on genetics, molecular biology, neuroscience, and biomedical engineering. The Centre has over 30 members from Biology, Chemistry, Microbiology & Biochemistry, Engineering, Education, Psychology, Mathematics, Medical Sciences, and Exercise Science, as well as the Vancouver Island Health Care Authority, the BC Cancer Agency, and the Victoria Heart Institute Foundation. Within the past five years, a key focus has been on community engagement and biomedical science communication.

Scope of Review: The review panel was asked to conduct a thorough review of all activities of the Center. The review comes 3.5 years after the last external review, which recommended a temporary mandate for the Center with specific guidance to make considerable changes if the Center were to stay open. In light of this, the review panel was asked by the Associate Vice President of Research to consider what value the Center adds to the University and to the community more broadly.

Prior to the review, the panel read the self-study document provided by the CBR director and the comments of the previous reviewers. They had recommended a two year trial period in which to address their comments and closure of the Centre if they were not addressed. Initially, we did not see the responses of the CBR director and the University of Victoria VP of Research, and we were puzzled about the current status of the Centre and its activities over the past 3.5 years. The panel received further documents during our review, including the CBR response to the past review and specific goals for the current and future periods. During the two day site visit, the panel met faculty, graduate students, and science education directors, who all provided a rich portrayal of the many activities conducted by the Centre and the significant role played by the director Paul Zehr and his administrative assistant Marjorie Wilder in facilitating them. The positive impacts of the CBR in fulfilling its own mission and many goals of the University of Victoria became apparent though the stories of connection, innovation, and opportunity told by CBR faculty, students, and campus leaders.

Membership of Review Panel:

Kelly Edwards, PhD (Chair)
Associate Dean for Student and Postdoctoral Affairs, UW Graduate School
Associate Professor, Bioethics & Humanities, UW School of Medicine
Senior Faculty, Institute for Translational Health Sciences
University of Washington

Maureen Munn, PhD
Director, Educational Outreach
Department of Genome Sciences
University of Washington

C. Peter Constabel, PhD
Director, Centre for Forest Biology
Professor, Department of Biology
University of Victoria
Outline of Review Process: The review panel met with Centre and University leadership, faculty, staff, and students over a period of two days (September 24-25). The external reviewers also participated in the Café Scientifique held on September 24 featuring a CBR member speaking to a capacity audience.

3. Review/Assessment:

3.1 Purposes, Goals, and Objectives

**Purpose a:** To promote and facilitate collaborative and/or interdisciplinary research and enhancement of research networking capacity and infrastructure.

**Goal:** Establish a sense of community and Centre involvement that improves research and day to day interactions between Centre members and affiliates

**Objective:** Established Biomedical Bulletins external speakers series, provided networking opportunities (e.g. Centre meetings, women in biomedical research group) for members

**Performance:** The CBR faculty interviewed as part of this review reported a high rate of faculty participation in CBR activities, such as quarterly meetings (typically 20 of 30 members attend meetings), attendees at the external speakers series, and as presenters at Café Scientifiques. Several people reflected on the usefulness of the meetings set up by the CBR for networking with colleagues in different departments and schools. We could witness this occurring during our faculty lunch, as two researchers from chemistry and biochemistry recognized a common research interest and made a plan to meet to discuss how they might collaborate. There were several examples cited in which CBR meetings have led to joint grant applications, sharing of resources and technologies, and laying the groundwork for future collaboration. The current reporting structure of faculty-based grants and publications do not make visible the many ways these connections, collaborations, methods and resource sharing contribute to successful grant applications or collaborative publications. Some of these interactions may have occurred in the absence of the CBR, but from stories shared during the site visit it appears that many were a direct result of the Centre, especially among faculty from different fields or junior faculty. Students were particularly vocal regarding the technical and resource sharing that occurs between them. In addition, based on the information provided in the self-assessment document, there have been 15 Biomedical Bulletin Seminars over the last four years.

**Purpose b:** To increase and effectively manage the resources and research support for its members and the wider university community.

**Goal:** Establish supporting network for research activities, grants, contracts, and administration.

**Objective:** Implemented open assistance with research accounting and grant support, contracts, and related research administration, provided information and context for collaborative research opportunities.

**Performance:** Two recurrent themes throughout our discussions were the outstanding leadership of Paul Zehr and the organizational and facilitation skills of Marjorie Wilder. Dr. Zehr was recognized by several faculty members as a trusted advisor, well versed in University infrastructure, knowledgeable about the people and research on campus, and generous with his time in sharing information and making introductions. Several people mentioned that they consult him on a variety of issues. For example, when Dr. Tom Tiedje, Dean of Engineering,
was trying to identify faculty to teach courses within a proposed undergraduate program in Biomedical Engineering, he contacted Dr. Zehr to discuss possible candidates. Ms. Wilder provides the infrastructure for faculty and graduate student meetings and assists with grant applications, updates CVs, and provides other support as requested. This kind of administrative grant support is critical for busy faculty working to get grants out in a timely manner. She was frequently cited as the “go-to” person when administrative help was not available through the home department, and clearly fills an essential gap on campus in promoting success in competitive grant applications.

Both trainees and faculty acknowledged the valuable asset of the CBR meeting room, which is in constant use by research teams, seminars, student groups, and generally supports communication by enabling outlying members to interact with other CBR scientists.

**Purpose c:** To provide education and training in research and related skills, especially for graduate and undergraduate students and thereby enhance the academic programs of their constituent academic units.

**Goal:** Establish a clear value added above and beyond standard departmental support to Centre involvement that improves research productivity and sense of community for trainees.

**Objective:** Established supporting infrastructure for trainee travel awards, research interactions (research groups), and speaker’s series, improved overall social and research networking.

**Performance:** In a meeting with seven graduate students from Education, Engineering, the Division of Medicine, and Biology, we learned about the impact of the CBR in facilitating interdisciplinary interactions and fostering student-led programs. During a “Meeting of the Minds” session in spring 2013, 55 trainees met and formed several working groups, including the Stroke Group. Several students remarked that they get much more support from the CBR trainees than their peers in their home departments. The trainees discussed the value of the “Student to Student” seminar series that occurs every two weeks, which allows them to share their research with their peers in the absence of faculty and has clearly led to a productive research exchange. Students value being eligible for travel stipends and discussed other outcomes of their connection through CBR, such as readily sharing techniques and equipment, and learning other ways to approach a scientific question. The trainees are also developing a Facebook page to share information about CBR trainee efforts. The students reiterated their praise and gratitude to Ms. Wilder and Dr. Zehr for the infrastructure and financial support they provide.

**Purpose d:** To contribute to the university’s strategic educational and research missions and to support synergies among research, teaching and learning.

**Goal:** Establish and run research conferences and training courses for graduate students and faculty.

**Objective:** Established “how to talk about science” conference and methodology, bioinformatics, biomedical engineering conferences.

**Performance:** The CBR has organized a variety of conferences that benefit its membership and local community, as well as contribute to national and international visibility for the University of Victoria, including the Student-based Biomedical Engineering Workshop in July 2013, the
exceptional “How to Talk about Science” conference in May 2012, and the “BCCGN Clinical Genetics - What you need to know” conference in February 2011.

**Purpose e:** To transfer and mobilize knowledge gained through research for the benefit of society, via a variety of mechanisms as appropriate.

**Goal:** Lead the implementation of knowledge translation efforts in biomedical and health research.

**Objective:** Engaged all members in Café Scientifique public outreach, mentoring in communication methodologies, established a home for Let’s Talk Science, provided linkages for Let’s Talk Science and Science Venture by brokering activities and common space usage.

**Performance:** The CBR supports three community outreach programs, Café Scientifique, Let’s Talk Science, and Science Ventures. Although the latter two did not originate with the CBR, Dr. Zehr identified an opportunity for synergy in science outreach, and introduced their directors to each other. The CBR provides support to both programs by funding and organizing events, providing work study undergraduates, recognizing volunteers, organizing CBR member participation and lab tours, and arranging media coverage. Events include the “Let’s Talk Science Brain Symposium - The Changing Brain”, which was attended by 80 high school students, and 37 Café Scientifiques in the last 5 years. Dr. Zehr provided space for Let’s Talk Science in the vacated DNA Sequencing Lab previously managed by CBR, and when that space was reclaimed by the Biology Department, Dr. Zehr negotiated with the chair of Biology for alternate space.

**Purpose f:** To enhance the reputation of its members, the constituent academic units, and the university through the quality of its work.

**Goal:** Lead the promotion and dissemination of the cutting edge biomedical research at the University of Victoria.

**Objective:** Promoted CBR and biomedical research activities of all members internally and externally through connection with media (news, radio, tv, web) and surrounding community.

**Performance:** As detailed in the self-assessment report, the CBR is highly successful in promoting the activities of Centre members through the media.

### 3.2 Review Panel Comments

During the two day review we met faculty, graduate students, and science education directors, who all provided a rich portrayal of the many activities conducted by the Centre and the significant role played by the director Paul Zehr and his administrative assistant Marjorie Wilder in facilitating them. The previous reviewers recommended that the CBR focus on two research clusters instead of the seven cross-cutting clusters that were identified in the 2010 self-study so the CBR would align with some of the more focused centres on campus. However, the CBR has maintained its broad research focus under the umbrella of biomedical research and its widespread participation by members in many departments and schools, including Biology, Biochemistry, Chemistry, Engineering, Education, and the Division of Medicine. Given the mission and structure of the CBR, we view this broad participation as a strength because of the potential to bring together members from disparate fields who share common research interests and otherwise may not have met. In light of this broad participation, the CBR provides a
“neutral” home for hosting events or speakers that expand opportunities for participation rather than limiting them to activities or research foci that are narrowly owned by one unit. The CBR is unique among University research centres in fulfilling this central function within biomedical research collaborations and the CBR administrator plays a key role in maintaining this nexus.

As discussed above, Paul Zehr’ leadership and Marjorie Wilder’ organizational and facilitation skills are critical factors in determining the success of CBR-sponsored activities. Dr. Zehr also makes substantial contributions informally in his role as advisor to many Centre faculty. Dr. Zehr is very modest and altruistic regarding his efforts on behalf of the centre. We recommend that he and other CBR members be more proactive and creative in documenting CBR activities and outcomes so their value and impact are recognized throughout campus and by the administration (discussed further in recommendations).

Faculty had several suggestions for concrete ways that the CBR could support their research, including restructuring seed grants to facilitate interdisciplinary and novel collaborations to generate preliminary data, as well as conducting and maintaining an inventory of specialized equipment that researchers would be willing to share.

It was apparent from our review that the current success of the CBR is the result of the dedication and hard work of its director and his administrative assistant. The recent addition of Dr. Leigh Anne Swayne as Assistant Director is an important first step in distributing the leadership responsibilities of the Centre and providing for succession and back-up. Dr. Swayne is an exceptional scientist in her own right and a champion of the work of the Centre, making her an ideal ally and co-lead. In addition to her position, the CBR could be even more effective, given the very limited FTE and largely volunteer effort involved, if an additional faculty could be named as Assistant Director, and focus the two Assistants on particular portfolios of responsibility (e.g. student-education programming and external programming). It would be helpful (and consistent with other research centre structures internationally) to provide a small FTE for deputy or assistant directors along with the director. These leaders play a key role in keeping the significant contributions of the director sustainable, and should be recognized as such. Relying on volunteer effort alone is difficult for consistency and accountability.

3.3 Review of Proposed Future Objectives and Activities

The CBR is making plans based on a severely resource-constrained environment and is building on areas of strength and opportunity. With that in mind, the review panel endorses the Centre Director’s proposed purposes, goals, and objectives for 2014-2018, which were provided as an addendum to the original self-assessment. The six purposes for the Centre remain the same, but concrete and attainable goals and objectives that build on the progress over the last five years were described.

4. Recommendations:
We divide our recommendations into three sections. The first set of recommendations highlights successful activities we endorse continuing. We then highlight elective investments that would, in our view, shift the CBR “from good to great” with little to modest investment of personnel resources. These activities are highly recommended and are based on conversations with University faculty and students and informed by our experience with other translational health and interdisciplinary research centers, but should not be viewed as mandatory for success or continuance of the CBR. The final section represents recommendations requiring
greater external investment in the centre based on its significant contribution to the campus, the region, and the individual units which benefit from its activities.

4.1 We recommend continuing the following successful strategies, already underway within CBR and highly valued by members, trainees, and the University at-large:

- Build the profile and visibility of the CBR so members of the UVic campus and Victoria region recognize its many contributions and benefits to members and the community
- Mobilize and support students (e.g. trainee seminars and working groups)
- Provide student travel grants
- Leverage co-sponsorship for guest speakers
- Utilize assistant director to share leadership and innovation, to provide continuity and stability in case of study leaves etc.
- Facilitate faculty meetings to encourage networking and collaborations
- Provide administrative grant support in the form of research budgeting, CV management, and signatures
- Connect faculty on campus to create novel partnerships (e.g. neuroscience and biomedical engineering)
- Serve as a hub of outreach efforts on campus by linking existing outreach efforts
- Organize regular regional or national meetings to raise visibility of research and communication efforts on campus

4.2 We suggest the following small investments that would enhance or amplify the capabilities and reach of the CBR:

- Use the translational health research pathway as a strategy to map where CBR activities fit with other UVic health research initiatives, from discovery to development through to delivery and outcomes (see figure and references in Appendix)
- Use social network maps (an established social science method) to illustrate impact, connections, and outcomes outside typical metrics
- Collect short “vignettes” from all faculty members and students regarding an instance of impact or catalyzing effect of the CBR – and showcase these in progress reports and potentially on the CBR website to create further interest
- Partner with colleagues within other programs on fundraising efforts and meetings with potential donors (e.g. Division of Medical Sciences)
- Negotiate with the Office of the Vice-President of Research on University requirements for funding for seed grants. Currently, these grants are only available to researchers who have no other external funding. However, funders like the CIHR require preliminary data in grant applications. We recommend that the seed grants be available for new collaborations, even if the researchers are funded for other projects, so they can generate preliminary data to show the feasibility of a new collaborative project prior to submitting a grant
- Offer science communication workshops or short courses (professional skills, career workshops, other soft skills, grant writing, etc.)
- Organize science career panel and career preparation for senior graduate students
- Pair each basic science trainee with a clinician for translational science exchange opportunities (modeled after the University of Washington Molecular Medicine Training Program: http://depts.washington.edu/molmed/)
- Increase faculty lunches or idea exchanges (e.g. lightning talks) to facilitate further collaboration
- Develop and maintain an online list of equipment and technical resources on campus, to facilitate collaboration and resource utilization
- Re-instate grants work-in-progress talks (former “chalk talks”) on a regular schedule to facilitate grant development and submissions
- Formalize or define the relationship of the Knowledge Mobilization office at the University of Victoria with CBR, as part of the “outreach hub” work of CBR

4.3 The CBR connections result in increased success for unit faculty and trainees. The very cross-unit role that makes CBR successful also renders it resource-poor. We recommend that academic units with faculty and students active and benefitting from the CBR make direct contributions to the CBR on the order of $10,000/year in order to provide funding for the following:
- Increase director FTE and/or provide FTE for one or two assistant directors
- Develop a pilot/seed grant program to cultivate collaborations and result in preliminary data (essential for any CIHR grant now). This is in addition to the previous recommended change to the seed grant program through the Office of the Vice-President of Research.
- Provide small “research cluster” funds to new interdisciplinary collaborations who wish to sponsor a speaker or lunchtime seminar series

**Conclusion:** The review panel recommends continuation of the CBR, with further recognition for the significant leadership and unique contributions made by both the Centre Director and also the Centre Administrator.
Appendix: Translational Health Research Cycle

At its meeting of 4 December 2013, the Senate Committee on Planning discussed and approved the Course Based Master of Nursing. The following motion is recommended:

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

:man:

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

Dr. Reeta Tremblay
Dr. David Boag
Dr. Catherine McGregor
Dr. Victoria Wyatt
Dr. Anne Bruce
Dr. Ann Stahl
Ms. Emily Rogers
Ms. Norah McRae
Dr. Sarah Blackstone
Ms. Jess Gelowsky (Secretary)
Date: December 4-13

To: Senate Committee on Planning

From: Dr. Karen MacKinnon, Associate Professor
School of Nursing
(On behalf of the SON Graduate Education Curriculum Committee)

Re: Proposal to revise the Master of Nursing in Advanced Practice Nursing (MN), so that the MN-APL and MN-NUED options become a Course-Based Master’s Program.

After careful consideration our Graduate Education Committee has decided to move forward with a proposal for a Course-Based Masters of Nursing program, by eliminating the Practice Project in both the APL and NUED streams. We believe that this change will best meet the needs of the majority of our distance students, many of whom are working full time as professional nurses. We have consulted with the School of Public Health that offers a Course-Based Master’s program. Based on this consultation, we believe that we can maintain the academic integrity of these options without a Practice Project. We also will strengthen our competitiveness by decreasing the unit value by 1.5 units as explained below.

Background: The School of Nursing has offered a Master of Nursing, Advanced Practice Nursing (MN) degree since 2003 by distance delivery to maximize accessibility for nurses from across Canada. We currently have four options within the MN program: 1) Advanced Practice Leadership (APL), 2) Nurse Educator (NUED), 3) Nurse Practitioner (NUNP), and 4) a Double Degree option in Nursing and Health Informatics. This proposal applies only to the APL and NUED options as the NUNP option is already Course-Based and the Double Degree option has additional program requirements.

Since 2004, approximately 28 MN students have completed the thesis option, although we have experienced some challenges with distance delivery for this thesis option (for example, the requirement for multiple research ethics reviews). The School of Nursing plans to continue a thesis option for exceptional students in the APL or NUED options with a confirmed thesis supervisor. Students undertaking a thesis will complete the MN program requirements for the APL or NUED option but with NURS 599 (6.0 units) replacing NURS 598 (3.0 units). A minimum of one additional approved research course (1.5 units) is required for thesis students only. The total unit value for the thesis option is unchanged from the current calendar at 22.5 units.
Overview of Current Curriculum (Faculty of Graduate Studies Calendar 2013-2014).

Master of Nursing, Advanced Practice Nursing: Advanced Practice Leadership Option - by Distributed Learning (Practice Project Option): Course Requirements

Students are required to complete 19.5 units of study for the Practice Project option of which 12 units are at the 500 level. Students consult with the Graduate Adviser in the School of Nursing to select courses aimed at meeting the students’ particular academic needs.

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<tr>
<th>Practice Project Option (19.5 units):</th>
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<tr>
<td>Required Core APL courses (4.5 units)</td>
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<td><strong>NURS 506</strong> (1.5)</td>
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<td><strong>NURS 507</strong> (1.5)</td>
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<td><strong>NURS 508</strong> (1.5)</td>
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<tr>
<td>Required APL Concentration courses (10.5 units)</td>
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<td><strong>NURA 516</strong> (1.5)</td>
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<td><strong>NURS 514</strong> (1.5)</td>
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<td><strong>NURS 509</strong> (1.5)</td>
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<td>Elective (1.5)</td>
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<tr>
<td><strong>NURS 593</strong> (1.5)</td>
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<tr>
<td><strong>NURS 598</strong> (3.0)</td>
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**Master of Nursing, Advanced Practice Nursing: Nurse Educator Option - by Distributed Learning (Project-based Option): Course Requirements**

Students are required to complete 19.5 units of study for the **NUED** project (project-based option) including an onsite program orientation prior to program commencement. In addition to completing ten 1.5 unit courses, described below, students complete a three (3) unit project.

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<th>Nurse Educator Project Option (19.5 units):</th>
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<td>Required Core APN courses (4.5 units)</td>
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<td><strong>NURS 506</strong> (1.5)</td>
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<td><strong>NURS 508</strong> (1.5)</td>
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<tr>
<td>Required <strong>NUED</strong> courses (7.5 units)</td>
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<td><strong>NUED 570</strong> (1.5)</td>
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<td><strong>NUED 571</strong> (1.5)</td>
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<td><strong>NURS 598</strong> (3.0)</td>
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<td>Elective (3.0)</td>
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**Proposed Change from a Project-Based Masters to a Course-Based Masters**

The change to a Course-Based Master’s program is congruent with current trends in professional and nursing education. The School of Nursing is requesting review for a Senate approved change from a Project-Based Masters to a Course-Based Masters and reduction in the total unit value for the APL and NUED options from 19.5 units to 18.0 units. The following factors are put forward for your consideration.

- The decrease to 18.0 units for these two options will allow our distance delivery programs to remain competitive nationally. (We currently exceed the national average for this type of professional graduate nursing program).

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This decrease also addresses a long standing concern about the length of time it takes our MN students in the Project Option to complete their program requirements as most of these students work full time.

- The decrease to 18.0 units exceeds the FGS minimum requirements of 15 units with at least 12 units at the graduate level.
- Students would continue to have a supervisor or faculty mentor appointed.
- The change to a course-based MN would mean that normally there would not be a supervisory committee; however the culminating course (NURS 596) will be overseen by a faculty member who is also a member of the Faculty of Graduate Studies.
- The MN program will continue to be comprised of a set of core courses and additional requirements that address the Canadian competencies for Advanced Nursing Practice\(^2\).
- All other standards, requirements, and regulations set forth by the Faculty of Graduate Studies will continue to apply.
- The course-based Masters will culminate in a capstone experience (NURS 596) that will enable students to demonstrate that they are critical consumers of research and can demonstrate knowledge integration and the acquisition of competencies related to knowledge dissemination.
- This requirement for a capstone experience is consistent with the Faculty of Graduate Studies standards for a Course-Based Masters, whereby students might complete a capstone course, a comprehensive exam or literature review demonstrating that they have a broad understanding of the conceptual themes of their program and that they have acquired the skills necessary to be critical consumers of the type of research generated within their discipline.
- Please refer to the attached details about course requirements and sequencing.

In summary the proposed changes continue to meet the national standards currently required by the Canadian Nurses Association and are congruent with The Canadian Association of Schools of Nursing (CASN) recommendations. These changes are also congruent with the policies of the Faculty of Graduate Studies. Thank you for your consideration of this proposal.

Karen MacKinnon PhD RN
(On behalf of the Graduate Education Curriculum Committee)

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## Master of Nursing (MN): Advanced Practice Nursing
### Advanced Practice Leadership [APL] Option

**2 Year Sequence for September 2014 Entry Onward:** Course-Based MN: 18.0 units

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<td>Philosophical Knowledge &amp; Advanced Practice Nursing</td>
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<td>Scholarly Writing in Nursing</td>
<td>Scholarly Inquiry: Integrating Knowledge and Practice</td>
<td>Nursing Leadership I</td>
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<td>Health Program Evaluation</td>
<td>Nursing Leadership II</td>
<td>Nursing Scholarship: Integration and Dissemination</td>
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<td>APL Praxis I</td>
<td>APL Praxis II</td>
<td>APL Praxis II</td>
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<tr>
<td>focus: clinical and consultation competencies and project planning</td>
<td>focus: leadership, research, program evaluation and collaboration</td>
<td>focus: leadership, research, program evaluation and collaboration</td>
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Practice courses: students select a population of focus for the practice courses and work with a Master’s prepared advanced practice nurse as a field guide, usually a Clinical Nurse Specialist.

Oral Exam

upon completion of all courses
Master of Nursing (MN): Advanced Practice Nursing  
**Nurse Educator [NUED] Option**  
2 Year Sequence for September 2014 Entry Onward: **Course-based MN:** 18.0 units

|FIRST YEAR 2014-2015|  |
|---|---|---|
|**September December 2014**| **January-April 2015**| **May-August 2015**|
|**NURS 506**| **NURS 507**| **NURS 508**|
|1.5 units| 1.5 units| 1.5 units|
|Philosophical Knowledge & Advanced Practice Nursing| Theoretical Knowledge & Advanced Practice Nursing| Methodological Knowledge & Advanced Practice Nursing|
|**NURS 500**| **NURS 594**| **NUED 570**|
|1.5 units| 1.5 units| 1.5 units|
|Scholarly Writing in Nursing| Scholarly Inquiry: Integrating Knowledge and Practice| Engaging with Pedagogy|

|SECOND YEAR 2015-2016|  |
|---|---|---|
|**September December 2015**| **January-April 2016**| **May-August 2016**|
|**NUED 571**| **NUED 572**| **NURS 596**|
|1.5 units| 1.5 units| 3.0 units|
|Critical Analysis of Discourses in Nursing Education| Critical Examination of Education Processes in Nursing Education|  
*Nursing Scholarship: Integration and Dissemination*|
|**NUED 573**| **NUED 574**|  
*Oral Exam*  
upon completion of all courses|
|1.5 units [104 hours]| 1.5 units [104 hours]|  |
|Nurse Educator Practice 1| Nurse Educator Practice 2|  |
|focus: observations with educators and project planning| focus: hands-on teaching and practice project|  |

Practice course 573: students select 4-5 educators to observe and discuss teaching and learning philosophy and encounters with learners. Practice course 574: students select an academic or a clinical setting with a Master's-prepared educator in a hands-on teaching experience.
Appendix 1: Calendar Changes NURS courses

NURS 500: **Scholarly Writing in Nursing**

Review of academic writing fundamentals and processes. Students select topics relevant to their program foci and write a summary/critique of scholarly literature, a limited literature review, and an argument paper. Students learn to participate in peer review and revision to improve their writing.

NURS 594: **Scholarly Inquiry: Integrating Knowledge and Practice**

Exploration of how scholarly inquiry and knowledge mobilization can promote evidence-informed nursing practice. Students also explore options for and discuss the process of completing a nursing practice, leadership, or education project.

Grading: INC, COM, N, F

NURS 596: **Nursing Scholarship: Integration & Dissemination** (3.0 units)

Exploration of creative ways to disseminate what students have learned from the advanced practice nursing program. Students will produce a scholarly paper, present their work and respond to questions. This final paper and presentation will be evaluated by an examining committee comprised of a minimum of two faculty members from the School of Nursing who are also members of the Faculty of Graduate Studies.

Grading: INC, COM, N, F

NURS 509: **Evaluation of Health Care** (1.5 units) - (name change only)

Exploration of concepts, theories and strategies for evaluating nursing care and health programs/services as applied to a range of health care settings.

Prerequisites: 508 or permission of the department
Appendix 2: Calendar Changes NURA courses [APL]

NURA 516: Nursing Leadership I

Exploration of advanced practice nursing leadership roles and competencies with a focus on the patient/client and the nurses/nursing spheres of influence. Collaboration and consultation competencies as they relate to client-centred care and interprofessional/intersectoral teams will also be explored.

NURA 519: Nursing Leadership II

Exploration of the influences and effects of contemporary leadership practices related to health systems and organizations. The impact of current organizational structures and discourses on the delivery of health care, development of health policy and enactment of advanced practice nursing will be explored.

Pre or co-requisites: 516 or permission of the department

NURA 517: APL Praxis I

Integration of students’ evolving knowledge of Advanced Practice Nursing through practice with a particular population. Students develop a personalized learning plan that focuses on clinical leadership, consultation, collaboration and research competencies. In collaboration with field guides, students engage in 104 practice hours and develop a project plan for NURA 518.

Pre or co-requisites: 516 and NURS 508

Grading: INC, COM, N, F

NURA 518: APL Praxis II

Continuing integration of Advanced Practice Nursing with a particular population. Students develop a personalized learning plan that focuses on systems leadership and research/evaluation competencies. In collaboration with a field guide, students engage in a minimum of 104 practice hours and complete a practice project that contributes to the scholarship of nursing practice.

Pre or co-requisites: 517 and 519

Grading: INC, COM, N, F

Cc: Dr. Noreen Frisch, School of Nursing
    Dr. Mary Ellen Purkis, Dean, Faculty of Human and Social Development
    Dr. David Capson, Dean, Faculty of Graduate Studies
At its meeting of 4 December 2013, the Senate Committee on Planning discussed and approved the Interdisciplinary Minor in Health and Society. The following motion is recommended:

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

: mam

Committee Membership:

Dr. Catherine Mateer, Chair  Dr. Reeta Tremblay
Ms. Lauren Charlton  Dr. David Boag
Dr. Stan Dosso  Dr. Catherine McGregor
Mr. Jason Walters  Dr. Victoria Wyatt
Dr. Reuven Gordon  Dr. Anne Bruce
Ms. Carrie Anderson  Dr. Ann Stahl
Dr. Howard Brunt  Ms. Emily Rogers
Dr. Maureen MacDonald  Ms. Norah McRae
Dr. Timothy Iles  Dr. Sarah Blackstone
Dr. Merwan Engineer  Ms. Jess Gelowsky (Secretary)
1. Identification of new program

**Name**
Interdisciplinary Minor in Health and Society (IMHS)

**Location**
Victoria, British Columbia

**Academic units offering the new program**
Five of the University of Victoria’s ten Faculties (of Social Sciences, Human and Social Development, Education, Humanities, and Science) will participate in the program, through course offerings and the involvement of faculty members. The Office of Interdisciplinary Academic Programs will provide administrative support. Faculty members from numerous departments and schools will be involved in the program, though the program itself is independent of those departments and schools. It is anticipated that participating faculty will come from Anthropology, Political Science, Geography, Economics, Psychology and Sociology (from Social Sciences); Health and Community Services, and Health Information Science (from Human and Social Development); History, Philosophy and Women's Studies (from Humanities); Educational Psychology and Leadership Studies and Exercise Science, Physical and Health Education (from Education); and Biology and Biochemistry and Microbiology from Science. Faculty to teach the core Health Studies courses will be drawn from these units, and students pursuing the IMHS will for the most part have as their Major one of these fields.

**Anticipated program start date**
September 2014

**Name, title, phone number and e-mail address of contact person**
Michael Hayes  
Director of Health Research and Education  
(250) 853 3108  
mhayes@uvic.ca

2. History and context of the program

Over the 50 years since its beginnings, the University of Victoria (UVic) has become one of Canada’s leading research universities. By building a faculty full of high-quality researchers that enrich the curriculum with their knowledge and skills, UVic has set itself apart from many other institutions by offering this combination of high-quality education and student experience in research. The well-established reputation of our undergrad programs combined with the thriving research and graduate programs along with the well-respected professional schools and continuing studies offerings provide an excellent platform on which build further linkages for research collaborations and student experiences.
The IMHS will allow students to pursue specialty interests in health-related focus areas that are strongly represented at the University of Victoria through the various research centres (Aboriginal Health, Addictions, Aging, Biomedical Research, Disability/CanAssist, Early Child Research and Policy, Youth in Society) and provide them with the opportunity to work on projects with internationally renowned researchers in these areas. Health is an area of great interest to students and educational programming at UVic includes a variety of courses dealing with a spectrum of health-related topics. In part, these courses reflect the considerable depth of health-related research interests of faculty. Areas of substantive interest at UVic are reflected through the various research centres, particularly those that are multi-faculty centres. Although several undergraduates have been involved with health-related research projects through various centres, there is no formal opportunity for students to obtain specialty designations on their degrees in these areas of substantive interest. This represents a lost opportunity for students. It is also a lost opportunity for the University to send students to other universities for further training, or into the work force, with specialty training in health that reflects an area of substantial strength at UVic. Offering a minor in health aligned with research centre foci will help to integrate research and educational activities, one of the strategic purposes behind creating the position of Director, Health Research and Education.

3. Aims, goals and objectives

Distinctive characteristics
The various research centres at UVic create interdisciplinary environments for faculty and graduate students, and for undergraduates who are eager to explore areas of substantive interests not neatly contained within traditional academic programs. Undergraduates involved with research centres benefit greatly from the experience but do not have this experience formally acknowledged on their transcripts. The University’s strategic plan embraces the idea of experiential learning. The IMHS will promote experiential learning and provide formal recognition of this learning. The IMHS will provide a source of students for interdisciplinary graduate programs at UVic that are health related (Social Dimensions of Health, Public Health and Social Policy, and Neurosciences). It will also graduate students who will go to other post-secondary institutions with formal training in health.

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

The University of Victoria’s Strategic Plan states that “New programs are developed when there is a demonstrated societal need and value, student demand, faculty expertise, and the capacity for UVic to become a leader in the field”. The proposed IMHS meets all these criteria, as explained in other sections of this document. The program is inherently and necessarily interdisciplinary, reflecting (in the words of the Strategic Plan) “the dynamic nature of the disciplines and evolving interdisciplinary areas” (p. 25). Emerging understanding of factors shaping health experiences and outcomes focus on the interplay between our biology and our social circumstances – everyday life experiences condition our biological responses in ways that lead to predictable patterns of inequities in health outcomes.
at the level of society, typically measured by socio-economic differences using income, education, occupation or ethnicity as markers. The socio-ecological model of health now widely cited requires that we understand the simultaneous operation of these processes.

The proposed program advances the following specific goals of the Strategic Plan:

Objective 13: “To … ensure that the strong research culture at the University of Victoria is brought into … the classroom”. A central feature of the proposed program is to involve faculty members from health-related research centres in undergraduate teaching, including as members of the interdisciplinary team of instructors for HS 200 and as supervisors of individual students’ research projects in HS 400A.

13c) “focus upper-year programs on research … and provide undergraduate students with opportunities to engage in research activity as part of their programs”. The IMHS capstone experience, HS 400A, provides undergraduate students with an opportunity to engage directly in research under the supervision of a UVic faculty health researcher.

Objective 18: “To increase … experiential learning opportunities for UVic students”. The capstone course, either HS 400A or HS 400B, will provide students with experience either in conducting research or in a volunteer placement in the health field.

Objective 20: “to further enhance internationalization of the university through … internationalization of the curriculum …” HS 200 will introduce students to cross-cultural perspectives on health, and encourage students to take courses on global health issues to fulfill minor program requirements.

**Target audience, student and labour market demand**

Student demand for the interdisciplinary minor is expected to be strong. Admissions criteria for medical schools increasingly emphasize education in social determinants of health\(^1\), which will make this program attractive to students planning a career in medicine. The BC government predicts that “health care and social assistance” will have the highest rate of job growth of all major sectors and industries in the near future.\(^2\) Expertise and a credential in the societal dimensions of health will help students in a wide range of disciplines find work in this expanding sector.

**Plans for student recruitment, retention, and success**

The program does not require a specific recruitment plan, as it is a minor intended to complement existing major programs. Information about the program will be available in

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\(^2\) At 2.6% annually, the only other sector with such a high rate of growth is “professional, scientific and technical services”: Ministry of Advanced Education and Labour Market Development, *Challenges and Opportunities: British Columbia’s Labour Market Future*, November 2009, p. 12.
the usual sources (the Calendar, a program website linked to the Office of Interdisciplinary Academic Programs) and the program will participated in the program fairs planned to accompany the University’s move to earlier program declaration.

Student retention and success will be achieved primarily by maintaining the academic quality of the core course and the capstone experience. The program director will ensure the website and the lists of courses offered by other academic units that can be used to meet IMHS program requirements is kept up-to-date, and will be available to advise students. The program is not expected to require extensive efforts to retain students or ensure their success beyond these measures, and will have minimal administrative capacity to do more.

4. Admission requirements
The minor program will be open to all undergraduate students at the University of Victoria, and any student who declares the program will be admitted, consistent with practice for other programs in the Faculties of Humanities, Science, and Social Sciences. Admission to elective courses will be determined by requirements in the academic units in which these courses are offered.

The program will also be open to transfer students on the same basis as students who begin post-secondary education at UVic. Transfer students who have taken health-related courses at other post-secondary institutions that are not assigned transfer credit for specific UVic courses may apply to the program director for transfer credit that can be used to meet IMHS program requirements, up to a maximum of 4.5 units (a maximum of 3.0u of upper-level transfer credits can be used to meet IMHS program requirements). Given the specialized nature of this program, students will not receive HS 200 or HS 400 transfer credit for courses taken elsewhere.

5. Areas of specialization and evidence of adequate faculty complement
The program is designed around areas of specialization that reflect the expertise of UVic faculty members participating in health-related research centres. Specializations will be offered only in these areas, which currently include aboriginal health, addictions, aging, and children and youth. The specializations could change as the research-centre landscape evolves; for example, a specialization in disability studies could be created if CanAssist and other disability researchers come together in a research centre.

A list of the faculty members who will participate in the program and each of its specializations is included in the appendix.

6. Curriculum design

Program Requirements
Health and Society will be offered as a Minor program that can also be used to meet the requirements of a General degree. University regulations require a minimum of 9.0 units of coursework at the 300 or 400 level. As an interdisciplinary program, the IMHS will require students to complete required upper-level coursework in a variety of departments
and schools. The IMHS also requires 4.5 units of lower-level courses to provide the background necessary for upper-level coursework, for a total of 13.5 units of coursework for the minor or general. Each student will specialize in one of four areas, each of which corresponds to an area of research expertise represented by one or more of UVic’s health-related research centres – aboriginal health, addictions, aging, and children and youth. The specialization will be recorded on the student’s transcript (normally this kind of specialization is called a “concentration”) following the title of the minor. Other areas of concentration may emerge as the IMHS becomes established if appropriate courses and willing faculty participants are identified.

Program requirements are as follows:

1. 3.0 units of introductory coursework in relevant fields, including social and biomedical approaches to health – to be chosen from such courses as BIOL 150A; BIOL 150B; BIOC 102; EPHE 141; EPHE 142; HINF 280; HLTH 250; SOCI 285;
2. HS 200 – “Health and Society” (1.5 units) – gateway course for the minor program – team-taught by health researchers from participating Faculties and research centres;
3. 4.5 units of 300 and 400 level courses selected from a list of “theory and method” electives, consisting of existing courses on particular societal dimensions of health offered by participating Faculties – see Appendix A for examples;
4. 3.0 units of 300 and 400 level courses selected from a list of elective courses in the area of the student’s specialization (aboriginal health, addictions, aging, children and youth) offered by participating Faculties – see Appendix B, which identifies courses that could be used to meet this requirement in the “aging” stream;
5. Of the courses used to meet requirements 3 and 4, no more than three units can be taken in any one department or school;
6. HS 400A, “Experiential learning in Health and Society: Research” or HS 400B, “Experiential learning in Health and Society: Community Service” – (1.5 units) – a capstone course, consisting of in-depth independent study of a selected topic within the student’s chosen specialization, to be offered as either direct involvement in doing research (400A) or experiential learning in a community-based setting (400B) supervised by one or more faculty member(s) associated with the research centre. Normally students could choose only one of 400A or 400B.

All normal University regulations apply to the minor, including the following:

1. No more than 3 units of the 300- and 400-level course work required for the Minor can be taken elsewhere, and at least 6 of the units required for the Minor must be completed at UVic.
2. The 9 units of 300- and 400-level course work for the IMHS cannot form part of the 300- and 400-level department requirements for a student’s Honours or Major Program (corequisite courses in other programs may be counted toward the Minor).
Proposed New Core Courses
HS 200, “Health and Society”. The introductory course on theories of health and health research will be team taught from several perspectives in the social sciences and humanities. This overview of the dimensions of health and health research will focus on the central theoretical frameworks utilized by scholars working in this diverse field. The aim of the course will be to introduce students to key thinkers associated with health studies and to develop a comprehensive and critical understanding of the concepts that these thinkers apply to health related issues.

HS 400A, “Experiential learning in Health and Society: Research”, and HS 400B, “Experiential learning in Health and Society: Community Service”. The capstone course provides the opportunity for students to obtain direct experience in the process of doing health research (400A) or being involved in health-sector activities (for example, volunteering at a homeless shelter, working with people with disabilities, or some other activity) (400B).

Delivery methods
The IMHS program will be delivered primarily using face-to-face methods on campus. Some electives may be available through distributed learning. Once the IMHS is fully established, and depending on student demand, the program could mount a Summer Institute in which core courses can be offered to students in a more intensive, on-campus format.

Linkages between the learning outcomes and the curriculum design
Students in the IMHS program will achieve a wide-ranging, interdisciplinary introduction to health and society in HS 200. This course will be team-taught and will draw upon guest speakers with deep backgrounds in health research and/or service delivery, who will add experiential wisdom to the classroom. This course will emphasize the interplay between experiences of everyday life and biological responses, as well examining ‘health’ in the context of different cultures. Assignments and tests in these courses will emphasize the importance of clear analytic thought and written expression. In fulfilling their electives requirement, students will choose courses from a range of disciplinary and substantive areas within the compass of health studies, thereby learning to understand and discuss health issues from multidisciplinary perspectives, including the strengths and limitations of individual perspectives. The 1.5-unit capstone course, either HS 400A or HS 400B, will be taught by a single instructor in a mentorship format (as with other directed studies courses), through which students will engage with health issues in completing a major project.

Integration of opportunities for experiential learning or other forms of civic engagement
The new 400-level capstone courses (“Experiential Learning in Health and Society: Research” and “Experiential Learning in Health and Society: Community Service”) will allow students the opportunity for experiential learning by participating in research activities of the various research centres affiliated with the IMHS (400A) or community-
based settings where related activities are carried out (for example, volunteering at a homeless shelter, working with people with disabilities, or some other activity) (400B).

**Residency requirements and anticipated times to completion**
The IMHS will be completed as part of a Bachelor’s degree, with anticipated times to completion varying depending on individual students’ circumstances (as is the case for all such undergraduate programs). Completion of this minor could extend the time required to complete a degree beyond that for a simple majors degree, depending on the student’s ability to select courses that fulfill the minor and major requirements within the normal 60 unit minimum. This is no different from any other minor program.

**Policies on student evaluation**
All University of Victoria standards and regulations will be respected in evaluating student performance in HS courses. Both courses will use the standard percentage-letter grade scheme (i.e., not pass-fail).

**Plans for integration of teaching and research**
Integrating undergraduate teaching and faculty research is a central element of the proposal, evident in the inclusion of faculty researchers as instructors and guest lecturers in HS200, and the capstone undergraduate research or community-based experience (HS 400A or HS 400B).

**Plans to develop international opportunities or perspectives**
Cross-cultural perspectives on health will be part of the core course content for the minor. There may be opportunities for students completing the HS 400A capstone course to be involved in international research programs, but this is not expected as the norm.

**Enrolment plan for the length of the program**
We anticipate that enrolment in the minor program will build from an initial base of 10 to a maximum of 20, within three years of the program’s inception. The fourth-year capstone course, HS 400A or HS 400B, will be offered first in 2015/16 and will build from a base of 10 students to 20 students at steady state, which is the projected number of IMHS graduates each year. HS 200 is expected to enroll approximately 120 students per year.

**7. Funding plan and administration**
IMHS will draw on the extensive existing faculty resources that make the University of Victoria a favoured institution for this program. New faculty hires are not necessary and are not part of the proposal. Each of the participating faculties has a complement of faculty with relevant expertise, and offers a number of courses that will serve well as electives. The program will also draw on existing administrative resources in the Social Dimensions of Health graduate program and the Office of Interdisciplinary Academic Programs. By marshaling existing resources, the new program will require a relatively modest budget.
At the same time, however, it would not be appropriate to establish IMHS by diverting resources from existing programs. Thus, while no new full-time academic or administrative appointments are required, the work of those administering and teaching in the program needs to be fully supported. Similarly, there are no space requirements or library requirements for the program. Since the University of Victoria is already a major location for research and teaching pertaining to health studies, the McPherson Library collection is more than adequate to serve undergraduate needs.
MEMORANDUM

TO: Katy Mateer – AVP Academic Planning

FROM: Mary Ellen Purkis – Dean, Faculty of Human & Social Development

CC: Michael Hayes – Director of Health Research & Education; Acting Director, School of Public Health and Social Policy

RE: Proposed Minor in Health

DATE: November 18, 2013

I am very pleased to write a letter of strong support for the proposed Interdisciplinary Minor in Health & Society. This proposal draws together capacity in educational programming as well as research expertise from across the entire campus. Consultations have taken place over a significant period of time and these have ensured strong support and buy-in from a variety of units who, together, will contribute to the design and implementation of a coherent program of studies that will benefit students enrolled at University of Victoria.

The program builds off of a number of existing and new curriculum and organizational capacities available on campus. The Interdisciplinary Studies Office, now lead by Dr. Catherine MacGregor, provides access for students interested in interdisciplinary studies and this minor program in Health & Society is a quintessential interdisciplinary program. That office will provide profile for the program that may otherwise be hidden within one of the Faculties. The Interdisciplinary Office can also coordinate the faculty resources required to sustain a strong and interesting program of studies.

Locally to the Faculty of Human & Social Development, this program of studies will enhance the profile on our existing strengths and interests in health fields. Over the last five years, the Faculty has benefited from the distribution of resources to establish and implement a new undergraduate program in Health and Community Services. This program offers specialized courses in Aging, Disabilities and Aboriginal Health. These are fields of study that the Faculty has specific research expertise that can be offered to support the new Minor program and, because of the alignment with the Minor program, we can expect some mutual benefit in terms of increased enrolments in our courses – all of which are available through distributed education.

Beyond the School of Public Health & Social Policy, courses in the Schools of Health Information Science, Social Work, Child & Youth Care and Nursing can all be used by students to contribute to the minor program. Each of these programs approaches the field of health studies from a unique perspective, influenced by disciplinary and professional history and traditions. The introduction of interdisciplinary students into these classes creates opportunities for some of those disciplinary views to be questioned and debated. Equally, interdisciplinary students can learn about the current debates that are occurring
with those professional fields that have strong influence over people’s experiences of health and illness. Such knowledge will better prepare students for their own lives where they will, inevitably and over time, encounter challenges associated with their own or their family members’ health. It also prepares them to participate in wider societal debates about the future of our health care system and how best to improve it so that it better responds to the broad and diverse needs of the Canadian population.

This minor program will have positive impact on students, on health-related programs within the Faculty of Human & Social Development and on faculty researchers who are keen to create opportunities for undergraduate research capacity building.

On behalf of the Faculty of Human & Social Development, I am pleased to offer this letter of strong support for the proposal submitted by Dr. Michael Hayes and the academic team that he has been working with over the last few years to refine this proposal.
I am writing this letter in support of the Interdisciplinary Minor in Health & Society. Given the importance of multidisciplinary approaches to health questions in today's society, and acknowledging the value that the Humanities can bring to these medical and ethical issues, the IMHS is a valuable initiative. In reading over the proposed program structure, the Faculty of Humanities is supportive of having its courses listed as part of the program and we have the capacity in those courses to meet the need. We are currently in negotiation with the Office of Interdisciplinary Programs as to the financial contributions that Humanities makes to the interdisciplinary programs and the possibility of a lump sum transfer to be used at the discretion of the Office (including potentially this new program). While these talks have not been finalized, I do not see this as a barrier to pursue the curricular support of this innovative minor.

Dr. John Archibald
October 30th, 2013

Dr. Michael Hayes
Director, Health Education and Research
University of Victoria

Dear Michael:

The Faculty of Social Sciences strongly supports the proposal for an Interdisciplinary Minor Program in Health and Society. Social Sciences, like a number of other Faculties at the University of Victoria, has wide-ranging scholarly expertise in health and society. The proposed minor will enable undergraduate students to benefit from this expertise and, in the context of the program’s innovative capstone courses, engage in research or community engagement under the guidance of UVic health researchers. The program’s focus on undergraduate research and community engagement align well with the priorities outlined in UVic’s Strategic Plan. We expect students will find this an attractive program both because of its academic content and the relevance of a credential in health and society to achieving their career goals. Furthermore, we strongly support the principle of an interdisciplinary approach to such a critical contemporary issue.

Social Sciences recognizes that participation in this program will require the allocation of some resources to support new courses and provide administrative support, and appreciates the fact this proposal keeps the costs modest in relation to the potential benefits. We are prepared to make a contribution in conjunction with other Faculties whose courses and faculty members will be included in the program, and we look forward to working with you and other Faculties to make the program a reality.

Sincerely,

Dr. Peter Keller, Dean
Faculty of Social Sciences
October 30, 2013

To Whom It May Concern:

Re: Interdisciplinary Minor in Health and Society

I am writing in support of the proposal to create an Interdisciplinary Minor in Health and Society (IMHS). The Faculty of Education has long been involved in health education, health promotion, and health research through the activities of Faculty in the School of Exercise Science, Physical, and Health Education. In addition the Department of Educational Psychology and Leadership Studies houses a long standing graduate program in counseling psychology that prepares mental health practitioners, and the Department of Curriculum and Instruction is home to internationally recognized researchers in the area of health literacy.

The creation of an Interdisciplinary Minor in Health and Society will provide an important option for students who wish to deepen their knowledge of health and society through further specialization. I believe this is an important direction for the University of Victoria given that it simultaneously consolidates existing expertise from across campus, while addressing an increasingly important dimension of Canadian society.

I have no hesitation in giving this proposal my strongest support.

Sincerely,

Ted Riecken, Ed.D.
Dean of Education
November 18, 2013

Dr. Michael Hayes
Director of Health Research and Education
University of Victoria

RE: Interdisciplinary Minor in Health and Society (IMHS) Program

Dear Dr. Hayes,

On behalf of the Centre for Aboriginal Health Research, I am pleased to offer our support for your submission of the Interdisciplinary Minor in Health and Society (IMHS) Program. The Centre for Aboriginal Health Research (CAHR) is dedicated to promoting and engaging in research that aims to improve the health of First Nation, Inuit and Métis peoples in Canada, as well as other Indigenous populations around the world. CAHR has pursued research on a wide range of Aboriginal health topics as well as developed interdisciplinary training, community engaged health research projects, as well as knowledge mobilization activities and resources.

CAHR regularly provides opportunities for UVIC students to pursue their interests in Aboriginal health research through a variety of projects. We would be pleased to continue providing these opportunities in the context of a formal, integrated program of interdisciplinary speciality training. In particular, through a mentoring format, faculty associated with CAHR will supervise students in the proposed HS 400 “Experiential Learning in Health and Society Research” course in a major project (i.e., directed reading or independent study) on a topic related to Aboriginal health.

The faculty and staff of CAHR look forward to supporting the implementation of the Interdisciplinary Minor in Health and Society Program. CAHR is uniquely positioned to move forward with this important work that will contribute to culturally grounded and community relevant training opportunities related to Aboriginal health.

Sincerely,

Charlotte Reading
Director - CAHR

PO Box 1700 STN CSC
University of Victoria
Victoria, BC V8W 2Y2
Canada
Oct 29, 2013

Dr. Michael V. Hayes  
Director of Health Education and Research  
University of Victoria  
Victoria, BC V8W 2Y2

Dear Michael

I am writing in support of your initiative to create an Interdisciplinary Minor in Health and Society (IMHS). I understand that two new courses will need to be created namely: HS 200 Health and Society and HS 400 Experiential Learning in Health and Society which is essentially a directed studies course that can either be a research internship or experiential learning in a community-based service or organization. As you know we have many undergraduate students approach us to volunteer with data collection for some of our ongoing studies and from time to time we can provide them with a variety of other research experiences. This would be an ideal way of recognising their contributions and formalising the process to reinforce and ensure educational outcomes.

I know that your proposal is also well supported by other faculty who are affiliated with the Centre for Addictions Research of BC.

With best wishes

Yours sincerely,

Tim Stockwell, PhD, FCAHS, MA (Oxon.), M.Sc.  
Director, CARBC  
Professor, Department of Psychology, University Victoria
November 1, 2013

Letter in Support of an Undergraduate Minor in Health and Society

I am writing this letter to demonstrate our support for the proposed undergraduate minor in Health and Society. We believe this program would be a valuable addition to UVic as it would provide students a unique opportunity to explore approaches to health from a variety of disciplines and gain experience working with specific populations of their choice.

The Centre for Youth & Society aims to promote the well-being of youth from diverse social, economic, and ethnic backgrounds, across developmental transitions, and in evolving societal circumstances. Research Centres are uniquely positioned to work not only with a wide range of people in the community but also with students across a wide range of disciplines. Working at Research Centres has been helpful for students to develop a system of peer-support and encouragement similar to the one that would be created by this new minor program. We feel that to be offered such an opportunity could be of significant benefit to students with a particular interest in health-related topics.

The UVic Strategic Plan highlights the need to bring together researchers and students and emphasizes the value of experiential learning. This program will provide undergraduate students opportunities to see “research in action”.

We welcome this opportunity for undergraduate students to be exposed to new and varied ideas about health, to work more closely with UVic Research Centres and to gain recognition for their specialized interest in particular health-related projects or fields.

Sincerely,

E. Anne Marshall, PhD, RPsych
Director
Dear Dr. Hayes:

As the Director of the Centre on Aging at University of Victoria, I am pleased to write this letter of support for the proposed Interdisciplinary Minor in Health and Society with flexibility in course selection so that students can create a program that aligns with a specific research focus (e.g., Health and Aging). As you know, academic programming at the University of Victoria falls within the jurisdiction of the Faculties, and the Departments and Schools within the Faculties. Research Centres, though encouraged to contribute to the academic mandate of the university, typically do not offer academic programs. Instead, we work closely with other units on campus to ensure aging research is integrated within existing and emerging academic programs at both the graduate and undergraduate levels. Moreover, we provide students with the opportunity to become involved in the research activities of the Centre on Aging by becoming student affiliates of the Centre.

The proposed Interdisciplinary Minor in Health and Society enhances the opportunities available to us to showcase, at the undergraduate level, the strength in aging research at UVic. The opportunity for undergraduate students to obtain this type of specialty training and designation that aligns with our Centre’s research mandate will promote interdisciplinary, experiential learning and generate interest in the field of aging as a career choice as they enter the work force or pursue further training (e.g., graduate studies).

As you know, Canadians are living longer; longer than ever before. A 2010 Statistics Canada report on births and deaths showed life expectancy at birth reached 80.7 years. Older, healthier adults continue to contribute to society and engage in a variety of meaningful activities, and more and more of us are recognizing this new, emerging vision of old age as our own. In response to this societal change, the scientific study of the biological, psychological, and sociological phenomena associated with aging, has grown rapidly over the past two decades to identify factors influencing the aging process and the quality of later life experiences. The impact of this ‘longevity revolution’ on how we live and understand our lives has far-reaching implications for individuals and societies. Research on aging is necessarily interdisciplinary and this is reflected in the research being conducted through the Centre on Aging (or by the researchers affiliated with COAG). We are particularly pleased to see that the proposal Minor program in Health and Society reflects the interdisciplinary focus so crucial to the study of aging and that the program will be open to all undergraduate students at UVic.

It is anticipated that the Centre on Aging will play an active role in supporting and developing, where possible, this degree option for students with an interest in aging research. Moreover, it is anticipated...
that researchers affiliated with the Centre will welcome the opportunity to actively engage these students with their research.

The proposed Interdisciplinary Minor in Health and Society is a program that will add meaningful options to the cadre of programs available to undergraduate students at UVic and, in so doing, enhance the opportunities for students to connect with and experience world-class health-related research being conducted at UVic.

As the Director of the Centre on Aging, I strongly support this proposal and look forward to welcoming students with an interest in aging.

Yours sincerely,

Holly Tuokko, PhD, RPsych
Director, Centre on Aging
Re: Letter of Support for Interdisciplinary Minor in Health and Society (IMHS)

Please accept this letter of support from the Centre for Biomedical Research regarding the proposed undergraduate Interdisciplinary Minor in Health and Society (IMHS). This program will provide identified training in a burgeoning field and will make a worthy and attractive addition to undergraduate offerings at the University of Victoria.

UVic has an emerging strength in Health Research. As clearly articulated in the proposal, this strength is well supported by numerous faculties and many faculty members on campus. A main role of the Centre for Biomedical Research at UVic is to serve as a supporting nexus for Health Research and associated research scientists, clinicians, students, and the community. As such the Interdisciplinary Minor in Health and Society (IMHS) is closely aligned to many of our activities. Additionally, many members of our centre conduct related work and are keen to support this new program.

On behalf of the Centre for Biomedical Research, I offer enthusiastic support for this program. I look forward to seeing it expand and thrive into the future.

Yours sincerely,

E. Paul Zehr, PhD
Professor & Director, Centre for Biomedical Research,
Head, Rehabilitation Neuroscience Laboratory,
Division of Medical Sciences and School of Exercise Science, Physical, & Health Education
Qualified Health Researcher, Centre on Aging, University of Victoria
Faculty, Human Discovery Science, ICORD, Vancouver BC
Hi Michael,

The Executive Board of the Centre for Early Childhood Research and Policy met Friday and reviewed your request for support of the new program, Interdisciplinary Minor in Health and Society. They have asked me to contact you to let you know they are supportive of the proposal and to request the program include courses on early childhood, a key demographic for health and wellness. The courses the Centre offers provide critical perspectives on this.

They are:
1) Kindergarten and Primary Institute, a conference of distinguished early childhood speakers and a credit course that is offered in an attractive, intense format in the summer.
2) Guns and Barbies: the Complexity of Play in Early Childhood, a credit course offered in a weekly, evening format in the fall with guest lecturers providing multidisciplinary perspective on early childhood.

Course outlines for the recent offerings are included for your consideration.

The board members are happy to meet with you and elaborate on how these courses fit the program's mandate – health and society.

Best regards.
Beverly Smith

Beverly Smith, D.Phil.(Oxon)
Associate Director
CENTRE FOR EARLY CHILDHOOD RESEARCH AND POLICY
(former: REACH: RESEARCH IN EARLY EDUCATION AND CHILD HEALTH)
MacLaurin A321, PO Box 1700, STN CSC
University of Victoria
Victoria, BC V8W 2Y2
(250) 853-3147
uvic.ca/cecrp
Hi Michael,

I too am in support of the proposed Interdisciplinary Minor in Health and Society.

Cheers,
Cecilia

Cecilia Benoit, PhD
Scientist, Centre for Addictions Research of BC (http://www.carbc.ca/) Professor, Department of Sociology

How are you? I would certainly be interested in this development. As Tim noted, we have been granting students credit for conducting interviews. Anthropology has been great about this; even allowing students to register for directed studies when they don't have the prereqs. So, what you propose would be a great idea for all concerned. While I am writing, may I please remind you, as you requested, to send me the notice of the Oct. 28 VIHA meeting again, as I still can't find the original. Thank you, welcome back, please let me know what I can do to help with this process,

Eric

Dr. Eric A. Roth
Professor, Department of Anthropology
Scientist, Centre for Addictions Research of British Columbia University of Victoria,

Hi Michael

Just a note to say I welcome this development. As you know we have many undergraduate students approach us to volunteer with data collection for some of our ongoing studies and from time to time we can pro them with a variety of other research experiences. I'm copying this message to other CARBC affiliated faculty who may also wish to add their support to this initiative.

Thanks and best wishes
Tim

Dictated by voice recognition - apologies for any errors Tim Stockwell, PhD FCAHS Director, Centre for Addictions Research of BC Professor, Department of Psychology University of Victoria, BC

Good morning, Michael.

Thank you for your note and for the copy of your proposal for an interdisciplinary minor in health and society. I have now had an opportunity to examine it.

The proposed minor interests me personally. I am asking CECRP's Associate Director, Dr. Bev Smith, to include your request on the agenda of the next meeting of the Executive Committee.

Unlike some of the other multi-faculty centres, CECRP actually offers two credit courses at the present time: 1) the Kindergarten-Primary Institute and 2) Guns and Barbies (exploration of play for young children). You may want to include them in your list of potential courses. Feel free to contact Dr. Smith directly regarding the details of these courses or for any other matter about our Centre.
Nice proposal; 2 minor comments:
- on p.2 Disability/CanAssist is listed as a research centre whereas on p.4, point 5 it talks about a specialization in disability studies ... 'if CanAssist and other disability researchers come together in a research centre'. Is it or isn't it a centre – clarify?
- p.8, point 1 talks about a class capacity of 120 for HS 200 but earlier the intake talks about 10 to start, then a maximum of 20. Again, clarify – you're expecting gobs of non-minor students to take this course?

... Neena

Neena L. Chappell, PhD, FRSC
Canada Research Chair in Social Gerontology
Professor, Centre on Aging & Dept. of Sociology
President, Academy II (Social Sciences), Royal Society of Canada
Past-president, Canadian Association on Gerontology
University of Victoria

Hi Michael,

This proposal looks pretty thorough. I appreciate the work that has been done on it.

I wish it success.

Pamela (Moss)

Hello Michael and Holly,
This looks like a very interesting program. I just wanted to let you know of another capstone course I have been developing that has just been added to our course roster but I'm not sure when it will first be offered. It is as follows:

Geography 491: Health and Place
This seminar style capstone course will facilitate research and writing skills through the conceptualization and development of a small-scale project culminating in a major paper exploring the influence of place on health from a geographical lens. Contemporary topics will explore multiple scales: from macro (global, societal) to the micro individual-scale and can include topics such as: population dynamics, mobility, migration, health inequalities, access to care, the geography of ageing, family dynamics, emotional and embodied geographies and disaster management.

Pre-requisites: 101A or 101B and at least one of 346, 366 or 339.

All best wishes,

Denise

Denise Cloutier, PhD
Associate Professor
Department of Geography and Centre on Aging
Health Minor Potential Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>AGEI 470</td>
<td>Health and Community Care Systems in Aging</td>
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<tr>
<td>AGEI 471</td>
<td>Elder Care and Family Care Giving</td>
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<td>AGEI 472</td>
<td>Healthy Ageing</td>
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<td>AGEI 473</td>
<td>Chronic Disease and Ageing</td>
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<tr>
<td>ANTH 312</td>
<td>Introduction to Medical Anthropology</td>
<td>100, 250 or 200</td>
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<td>ANTH 355</td>
<td>AIDS in the World</td>
<td>250</td>
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<td>ANTH 410</td>
<td>Advanced Topics in Medical Anthropology</td>
<td>312</td>
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<tr>
<td>ANTH 455</td>
<td>Advanced Topics in the Anthropology of HIV/AIDS</td>
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<tr>
<td>BIOC 102</td>
<td>Biochemistry and Human Health</td>
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<tr>
<td>BIOL 190A</td>
<td>General Biology I</td>
<td>Bio 12 or 11/150B or 150A and B/Chemistry 11 or 12 strongly recommended</td>
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<tr>
<td>BIOL 190B</td>
<td>General Biology II</td>
<td>BIOL 190A OR 210</td>
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<td>CYC 166A</td>
<td>Lifespan Development (Conception to Late Childhood)</td>
<td>366A</td>
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<td>CYC 166B</td>
<td>Lifespan Development (Adolescence to Late Adulthood)</td>
<td>366B</td>
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<td>CYC 250</td>
<td>Introduction to Law in Child and Youth Care Contexts</td>
<td>Second year standing or permission form the department</td>
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<td>CYC 364</td>
<td>Disability and Child and Youth Care Practice</td>
<td>Second-year standing</td>
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<td>CYC 460</td>
<td>Guns and Barbies: the Complexity of play in Early Childhood (also listed as SOSC 390; EDCI 487/591)</td>
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<td>CYC 461</td>
<td>Child Life Practice in Hospitals and Community Settings</td>
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<td>CYC 462</td>
<td>Perspectives on Substance Use in Child and Youth Care Practice</td>
<td>Third-year standing</td>
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<td>CYC 463</td>
<td>Substance Use: Prevention and Treatment Approaches in Child and Youth Care Practice</td>
<td>462 or equivalent, third-year standing</td>
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<td>CYC 470</td>
<td>Mental Health and Child and Youth Care Practice</td>
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<td>DSST 440</td>
<td>Introduction to Disability Studies</td>
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<td>DSST 441</td>
<td>Enabling Technologies</td>
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<td>DSST 442</td>
<td>Living with Disability</td>
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<td>DSST 443</td>
<td>Activism and Advocacy</td>
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<td>ECON 317</td>
<td>The Economics of Canadian Health Care</td>
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<td>Health Economics</td>
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<td>ED-D 141</td>
<td>Human Anatomy</td>
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<td>ED-D 142</td>
<td>Personal Health, Wellness and Potential</td>
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<tr>
<td>EDCI 487</td>
<td>Kindergarten and Primary Institute</td>
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<td>EPHE 155</td>
<td>Introduction to Nutrition: Concepts and Controversies</td>
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<td>EPHE 351</td>
<td>Community and Population Health</td>
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<tr>
<td>EPHE 355</td>
<td>Functional Anatomy</td>
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<tr>
<td>GEOG 101A</td>
<td>Environment, Society and Sustainability</td>
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<td>GEOG 346</td>
<td>Geography of Environment and Health</td>
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<td>GEOG 366</td>
<td>Medical Geography</td>
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<td>GEOG 491</td>
<td>Health and Place</td>
<td>Geog 101A or 101B and one of 346, 366 or 339</td>
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<td>GMST 483</td>
<td>Madness in Literature and Culture</td>
<td>GERS 427</td>
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<td>HDCC 200</td>
<td>Introduction to Human Dimensions of Climate Change</td>
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<td>HINF 130</td>
<td>Introduction to Health Information Technology</td>
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<td>HINF 140</td>
<td>Introduction to the Canadian Health Care Systems</td>
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<td>Biomedical Fundamentals</td>
<td>Biology 12 or one of EPHE 141, PE 141, BIOC 102, BIOI 150A or B, or 190A.</td>
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<td>101C</td>
<td>Epidemics from Black Death to AIDS</td>
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<td>132</td>
<td>Disease, Medicine and Society, 1500-present</td>
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<td>355</td>
<td>Epidemics and Public Health in Modern History</td>
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<td>Seminar in the History of Disease and Public Health</td>
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<td>Current Issues in Health and Community Services</td>
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<td>Healthy Sexuality</td>
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<td>Determinants of Health and Population Health Promotion</td>
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<td>Evolution of Health and Community Services</td>
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<td>Introduction to Critical Appraisal of Health Research</td>
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<td>401</td>
<td>Health Policy and Health Governance</td>
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<td>Special Topics in Health Studies</td>
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<td>Indigenous Epistemologies</td>
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<td>Indigenous Leadership and Governance</td>
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<td>450</td>
<td>Culture and Context of Indigenous Health</td>
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<td>451</td>
<td>Indigenous Health Trends and Social Determinants of Health</td>
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<td>Traditional Healing in Indigenous Communities</td>
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<td>455</td>
<td>Community Development and Capacity Building in First Nation Communities</td>
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<td>Foundations in International and Global Health and Human Development</td>
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<td>Philosophy of Medicine</td>
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<td>Introduction to Positive Psychology</td>
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<td>332</td>
<td>Health Psychology</td>
<td>100A, 100B</td>
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<td>339</td>
<td>Adult Development and Aging</td>
<td>100A, 100B and either 201 or third-year standing</td>
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<td>345A</td>
<td>Drugs and Behaviour: Basic Principles</td>
<td>100A, 100B, 215A</td>
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<td>360</td>
<td>Psychological Disorders of Adulthood</td>
<td>100A, 100B, 201, 215A</td>
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<td>385</td>
<td>Motivation and Emotion</td>
<td>100A, 100B</td>
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<td>Social Inequality</td>
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<td>Health over the Life Course</td>
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<td>International Perspectives on Inequalities in Health and Health Care</td>
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<td>347</td>
<td>Qualitative Research Methods</td>
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<td>382</td>
<td>Sociology of Sexuality</td>
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<td>385</td>
<td>Sociology of Aging</td>
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<tr>
<td>391</td>
<td>Indigenous Approaches to Healing and Helping</td>
<td>323, 311 AND 312</td>
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<td>472</td>
<td>Social Work Practice in the Field of Addictions</td>
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<tr>
<td>390</td>
<td>Selected Topics in Social Sciences</td>
<td>Dependent upon topic being offered</td>
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<tr>
<td>255</td>
<td>Statistics for Life Sciences I</td>
<td>1.5 units of MATH courses numbered 100 or higher</td>
</tr>
</tbody>
</table>
Date: November 27, 2013
To: Carrie Andersen, Associate University Secretary
From: Elizabeth Adjin-Tettey, Associate Dean Administration & Research, Faculty of Law
Re: Governance Rules for Law Faculty Council Amendment

In February 2013, Senate approved the Governance Rules for Law Faculty Council submitted pursuant to s. 40 of the University Act. The Governance Rules were approved by Law Faculty Council on November 26, 2012 based on a report and recommendations to Faculty Council prepared by an ad hoc committee that I chaired.

The Governance Rules allow for one non-academic staff elected by staff to represent staff at Faculty Council meetings as a voting member. Other staff members may attend Faculty Council meetings but have no speaking rights under the Governance Rules approved by Senate in February 2013. Speaking rights can be extended to staff members following a majority vote of eligible voting members present at the meeting and voting. This procedure has proved difficult to implement. Non-academic staff members often make valuable contributions to issues under discussion at Faculty Council meetings. There is often no time and it feels awkward to interrupt the discussions to call for a vote to extend speaking rights to staff.

As the Chair of the Committee that drafted the current rules, I initiated a motion to amend the Governance Rules to extend speaking rights to non-academic staff members without the need to go through special procedures. Below is the proposed motion submitted to Law Faculty Council:

That the Law Faculty Governance Rules be amended as follows:

- to add to section 1.3, clause (e): “Any member of the non-academic staff”;
- to renumber the existing clause (e) in section 1.3 so that it becomes clause (f);
- to delete in section 1.4 clause (b)’
- and to renumber the existing clause (c) in section 1.4 so that it becomes clause (b)

The motion was considered at the November 27, 2013 Law Faculty Council meeting and was unanimously adopted. I am therefore requesting that Senate approve the amended Law Faculty Council Governance Rules.

E.A-Tettey
Elizabeth Adjin-Tettey

cc. Dean Jeremy Webber
1.0 Membership in Faculty Council

1.1 The voting members of Faculty Council are as follows:
   a) Regular faculty members in the Faculty of Law, as defined in the Framework Agreement, including faculty members on Study Leave, but excluding faculty members on sick leave or long-term disability.
   b) Six students currently enrolled in the J.D. program. One student from each of the three years of the J.D. program will be elected by the students registered in that year; three students will be members of the LSS Executive for the year and will be nominated by the LSS Executive to serve for that year.
   c) One student currently enrolled in either the LL.M. or Ph.D. program of the Faculty of Law. The graduate student representative will be elected by students in the graduate program.
   d) One staff member, elected by and from the non-academic staff who hold continuing appointments.

1.2 Votes at Faculty Council meetings must be cast in person. For greater certainty, no person not physically present at the meeting may vote by proxy, email, through links by computer or telephone or cast a vote by any other means.

1.3 The following persons hold the right to attend and speak at meetings, but do not have the right to vote:
   a) Emeritus Professors;
   b) Visiting and adjunct Professors;
   c) Sessional instructors currently teaching at least one course at the Faculty of Law;
   d) A representative of the Law Society of British Columbia, selected by the Benchers of the Law Society;
   e) Any member of the non-academic staff;
   f) Other persons who provide unique perspectives on an issue under discussion as determined by majority vote of eligible voting members who are present and voting.

1.4 The following persons have the right to be present at any open session of Faculty Council:
   a) Any student registered in the J.D. or graduate programs offered by the Faculty of Law;
   b) Any alumnus of the Faculty of Law at UVic.

2.0 Agenda and Motions at Faculty Council

2.1 Save for special meetings of Faculty Council including marks meeting, the following rules govern the setting and adoption of agenda for Faculty Council meetings:
a) The Dean, in consultation with the Associate Deans, shall set the agenda for Faculty Council meetings in accordance with the procedures of this section. The Dean may also consult with relevant Committee Chairs and student representatives.

b) A call for agenda items shall be sent to voting members of Faculty Council two weeks prior to the scheduled meeting date.

c) Proposed agenda items should be classified as either:
   i) Items for information only;
   ii) Items for discussion of Faculty Council; or
   iii) Proposed motions.

d) Proposed agenda items and supporting documents must be submitted to the Dean’s office by the return date and time stated in the call for agenda items. Only items submitted by the due date will be considered for inclusion in the agenda.

e) Proposed motions should normally have been discussed in the appropriate committee before being submitted to Faculty Council and, when submitted for inclusion in the agenda, must be accompanied by supporting documents setting out the rationale for the motion.

f) The Dean, in consultation with the Associate Deans, shall approve all agenda items for Faculty Council and shall normally circulate the final agenda at least five calendar days prior to the scheduled meeting date.

2.2 The following rules govern the adoption of and amendments to the agenda at Faculty Council meetings:

a) Unless a voting member of Faculty Council objects at the meeting, the agenda shall be deemed adopted as circulated;

b) In the event of objection, the agenda may be amended at the meeting by way of a motion which may be moved from the floor by any member eligible to vote at the meeting;

c) A proposed motion to amend the agenda must be approved by a simple majority of the members eligible to vote who are present and voting.

2.3 Motions to be considered at a Faculty Council meeting must be included in the agenda to be circulated prior to the meeting, subject to the following exceptions:

a) A motion to amend the agenda may be proposed from the floor, as provided for in section 2.2 (b);

b) Motions arising directly from any amendment to the agenda may be moved from the floor;

c) Motions to amend a motion included in the agenda or a motion under 2.3 (b) or motions directly related to those motions may be moved from the floor;

d) Prior to any other motion from the floor being considered by the meeting, a 2/3 majority of members eligible to vote who are present and voting must pass a preliminary motion that the matter is urgent and that there was no opportunity for the motion to have been included in the agenda circulated prior to the meeting.

3.0 Proceedings at Faculty Council Meetings

3.1 The Dean will normally Chair the meeting and, if the Dean is unavailable, may delegate an Associate Dean to act as Chair.

3.2 Unless otherwise provided in these rules, a motion must be moved and seconded and, to pass, must be approved by a simple majority of those members eligible to vote who are present and who vote on the motion. However, motions to approve the agenda and the minutes of any previous meeting will be deemed to have been adopted and approved unless a voting member of Faculty Council objects.

3.3 Amendments to motions must be moved and seconded and must be debated and voted upon prior to consideration of the main motion.
3.4 A motion to adjourn does not need to be seconded.
3.5 The Chair of the meeting is counted in the quorum and may vote on any motion, but does not have a casting vote in case of a tie.
3.6 The quorum for Faculty Council meetings is 17 members who are eligible to vote at the meeting. The quorum for closed session of Faculty Council meetings is 9.
3.7 If no quorum is present within fifteen minutes of the scheduled starting time of the Faculty Council meeting, then
   a) The Chair shall adjourn the meeting;
   b) The Chair shall reschedule the meeting for which no quorum was present for a time not longer than one week from the date of the adjourned meeting;
   c) The agenda for the rescheduled meeting need not be re-circulated; and
   d) If, within fifteen minutes of the scheduled starting time of any Faculty Council meeting rescheduled under this section for want of a quorum, a quorum is still not present, the Chair may proceed with the meeting and transact all business that is on the agenda.

4.0 Meetings of Faculty Council

4.1 Faculty Council meetings will be designated either “open” or “closed” by the Dean.
   a) Subject to s. 4.1 b), only faculty members may attend closed sessions of Faculty Council;
   b) A designated staff member may attend a closed session to record the proceedings.
4.2 The following items will only be included in the agenda of a closed session of Faculty Council:
   a) Individual student matters such as standing, promotion, probation, etc.;
   b) Discussion of grades and approval of grades, except as to matters of general policy;
   c) Scholarships and awards, except as to matters of general policy;
   d) Examination-related issues, except as to matters of general policy;
   e) Election of faculty members to Faculty and University committees;
   f) Matters concerning the employment, rights or duties of faculty members or matters that would affect the privacy of individual faculty members.
4.3 Other business will generally be conducted at open sessions of Faculty Council. However, matters other than those listed in section 4.2 may be placed upon the agenda of a closed session of Faculty Council by simple majority of those present and voting at an open session of Faculty Council.
4.4 Each year, at an open meeting of Faculty Council scheduled prior to the end of classes in April, Committees operating in the Faculty will provide an annual report to Faculty Council. The report will review the work of the Committee over the past year, and, if possible, include issues to be addressed in the next academic year.
4.5 At an open session of Faculty Council in September of each year, Faculty Council will by resolution adopt a list of all standing committees in the Faculty.

5.0 Amending the Governance Rules
These rules may be amended, subject to the approval of Senate, by vote of a simple majority of members eligible to vote who are present and voting.

6.0 Transitional Provision
That the members of Faculty Council agree to conduct the business of Faculty Council for any interim period between November, 2012 and formal Senate approval of these Governance Rules in accordance with these rules.
DATE: December 11, 2013

TO: Senate

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

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

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

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

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

The draft procedures are attached to this memo. The procedures have been designed to:

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

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

In the development of these procedures, the working group:

• reviewed other North American universities’ related policies, procedures and practices;
• conducted a review of best practices and standards;
• reviewed position papers and research conducted by external organizations, committees and qualified practitioners;
• developed a combined document that identifies related issues and discusses the intended scope of the procedures;
• determined which aspects of the existing undergraduate accommodation procedures are also applicable to graduate students; and
• reviewed privacy and confidentiality issues related to accommodating graduate students.

Consultation Process

The working group also conducted consultations with multiple stakeholders including:

• Co-operative Education and Career Services
• Advisory Committee on Academic Accommodation and Access for Students with a Disability
• Faculty members with specific credentials or research interests in academic accommodations
• Equity and Human Rights Office
• Learning and Teaching Centre
• Deans’ Council
• Graduate Studies’ Executive Committee
• Graduate Studies’ Faculty Council
• Graduate Students’ Society Executive Board
• Ministry of Advanced Education
• the Ombudsperson
• Society for Students with a Disability
• Graduate students registered with the RCSD to receive academic accommodations
• Senate Committee on Learning and Teaching

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

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

Attachments:

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

Procedural Authority: Senate
Procedural Officers: 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 these procedures is to assist in implementing the university’s Academic Accommodation and Access for Students with Disabilities Policy (AC1205) for Graduate Students.

DEFINITIONS
For the purpose of these procedures:

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

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

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

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

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

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

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

Protection of Graduate Student Personal Information

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

Determining Essential Course and Program Requirements

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

Accessibility Statement for Course Outline

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

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

Applications from Students with Disabilities

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

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

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

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

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

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

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

RCSD

Registration with the Resource Centre for Students with a Disability

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

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

Documentation of Disability

17.00 Graduate Students who register with the RCSD for the purpose of requesting Academic Accommodations must submit documentation of Disability that:
   (a) confirms the rationale for reasonable Academic Accommodations;
   (b) is from medical professionals with appropriate credentials; and
   (c) should indicate:
      (I) the diagnosing professional’s name, title, phone number, address, official stamp or letterhead and signature;
      (II) the date of the assessment;
      (III) a statement of the nature of the Disability including the impact of medication;
(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.

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

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

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

Services Provided by the RCSD

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

Reaching Academic Accommodation

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

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

22.00 The university will provide an Academic Accommodation to a Graduate Student with a Disability unless doing so will cause an Undue Hardship. However, in seeking to develop and implement an Academic Accommodation, the university is not required to continue to search for an Academic Accommodation once a reasonable Academic Accommodation has been identified. Undue hardship is defined in the university’s Academic Accommodation and Access for Students with Disabilities policy (AC1205).
22.01 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.

23.00 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.

23.01 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.

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

24.01 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### 35.00
A Graduate Student may request academic concession in accordance with the [Graduate Calendar](#).

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

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

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

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

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

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

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

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

- Sample Course Outline Accessibility statement: www.ltc.uvic.ca/servicesprograms/support/index.php

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

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

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

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

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

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

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

**Work Term Accommodations**

5.00 The determination of whether a work term accommodation is reasonable is fact specific to the Graduate Student and the position and involves a process in which the faculty and the graduate student collaboratively:

(a) identify the impact of the disability on the performance of the essential job functions and workflow;

(b) explore possible reasonable accommodations to mitigate barriers; and

(c) maintain essential functions and performance standards of the appointment.

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

**Registration for Academic Accommodations that Require Additional Time to Implement**

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

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

2. POLICY STATEMENT

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

This policy is guided by the following principles:

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

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

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

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

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

3. RESPONSIBILITIES

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

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

Specifically, the University will:

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

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

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

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

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

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

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

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

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

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

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

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

4. REACHING ACADEMIC ACCOMMODATION

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

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

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

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

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

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

Student

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

Disability

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

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

Accessibility

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

Essential Requirement

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

Academic Accommodation

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

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

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

(b) provision of a service.

Undue Hardship

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

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

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

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

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

AUTHORITIES AND OFFICERS

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

Procedural Authority: Senate
Effective Date: September 2011
Procedural Officer: Associate Vice-President Student Affairs
Supersedes: New
Parent Policy: Academic Accommodation and Access for Students with Disabilities (AC1205)
Last Editorial Change:

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

DEFINITIONS
For the purpose of these procedures:

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

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

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

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

PROCEDURES
Confidentiality
6.00 The personal information of Students with a disability shall be managed and protected in accordance with the Freedom of Information and Protection of Privacy Act, and the university’s Protection of Privacy (GV0235) and Records Management (IM7700) policies and associated procedures.
Admissions
7.00 The university’s academic calendar and website contain information for Students with Disabilities applying for admission to the university.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Note: Appendix 3 contains additional guidance on documentation.*
Services Provided by the RCSD

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

Determining Essential Course and Program Requirements

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

Accessibility Statement for Course Syllabus

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

Accommodation Programs and Services

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

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

Additional Registration Information

Registration for Accommodations that Require Additional Time to Implement

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

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

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

Requests for Reduced Course Loads

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

Academic Advising

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

Way-finding on Campus

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

Visual Language Interpreting

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

**Student Participation in the Academic Accommodation Process**

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

**Reaching Academic Accommodation**

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

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

28.01 Where necessary, further consultation may also occur with:

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

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

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

30.00 The formal review request should include:

(a) the rationale for the review;
(b) documentation in support of the request; and
(c) the requester’s preferred outcome.

30.01 Prior to the formal review, the Associate Vice-President Student Affairs may request documentation from the instructor(s) outlining the:

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

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

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

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

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

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

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

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

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

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

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

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

**Academic Concessions**

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

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

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

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

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

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

**Work Term Placements**

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

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

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

RELATED DOCUMENTS

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

Notification of Instructors by the RCSD

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 midterms and tests, and by the stated date for Final Exam arrangements.

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

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

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

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

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

(Adapted from AHEAD website November, 2009)

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

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

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

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

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

   Changing conditions and/or changes in how the condition impacts the individual brought on by growth and development may warrant more frequent updates in order to provide an accurate picture.
5. **A description of the expected progression or stability of the disability**
   It is helpful when documentation provides information on expected changes in the functional impact of the disability over time and context. Information on the cyclical or episodic nature of the disability and known or suspected environmental triggers to episodes provides opportunities to anticipate and plan for varying functional impacts. If the condition is not stable, information on interventions (including the individual’s own strategies) for exacerbations and recommended timelines for re-evaluation are most helpful.

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

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

Assistive Technology

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

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

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

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

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

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

Learning Assistance Services

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

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

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

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

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

UPass (Bus Pass for Students)
http://www.uvss.uvic.ca/sustainability/upass.html
The UPass is a transportation alternative that allows all Students to use the Victoria Regional Transit System at a significantly reduced rate. All Students registered at the University of Victoria and taking at least one course are eligible to receive a U-Pass.

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

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

Taxi Saver
http://www.bctransit.com/regions/vic/accessible/taxi_saver.cfm
Students required a handyPASS to use this program. The handyPASS is a picture identification that allows Students to purchase TaxiSaver coupons. The pass also allows your attendant to travel free on the regular bus. handyPASS is available only to permanent handyDART users in the Victoria region.

handyDART
http://www.bctransit.com/regions/vic/accessible/handydart.cfm
handyDART is a door-to-door shared-ride custom transportation service. This service is for people who are unable to use the regular transit service some or all of the time due to mobility issues associated with a permanent or temporary physical or cognitive disability. Students must be registered with handyDART to use the service.