The next open meeting of the Senate of the University of Victoria is scheduled for Friday, May 2, 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. April 4, 2014 [SEN-MAY 2/14-1]

      Motion: That the minutes of the open session of the meeting of the Senate held on April 4, 2014 be approved and that the approved minutes be circulated in the usual way.

3. BUSINESS ARISING FROM THE MINUTES

4. REMARKS FROM THE CHAIR

5. CORRESPONDENCE
   a. Office of the Ombudsperson
      - M. Conway, Ombudsperson, has been invited to attend

         i. 2013 Annual Report [SEN-MAY 2/14-2]

         Motion: That Senate receive the 2013 annual report of the Office of the Ombudsperson for information.

   b. Campus Planning Committee – R. Tremblay and G. Gorrill, Co-Chairs

      i. Semi-annual report [SEN-MAY 2/14-3]

      Motion: That Senate receive the 2013-2014 semi-annual report of the Campus Planning Committee for information.
c. Advisory Committee on Academic Accommodation and Access for Students with Disabilities

i. Annual Report **[SEN-MAY 2/14-4]**

**Motion:** That Senate receive the 2013-2014 annual report of the Advisory Committee on Academic Accommodation and Access for Students with Disabilities for information.

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

a. Senate Committee on Academic Standards - Prof. Heather Raven, Chair

i. Timely Declaration of Majors **[SEN-MAY 2/14-5]**

**Motion:** That Senate approve:

- the statement entitled Declaring a Program proposed by the Faculty of Social Sciences for inclusion in the undergraduate academic calendar, effective May 1, 2015;
- the statement entitled Declaring a Program proposed by the Faculty of Science for inclusion in the undergraduate academic calendar, effective May 1, 2015; and
- the statement entitled Declaring a Program proposed by the Faculty of Humanities for inclusion in the undergraduate academic calendar, effective May 1, 2015.

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

i. Appointments to the 2014-2015 Senate standing Committees **[SEN-MAY 2/14-6]**

**Motion:** That Senate approve the appointments to the 2014-2015 Senate standing committees for the terms indicated in the attached document.

ii. Revisions to the Terms of Reference for the Senate Committee on Admission, Re-registration and Transfer **[SEN-MAY 2/14-7]**

**Motion:** That Senate approve the revisions to the terms of reference for the Senate Committee on Admission, Re-registration and Transfer.
c. Senate Committee on Appeals – Prof. Mark Gillen, Chair

i. Annual Report (SEN-MAY 2/14-8)

**Motion:** That Senate receive the 2013-2014 annual report of the Senate Committee on Appeals for information.

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

i. New and Revised Awards (SEN-MAY 2/14-9)

**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:

- University of Victoria Youth in Care Award (new)
- School of Public Health and Social Policy Student Award (revised)*
- Roberta Taylor Scholarship (new)
- Elias Mandel Prize for Study Abroad in Hispanic and Italian Studies (new)*
- Social Sciences Indigenous Student Scholarship (new)*
- Donald and Evelyn MacLean Scholarship (new)
- Dryden Scholarship for Students with a Disability (new)
- Vera Allen Travel Award for Medical Sciences (new)*
- Robin & Sylvia Skelton Scholarship (new)
- Economics Alumni Undergraduate Scholarship (new)
- 50th Anniversary Engineering Entrance Scholarship (new)
- 50th Anniversary Fine Arts Entrance Scholarship (new)
- 50th Anniversary Peter B. Gustavson School of Business Entrance Scholarship (new)
- 50th Anniversary Education Entrance Scholarship (new)
- 50th Anniversary Vikes Entrance Scholarship (new)
- 50th Anniversary Social Sciences Entrance Scholarship (new)
- 50th Anniversary Science Entrance Scholarship (new)
- 50th Anniversary Humanities Entrance Scholarship (new)
- 50th Anniversary Human and Social Development Entrance Scholarship (new)
- Underlings Scholarship (new)
- Tsi’Tsu’Wu’Tul Award (new)
- Annual Giving Student Scholarship (revised)
- Ann Gibson Biomedical Engineering Scholarship (new)

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e. Senate Committee on Curriculum – Dr. Tim Haskett, Chair

i. Curriculum Changes [SEN-MAY 2/14-10] ACTION

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

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

Note: The summaries of the curriculum changes from the faculties, as well as the complete curriculum submissions, have been posted on the Senate SharePoint site. The complete curriculum submissions can be reviewed in the Office of the University Secretary starting on Friday, April 25, 2015.

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


Motion: That Senate receive the 2013-2014 annual report of the Senate Committee on Learning and Teaching for information.

ii. Revising and updated UVic’s university-wide learning outcomes [SEN-MAY 2/14-12] ACTION

Motion: That Senate approve the University of Victoria Learning Outcomes, effective immediately;

AND

That Senate approve inclusion of the University of Victoria Learning Outcomes in the academic calendar, effective September 1, 2014;

AND

That Senate approve that the Generic Goals of a University Education be removed from the academic calendar, effective September 1, 2014.
g. Senate Committee on Libraries – Dr. Simon Devereaux, Chair

i. Annual Report [SEN-MAY 2/14-13] ACTION

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

h. Senate Committee on Planning – Dr. Catherine Mateer, Chair

i. Proposal for a Credit Diploma in First Nations Government and Administration [SEN-MAY 2/14-14] ACTION

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Diploma in First Nations Government and Administration, as described in the document “Proposal for a Credit Diploma in First Nations Government and Administration”, dated April 7, 2014, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

i. Senate Committee on University Budget – Dr. Susan Lewis Hammond, Chair


Motion: That Senate receive the 2013-2014 annual report of the Senate Committee on University Budget for information.

j. Ad hoc Senate Committee to Consider the Curriculum Process – Dr. Michael Webb, Chair


Motion: That Senate approve the revised Procedures on Curriculum Submissions, effective immediately.

7. PROPOSALS AND REPORTS FROM FACULTIES

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

a. Report on Omnibus Motion in Response to Influenza Risks [SEN-MAY 2/14-17] INFORMATION
9. OTHER BUSINESS

a. Art Collections Policy (BP3310) **(SEN-MAY 2/14-18)**  
   **Motion:** That Senate approve, and recommend to the Board of Governors that it approve, the Art Collections Policy (BP3310).

b. University Orators **(SEN-MAY 2/14-19)**  
   **Motion:** That the Senate re-appoint the following:  
   1. Dr. Bradley Anholt as Orator for a term from July 1, 2014 until June 30, 2017;  
   2. Dr. John Archibald as Orator for the term from July 1, 2014 until June 30, 2017;  
   3. Dr. Frederick Bell as Orator for the term from July 1, 2014 until June 30, 2017;  
   4. Dr. Anthony Jenkins as Orator for a term from July 1, 2014 until June 30, 2017;  
   5. Prof. Evert Lindquist as Orator for a term from July 1, 2014 until June 30, 2017;  
   6. Prof. John McLaren as Orator for the term from July 1, 2014 until June 30, 2017;  
   7. Dr. Carole Miller as Orator for the term from July 1, 2014 until June 30, 2017;  
   8. Dr. Christina Kieka Mynhardt as Orator for a term from July 1, 2014 until June 30, 2017;  
   9. Dr. Brock Smith as Orator for a term from July 1, 2014 until June 30, 2017;  
  10. Dr. Michael Prince as Orator for a term from July 1, 2014 until June 30, 2017;  
  11. Prof. Judith Terry as Orator for a term from July 1, 2014 until June 30, 2017;  
  12. Dr. Nancy Turner as Orator for a term from July 1, 2014 until June 30, 2017; and  

AND

**Motion:** That the Senate appoint the following:  
1. Dr. Andrew Rippin as University Orator for a term from July 1, 2014 until June 30, 2017;
2. Prof. Mary Sanseverino as Deputy Orator for the term from July 1, 2014 until June 30, 2017;
3. Dr. Elizabeth Grove-White as Orator for a term from July 1, 2014 until June 30, 2017; and
4. Dr. Monica Prendergast as Orator for a term from July 1, 2014 until June 30, 2017.

   [SEN-MAY 2/14-20]
   INFORMATION

d. Elections to the Senate Committee on Agenda and Governance
   [SEN-MAY 2/14-21]
   ACTION

e. Report on creation of Convocation Committee sub-committee
   INFORMATION

10. ADJOURNMENT
DRAFT MINUTES

A meeting of the Senate of the University of Victoria was held on April 4, 2014 at 3:33 p.m. in the Senate and Board Chambers, University Centre, Room A180.

1. APPROVAL OF THE AGENDA

Motion: (J. Aragon/P. Kostek)
That the agenda be approved as circulated.

CARRIED

2. MINUTES

Motion: (F. Diacu/R. Burke)
That the minutes of the open session of the meeting of the Senate held on March 7, 2014 be approved and that the approved minutes be circulated in the usual way.

CARRIED

3. BUSINESS ARISING FROM THE MINUTES

a. Update on Faculty of Graduate Studies governance

Dr. Capson thanked members of Senate for the feedback they provided at the last meeting. He said he was continuing to work on the proposal and hoped to come back to Senate in the near future.

Prof. Cassels commented on the support expressed by members of Senate regarding the proposal.

4. REMARKS FROM THE CHAIR

With respect to matters at the federal level, Prof. Cassels reported on the continuing development of a federal science and technology strategy. He also reported on upcoming meetings of the Association of Universities and Colleges of Canada, noting that a highlight would be an opportunity to meet with Shawn Atleo.

Regarding provincial matters, Prof. Cassels reminded members of Senate that the interim report on the core review had been submitted to the government. He also reported on year-end funding received to support LE,NONET and CanAssist.

Prof. Cassels provided a report on the communications strategy being developed by the Research Universities’ Council of British Columbia and shared information on upcoming events in support
of this strategy. He also asked members of Senate to contact him with stories about success experienced by recent graduates that he could use in communications.

With respect to matters at the university, Prof. Cassels reported that the Board of Governors had approved the 2014/15 budget framework at its April 1, 2014 meeting.

Prof. Cassels reported on a change in the organization of international activities at the university. He said the former Associate Vice-President International, Andrew Marton would be taking on the directorship of the Centre for Asia-Pacific Initiatives. Prof. Cassels said leadership for international activities would be assumed by the Vice-President Academic and Provost and the Vice-President Research.

Prof. Cassels thanked members of Senate for their participation in IdeaFest and commented on the success of the event.

Regarding recent announcements, Prof. Cassels reported on UVic’s results in the 2014 QS World University Rankings by Subject. He said UVic had ranked among the top 200 in the world for scholarship and research in six academic fields. Prof. Cassels also reported on the UVic’s results following submission of the Sustainability, Tracking, Assessment and Rating System report. Ms. Gayle Gorrill, Vice-President Finance and Operations provided some information on the report and said UVic had received a gold star.

Prof. Cassels reported that four Canada Research Chairs from the university had recently been announced for Afzal Suleman, Roberta Hamme, Farouk Nathoo and Margaret Cameron. He also reported that student Tye Landels had been announced as one of ten 2014 3M National Student Fellowship winners.

Prof. Cassels indicated that the university results regarding funding from the Social Sciences and Humanities Research Council were positive, but said he could not yet provide any details.

5. CORRESPONDENCE


Motion: (S. Blackstone/A. Roudsari)
That Senate receive the 2013-14 annual report on the implementation of the Strategic Plan for information.

CARRIED

b. Update on integrated planning and budget framework

Prof. Cassels invited Dr. Tremblay and Ms. Gorrill to provide a presentation on the integrated planning and budget framework.

Dr. Tremblay provided an introduction to the presentation, reviewing the process for identifying priorities and developing the planning and budget framework. She reviewed some of the priorities informing the framework this year.
Ms. Gorrill provided an overview of the 2014/15 budget highlights. She reviewed the sources of revenue for the university and incremental revenue for 2014/15. Ms. Gorrill also reviewed cost drivers and incremental expenditures for 2014/15. After reviewing the numbers, Ms. Gorrill provided information on how the university achieved a balance budget despite the existence of a $0.99 million shortfall. She said the shortfall had been covered through the reductions implemented in 2013/14. Ms. Gorrill provided an overview of the outlook for 2015/16 and 2016/17, noting that, although the outlook looked more positive than previously anticipated, shortfalls continued to be expected. She reviewed uncertainties that remained that could have an impact on the 2015/16 budget and beyond. Finally, Ms. Gorrill provided some brief information on capital budgets and funding.

Dr. Smith noted that a large part of the university’s budget was comprised of the government grant. He asked if UVic’s grant was at the same level as other universities. Prof. Cassels confirmed that there was no consistency between the government grants received by universities in the province, due in part to the incremental nature of historical increases to these grants. He added that the level of grant has also differed based on program mix.

With respect to using reductions achieved in 2013/14 to cover this year’s shortfall, Dr. Lewis Hammond asked if there were any funds left to cover future short falls. Ms. Gorrill confirmed that a small amount was still available.

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

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

i. Creation of Admission Requirements for the Faculty of Education, Pre-Elementary Education

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

Faculty of Education, Pre-Elementary Education

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

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

CARRIED
b. Senate Committee on Agenda and Governance

i. Revisions to the Terms of Reference for the Senate Committee on Planning

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

CARRIED

c. Senate Committee on Awards

i. New and Revised Awards

Dr. Banerjee raised a concern about the Daughters of the American Revolution Scholarship. Dr. Lepp confirmed that the committee’s terms of reference provided an opportunity for members of Senate to raise social responsibility concerns about awards. She said a review of the concern could be undertaken by the committee. Members of Senate agreed to defer consideration of the award until the Senate Committee on Awards had an opportunity to review any social responsibility concerns.

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

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

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CARRIED

d. Senate Committee on Learning and Teaching

i. Revising and updating UVic’s university-wide learning outcomes
Dr. Aragon reviewed the proposal being presented by the Senate Committee on Learning and Teaching. She thanked those involved in preparing the proposal, including Prof. Teresa Dawson, who had conducted extensive research into the issue. Dr. Aragon said the committee was seeking feedback from members of Senate regarding the proposal, which would be brought back for approval at a later meeting.

Dr. Tiedje suggested rewording one sentence in the first paragraph to refer simply to “resolving complex problems”.

Dr. Banerjee asked if it was possible to have learning outcomes if they are not linked to general education requirements or breadth requirements. Dr. Aragon commented on the range of opportunities, both in and outside the classroom, that students will have to achieve learning outcomes. Dr. Kennedy commented on the nesting of outcomes, from the institutional-level to the program and course level. She thought the pedagogy informing the proposal was sound.

e. Senate Committee on Planning

i. Renewal of the Centre on Aging

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

CARRIED

ii. Renewal of the Institute for Integrated Energy Systems

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

CARRIED

iii. Discontinuation of Certificate in Financial Planning

Motion: (N. Bassi/S. Blackstone)
That Senate approve, and recommend to the Board of Governors that it also approve, the discontinuation of the Certificate in Financial Planning.

CARRIED

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

Dr. Aragon asked if curriculum changes would accompany the change in name. Dr. Blackstone responded that the department had been working on an extensive
curriculum submission, although she thought the name change would be important even if no curriculum changes were being considered.

Motion: (S. Blackstone/M. Purkis)
That Senate approve the Proposal to Change Department’s Name from “History in Art” to “Art History and Visual Studies”.

CARRIED

v. Proposal for a Graduate Certificate in Digital Humanities

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

CARRIED

7. PROPOSALS AND REPORTS FROM FACULTIES

There were none.

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

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

Motion: (R. Tremblay/D. Capson)
That Senate approve the Procedures for Academic Accommodation and Access for Graduate Students with Disabilities, effective May 1, 2014.

CARRIED

b. Other matters

Dr. Tremblay provided an update on the new system for administering the course experience survey. She reminded members of Senate of the report provided at the March 2013 meeting and updated them on implementation steps, consultation and communications that had taken place since that time. Dr. Tremblay confirmed that the new system would be ready for implementation in Summer 2014 courses.
9. OTHER BUSINESS


Dr. Banerjee commented on the differences that exist between appointment procedures for associate deans. She thought it was important for these procedures to be reviewed as soon as possible.

Motion: (M. Purkis/S. Blackstone)
That the Senate receive, for information, the 2013 Policy Review Annual Report.

CARRIED

There being no other business, the meeting was adjourned at 4:29 p.m.
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<tr>
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MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA
Effective December 12, 2013

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

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

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

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

MEMBERS ELECTED BY THE CONVOCATION
- Section 35 (2) (i)
Nav Bassi (31/12/14)
Linda Hannah (31/12/14)
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. Student Affairs: Jim Dunsdon
Assoc. V.P. Academic Planning: Catherine Mateer
Registrar: Lauren Charlton
Associate University Secretary: Carrie Andersen
After the publication of the fairness triangle in the last ombuds report, the Office of the Registrar asked me to present three sessions over the summer with staff serving students. The objectives were to discuss how people experience fairness in real life (starting with lived examples of what ‘not fair’ looks and feels like), and to use the triangle as a basis to reflect on the relational, procedural and substantive elements of fairness.

Staff submitted scenarios and shared best practice ideas about how to approach fairness in a variety of situations relevant to their work with students. Common themes included the importance of relational fairness to establish rapport and identify extenuating circumstances or exceptions; the role of procedural safeguards for proper review or reconsideration of a case; and the place of discretion in making appropriate substantive decisions. Links were made between the adoption of fairness tools and the development of a healthy workplace where civility, participation, diversity and respect are valued.

One group also talked about the use of the triangle when contemplating policy or systems change, to ensure meaningful input from affected parties before and during decision-making. And another unit discussed how they could adapt the wording of the generic tools on the triangle to their own specific area.

See page 4, undergraduate case examples, for an illustration of relational, procedural and substantive fairness components. You will find a printable version of the fairness triangle and tools on the upcoming new ombuds website. In the meantime, please email me and I will send it to you!

If you, your administrative or academic unit, or your student group are interested in holding a ‘fairness in practice’ discussion or session, contact me at ombuddy@uvic.ca or 250-721-8357.

Coming soon! Watch for the new ombuds website with student-centered tips and resources in summer 2014!

Many thanks to the offices of the Registrar and Academic Advising for their work on developing student-friendly text and pictorial roadmaps about the academic standing regulation for the faculties of Humanities, Science and Social Sciences. This regulation had continued to confuse students in 2013, and we can now look forward to better tools for advisors and students to discuss their situations and options.
**DISTRIBUTION OF CASES BY SUBJECT MATTER**

This report is for calendar year 2013. The office handled a total of 384 inquiries and complaints distributed as follows: information/referral (R) 102; advice (A) 246; intervention (I) 36. Total numbers were similar to recent years, after a peak in 2010. See pages 6-7 for trends, follow-up and recommendations.

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<th>Subject Matter</th>
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<td>246</td>
<td>36</td>
<td>384</td>
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**R: Information and Referral**    **A: Advice**    **I: Intervention**

**DISTRIBUTION OF ACADEMIC CASES BY LEVEL**

When dealing with an academic question, students consulted or involved the ombudsperson at the following stages:

- **Instructor:** 31.0 %
- **Department:** 39.8 %
- **Dean:** 29.2 %
- **Senate Committee on Appeals:** 0.0 %

*These do not include requirements to withdraw from UVic for low GPA, which are handled by Records Services and the Senate Committee on Admission, Re-registration and Transfer.

**TYPE OF ADVICE SOUGHT BY STUDENTS**

The advice category includes extended (45 minutes or longer) or repeated consultations at various steps in the student’s handling of the situation.

- **Generating options / independent perspective** (Students may or may not pursue the situation further) 35.6 %
- **Guidance about grounds or process** for an appeal or request 26.6 %
- **Feedback and coaching** (feedback on a letter; preparation for a meeting or an appeal) 37.8 %

**OUTCOMES OF INDIVIDUAL INTERVENTIONS**

The ombudsperson only intervenes in individual cases with the student’s consent. Interventions include facilitating communication between students and units, problem-solving, mediation and case review or investigation.

<table>
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<td>Denied / Not resolved</td>
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<td>Discontinued by student</td>
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<tr>
<td><strong>Total</strong></td>
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What happens when a student comes to the ombuds office?

The student contacts the office to discuss the issue. The ombudsperson assesses whether the concern is within her jurisdiction.

**NO**

Refer the student to an external body if possible.

- Inform the student about options and grounds, and refer the student to the relevant process or person.
- As needed, provide guidance, coaching or feedback to the student.
- If needed, and with the student’s consent, clarify communication with the other party.
- Ask the student to bring the issue back if not resolved; as needed, follow-up with the student to bring closure.

**YES**

Has the student tried to resolve the problem with the relevant party (e.g. faculty member, staff, unit head...)? Does an avenue of appeal or redress exist and has the student used it?

**NO**

- Review to see how the ombudsperson might assist further.
- Clarify grounds for decision-making and identify next steps.
- Guide, coach or provide feedback for the student to follow-up directly (e.g. through an appeal).

**OR, with the student’s consent:**
- Facilitate communication, problem-solve or mediate as appropriate with the other party.
- If needed, contact the relevant other party to resolve through a review or an investigation.

Is further action needed?

**NO**

Bring closure with the student and, as needed, with the other party.

Close the file.

- Follow-up with the decision-maker to assess the reasons and any option.
- Consider next steps (e.g. bringing the issue to a higher authority, annual report,...), or
- Inform the student and close the file.

**YES**

Issue an individual or systemic recommendation.

Is the recommendation accepted?

**NO**

- Follow-up as needed on systemic questions (e.g. meet with administrators, committee work, annual report)

**YES**

Inform the student and close the file.
Academic concession – advice

Relational fairness

An associate dean referred an international student to the ombuds office after denying his request for course drops. The initial request had not provided adequate documentation for the drops. However, after a full discussion in the ombuds office, it was clear that the student’s spouse had become seriously ill during that period of time. The student was the only care-giver, which had affected class and exam attendance.

With guidance from the ombudsperson, the student provided a clarifying statement and documentation about the nature and severity, timeframe and impact of his spouse’s medical condition. The associate dean reversed the decision and granted the drops.

In this situation, the decision initially appeared procedurally correct. However, it is important to ask oneself whether and how a process offers the student an appropriate opportunity to present his or her case. The student’s difficulties in articulating the situation were increased by differences in language, expectations and culture. The use of relational fairness tools (referral, listening, probing for extenuating circumstances, informing) provided information that established clear grounds for a very different substantive outcome.

Accommodation for a disability – student coaching

Substantive fairness

A student with a serious anxiety disorder came to the office to discuss her situation in a course. The student had developed strategies and resources to manage due dates and exams in ways that minimized triggers for her condition. She was having difficulties doing so for one class where the evaluation included potential quizzes of uncertain length, and assignments that were soon due and had not been outlined. This was now impacting her ability to focus in other courses.

The ombudsperson met with the student to provide feedback and coaching on what to expect from a course syllabus, what can be clarified separately, how to relay her questions as a request for accommodation where needed, and how to approach the instructor or department. The student later reported that the problem was resolved. The situation had raised questions of substantive fairness as it didn’t provide an equitable basis for full participation. The solution presumably also led to an improved process and experience for all students in the class.

Appeal of de-registration – recommendation made

Procedural fairness

When applying to UVic, students must disclose all previous post-secondary studies. A student came to the office after being de-registered late in the spring term, following a decision by the Senate Committee on Admission, Re-registration and Transfer (SCART). The committee makes decisions on paper appeals (without hearings). The student’s case had been referred to the committee after staff realized, in discussion with the student, that his application had not disclosed attendance at a previous institution where he had one term of incomplete courses.

This student’s situation was unusual in that he had documentable and compelling extenuating circumstances relating both to the period of incomplete courses and to the time of the admission application to UVic. It was also unusual in that the UVic decision-making process continued over a period of several months, in part because the student needed time to document what had happened.

In the first email contact, staff had quoted the Calendar entry including possible consequences, which may range from loss of transfer credit to de-registration or cancellation of admission. They had asked the student for a written statement of explanation and missing transcript. They then followed up with time extensions and reminders. They also provided verbal information about questions to address in the statement (especially explanation for non-disclosure).

In this situation, staff had used relational tools that could have led to sufficient understanding of the situation and its extenuating circumstances on review of the file. Procedurally, however, the critical step of notification to the student had become confused, seriously impacting the fairness of the substantive outcome. The student understood that he had to write an explanation, but when the file was eventually referred to the committee for a decision, the student did not receive clear written notification of:

- the nature of the appeal process and name of the committee;
- the seriousness of the decision to be made, including possible consequences;
- the appeal grounds the committee could consider.

As a result, the student’s submission did not focus enough on points that would provide grounds for appeal, and the appeal was denied. As the student sought to understand and appeal the decision further, written reasons for the committee’s initial decision were also delayed.

After a re-submission, with guidance from the ombudsperson, the student was granted the appeal. Given the seriousness of potential consequences and the “paper only” nature of the process, the ombuds office made recommendations for reviewing the communication templates regarding this type of appeal, to provide both appropriate notification and written reasons. Admission Services sought input from the ombudsperson and went beyond the recommendation when they reviewed and updated all templates for admission cases referred to SCART.

Details and identifiers have been modified to preserve anonymity.
Overview and supervisory relationship

In 2013, the ombudsperson received requests for assistance from 61 graduate students (compared to 65 last year). There were fewer inquiries about ‘supervision’ (9 compared to 13 last year), mostly from students seeking advice and coaching at various stages of their program. Supervisory difficulties included: communication, tone of feedback, availability, steps to completion and timing of research components. But some issues reported in the ‘academic concession’, ‘accommodation of a disability’ and ‘funding’ categories also related to supervision or research.

The ‘other’ categories included inquiries or concerns about: access to a student service, charge for athletics fee, confidentiality agreement (non-UVic), fair dealing/copyright, housing policy, personal safety protocol, program delivery, registration, and interpersonal relationship (outside UVic).

Academic accommodations and concessions

In addition to 5 inquiries related to academic ‘accommodation for a disability’, 3 of the 4 requests related to an ‘academic concession’, and at least one related to ‘supervision’ were from students dealing with the impact of a disability or mental health issue.

Of these 9 inquiries, 5 led to an intervention (at the instructor, department or faculty level) to assist with communication and clarify individual options and steps; 2 students sought coaching in dealing with an instructor or supervisor; the other 2 needed information about options. Three situations involved retroactive leaves of absence; in two others, the supervisory relationship ended.

Update from last year’s follow-up: The Faculty of Graduate Studies and Graduate Admissions & Records are working on additions to the website to include information and forms related to the academic concession process for graduate students. See also pages 6-7 and recommendation # 2.

Fees/funding

This category showed the greatest increase (9 compared to 4 last year), 7 of which were concerns about funding. They included: disputes related to amounts promised but not processed; concerns about differing levels of funding between students in a program; disagreements or confusion about amounts owed; and delayed payments. The ombuds office is also following up with the Faculty of Graduate Studies about the timing and clarity of notification for the program extension fee (see the last case example).

Grading

This was the next largest category (6 requests for assistance). Concerns included course outline without adequate information on how students are evaluated, and courses with components not easily re-graded (e.g. large percentage on participation, presentation or oral examination). Where students were seeking a grade review (re-grading), they had difficulty finding information on the UVic website about procedures specific to their program. See page 7, recommendation # 5.

Case examples

Finding the right match – advice (options)

A doctoral candidate who did not complete her program within time limits had been granted a program extension. She had concerns about the fee rate charged on extension (which she had not known was higher than for a regular re-registration). In talking with the ombudsperson, she described circumstances that had not been fully documented to UVic, including the impact of a disability.

The student’s situation might have been grounds for requesting a program extension at the (smaller) re-registration fee rate. But, after looking into it further, it was clear that the student could have qualified for compassionate or medical leaves of absence in the previous year. With guidance from the ombudsperson, she successfully requested back-dated leaves, which re-adjusted fees and reset her time limit for completion.
### Trends

Requests for assistance with academic concessions, accommodations for a disability and appeals of a requirement to withdraw increased this year, in part due to effective referrals between the ombuds person and Counselling, Health, the Resource Centre for Students with a Disability (RCSD), the Office of the Registrar and Academic Advising. Some associate deans refer students in complex or disputed requests. Undergraduate students who are ‘required to withdraw’ from UVic are also referred for guidance on appeals.

Over the last ten years, inquiries about concessions and accommodations have increased, and so has the complexity of a significant number of situations. Other areas of increase this year relate to academic integrity (see ‘plagiarism’ below) and to fees/funding. The ‘recommendations’ section of this report also addresses inadequate communication about grade review procedures (see #5).

### Academic Concession

UVic made two changes to the academic concession process in 2013: a new concession status (withdrawal-extenuating circumstances) and a new 4-page undergraduate request form. The form provides links to information on options and fee reduction appeals, and a template for the supporting documentation. Students must write an explanation statement and list affected course components.

Advice inquiries (57 including 16 from students with a disability or mental health issue) often involved helping with the details of filing a request or drafting a statement. Several were re-submissions of denied requests after clarifying grounds and points for the statement and the documentation. Of the 11 interventions, (including 8 requests from students with disabilities), 7 were about communication (mostly with the instructor or chair), and 4 were to identify next steps.

The new form seems more effective at providing information to decision-makers.

But the statement section was difficult for some students, particularly if the issue was complex (e.g. an episodic condition with unexpected or compounded impact), or in situations where the student didn’t make the same concession request for all courses in a term. Questions included: how much private information to disclose; how to articulate and demonstrate grounds for the specific requests.

This potentially also has an impact on some students’ ability to submit a request in the first place, or to do so by the deadline. Students use this process at a time of difficulty, when their physical or mental health is compromised. They do not always have timely access to a health professional. See recommendation # 1.

### Accommodation of a disability

Of the 14 requests about ‘accommodation of a disability’ (9 undergraduate and 5 graduate), half sought help with communication (often with an instructor or supervisor); the others needed clarification about grounds, options and steps. Problems included interpretation of course outlines, impact of missed classes, concerns about grading, problem-solving about course components, and fear of stigma.

In addition, 24 of the 75 requests for assistance reported under ‘academic concession’ were related to a disability or mental health issue. This suggests that the academic concession process plays a significant part in accommodation and access for these students with disabilities.

Whereas accommodations are proactive and assisted by advisors at the RCSD, concessions are reactive and dependent on the student’s ability to initiate and document a request while in crisis. Responses to the same concession requests can vary between courses or programs. There is no central resource to help coordinate responses, steps, or timing (e.g. due dates for deferred work).

Students deal with multiple helpers and decision-makers. Barriers can result not just from requests inappropriately denied, but also from an accumulation of hurdles impacting resilience. Some students become exhausted by administrative or appeal steps, resulting in un-addressed incomplete courses, and poor or failed academic standing.

Students may then lose funding and ‘student’ status or study permit. Graduate students may also see their supervisory relationship, research funding, or status in a lab or project jeopardized. See recommendations # 1 & 2.

### Required to withdraw from UVic

Of the 65 students who contacted the office about a requirement to withdraw (62 undergraduate and 3 graduate), most presented extenuating circumstances (e.g. illness, personal or family affliction, injury or accident). The ombuds person received demographics information from 39 of these students: 6 were 18 years old; 10 were 24 or older; 7 were international students; 9 spoke English as another language (4 domestic and 5 international); 3 had a disability; 3 identified as “mature” (older than a traditional student); and 11 as a visible minority (7 domestic and 4 international). Undergraduate students were fairly evenly spread over years 1, 2 or 3 of a program.

The ombuds sample is not necessarily representative of the university population. However, as UVic recruits students from increasingly diverse backgrounds, it is important to consider how to foster success for a varied student body.

When well documented and accompanied by strategies for success, appeals are granted. In 2013, UVic issued 506 undergraduate requirements to withdraw; Records Services processed 58 appeals in this category; 34 appeals were granted and 22 were denied. (In addition, several were also referred to the academic concession process for resolution.) Students who don’t appeal or have no grounds for appeal can return to UVic after completing a minimum of 6 units of transferable, non-duplicate coursework at another institution with a minimum GPA of C+ on all courses attempted.

The Vice-president Academic and Provost’s 5-year action plan on Student Success at UVic identifies first-year student retention as a priority, especially for students admitted with a high school GPA of less than 80%. It also calls for improving the seven-year graduation rate. The ombuds office applauds the plan’s various initiatives to improve student academic achievement, such as: the development of foundation programs in each faculty, enhanced orientation, earlier declaration of major, early-warning academic interventions to improve success, and program planning worksheets. See recommendation # 3.
**Recommendations for academic administrators**

1. **Undergraduate academic concession process:**
   Review the new form and implementation of the WE option after one year. Consider elements that may cause barriers or confusion. In particular, consider clarifying the parameters for the student’s statement to keep it effective without triggering excessive disclosure of personal information. See also recommendation # 2.

2. **Accommodation of a disability/concession process:**
   In 2014-15, the University is planning to survey students with a disability at UVic.
   (a) As part of the survey, solicit feedback from undergraduate and graduate students about their experience with the request for academic concession process in courses, and from graduate students about the accommodation process related to research and supervision.
   (b) As students with mental health and other episodic disabilities do not necessarily identify as students with disabilities or register with the Resource Centre for Students with a Disability, consider extending the survey to students accessing Counselling and Health Services.

3. **Requirement to withdraw:**
   As part of the 5-year plan to improve success and retention, consider a pilot project to retain at UVic, with appropriate screening and support services, students doing coursework to regain standing in their degree.

4. **Plagiarism:**
   (a) Given the impact that a penalty can have on students, even where lack of knowledge is a factor: establish consistent practice across campus so that instructors do not only warn students against plagiarism but also teach skills for success; ensure effective communication of expectations and style guides; consider how this applies to students whose background makes them unfamiliar with the norms in Canadian academia, who transfer to UVic at a later stage in a program, or who take courses outside of their specialty.
   (b) The Tri-faculties are developing a guide for chairs. One important point in a fair process is to identify the allegation to the student: provide the alleged unattributed source(s) prior to meeting with the student to come to a decision.

5. **Grade review:**
   Grade review procedures are developed at the faculty level but administered in departments. They apply to undergraduate and graduate students but do not refer to Graduate Studies and are not all found on departmental websites.
   (a) Review faculty procedures to correct outdated Calendar references and include wording related to graduate students (e.g. referral to the Faculty of Graduate Studies instead of Undergraduate Records.)
   (b) Include on departmental websites, as part of the ‘student’ or ‘course’ section, a link to the relevant faculty grade/grading review procedure.

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**Plagiarism**

Of the 23 ‘academic integrity’ inquiries, 14 were about plagiarism. After discussion, it was clear that 9 of these students had crossed boundaries unintentionally. Areas of confusion included lack of knowledge about how to cite (e.g. all sources in the bibliography but none in the body of the paper); inadequate paraphrasing; lack of attribution for internet ‘general’ sources such as Wikipedia; poor research technique (e.g. note-taking, keeping track of sources); partial self-plagiarism when repeating a course; unfamiliar assignment format (e.g. being asked for a short creative pamphlet in a traditional course; or completing a research essay for the first time in a mostly exam-based degree).

At UVic, the policy was recently amended so that the penalty for single or multiple instances of plagiarism is a zero on the assignment (which in some circumstances leads to a failed course). A wholly or fully plagiarized paper leads to a fail grade in the course. Both penalties are accompanied by a reprimand letter.

Recent media attention in Canada focused on cheating and plagiarism, suggesting that many students who cheat are not caught, and describing paper mill services. I occasionally hear from students who are concerned about cheating from other students, and it is important to publish and enforce academic integrity regulations. When dealing with plagiarism, however, students who lack knowledge may be the easiest to “catch” and penalize.

Over the years, I have seen diversity among the students who did not understand expectations. They were at the undergraduate or graduate level, domestic or international, and spoke English as a first or another language. The experience often caused them anxiety, shame or loss of confidence. In a few instances over the last two years, students also described procedural difficulties. See recommendation # 4.

**Fees/funding**

Most ‘fee’ inquiries were from undergraduate students seeking information or feedback about the process for a fee reduction appeal after dropping courses for extenuating circumstances. Other inquiries related to ancillary fees, late payment charges and parking fines. Most ‘funding’ inquiries came from graduate students (see page 5).

“I am back at UVic and so happy about it. I couldn’t have done it without your help. Thank you so much! It means the world to me.”
Office mandate and structure

The ombuds office at UVic is an independent, impartial and confidential resource for all members of the university community on student-related fairness questions. In parallel with the educational mission of the university*, the ombudsperson provides students with tools to understand policies and procedures, make informed decisions, access available resources, self-advocate, identify relevant resources, and learn constructive approaches for raising and resolving concerns.

The ombudsperson seeks to ensure that the principles of fairness and natural justice are observed, and to help resolve issues at the lowest appropriate level. Students may access the office at any stage in a problem or dispute. The ombudsperson may also facilitate access to problem-solving or review mechanisms, investigate, recommend, or bring individual or systemic issues to the attention of relevant authorities. The ombuds office acts as a reflective lens to improve procedures and practices.

The office is funded by direct contributions from undergraduate and graduate students, and a grant from the university administration. It is staffed by one full-time ombudsperson. The ombudsperson reports to the Ombudsperson Advisory Committee, with representation from undergraduate and graduate students, the Faculty Association, the Professional Employee Association and UVic senior administration. (Because of confidentiality requirements, committee members do not have access to individual case information.)


Other activities

Orientation and outreach

The ombuds office participated in the undergraduate and graduate orientation fairs, and in the scavenger hunt for residence community leaders. The ombudsperson also offered a session on typical challenges for teaching assistants through the Learning and Teaching Centre, and participated in a panel for another group of TAs. The ombudsperson made brief presentations about the office to the UVSS board, meetings of the clubs and course unions, and representatives of the GSS.

Caroline Crocker, a student in the Master of Arts in Dispute Resolution program, provided communication support services to the office from September 2013 to April 2014. She represented the office at an information fair, updated leaflets and assisted with web searches. Caroline also re-designed the ombuds website and developed student-centered pages full of tips and resources. I am grateful for her excellent work, resourcefulness and enthusiasm. Watch for the launch in summer 2014!

Feedback and committee work

In addition to regular meetings with the Associate Vice-President of Student Affairs, the ombudsperson meets with administrators at all levels as needed. This year the ombudsperson also met regularly with the director and complaints officer in Equity & Human Rights to coordinate follow-up and feedback on policy development and systemic issues.

The ombudsperson provided feedback on the draft procedures for academic accommodation for graduate students with disabilities, and on the Student Mental Health Strategy. The ombuds office also provided extensive feedback on the new undergraduate ‘request for academic concession’ form and information sheet, on the notification email for the new WE notation (withdrawn-extenuating circumstances), and on updated ‘requirement to withdraw’ notification letters from the Registrar (for failure to meet minimum GPA requirements).

The ombudsperson participates in the Educational Equity Advisory Group (Human Rights Committee), the Advisory Committee on Academic Access and Accommodation for Students with Disabilities, the Student Mental Health Strategy Advisory Committee, and the Healthy Campus Advisory Group.

Professional development and activities

In June, I attended the pre-conference investigation workshop and the joint conference of the Association of Canadian College and University Ombudspersons (ACCUO) and the Forum of Canadian Ombudsmen (FCO).

To mark ACCUO’s 30-year anniversary, I compiled a retrospective on the origins and development of ombudsing in Canadian colleges and universities. The document is available on ACCUO’s website. ACCUO and FCO will hold the 2015 conference at Simon Fraser University where, almost 50 years ago in 1965, students created the first ombudsman on a North American campus.

In 2013 I also contributed two published articles: a comparison of ombuds in Canadian and US post-secondary institutions for the Journal of the California Caucus of College and University Ombuds (CCCUO); and an introduction to ombuds offices and human rights in Canadian colleges and universities. The document is available on ACCUO’s website. ACCUO and FCO will hold the 2015 conference at Simon Fraser University where, almost 50 years ago in 1965, students created the first ombudsman on a North American campus.

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Results of the ombuds intake survey this year (168 responses) showed that students are directed to the ombuds office from Records/Advising (22.6%), website, orientation and advertising (20.8%), Counselling/Health (16.7%), a friend or parent (16.7%), other student services (9.5%), faculty/chair/dean (6.0%), other sources or unknown (7.7%).

I thank the many students who inform the activities of the office by sharing their stories, and the many students, staff, faculty and administrators who work collaboratively with the office to help clarify or resolve issues. For questions or comments about this report, please contact Martine Conway at ombuddy@uvic.ca or 250-721-8357.
Office of the Vice-President
Finance and Operations

MEMO

Date: April 11, 2014

To: Julia Eastman
   University Secretary

From: Reeta Tremblay, Vice-President Academic and Provost
      Gayle Gorrill, Vice-President Finance and Operations
      Co-Chairs, Campus Planning Committee

RE: SEMI-ANNUAL REPORT TO SENATE ON CAMPUS DEVELOPMENT

Please find attached the semi-annual report to Senate on campus development for its May 2, 2014 meeting.

Reeta Tremblay
Vice-President, Academic and Provost

Gayle Gorrill
Vice-President, Finance and Operations
Semi-Annual Report to Senate on Campus Development

1. Continuing Studies Building Addition

The addition to the Continuing Studies Building will provide expanded space for the English Language Centre and the Pathway Program for international students, along with renovations and improvements to the existing building. The project will increase the size of the current building, which was opened in 2003, by approximately 72%. The development approval process for the project, given the need for variances from the District of Saanich for parking (63 spaces) and the building height (13m) is scheduled to be addressed by Saanich Council at their meeting on May 5th. Construction work will start in July with completion targeted for the summer of 2015.

2.0 Transit Exchange Expansion project

Planning work, in conjunction with BC Transit, for the design of ten additional bus bays next to Finnerty Road and adjacent to the Student Union Building and the Halpern Centre for Graduate Studies has been finalized. Saanich Council at their May 5th meeting is scheduled to consider the university's development variance permit application given the proposed displacement of 20 parking spaces. With the development approval, construction is scheduled to start in the first week of June with completion targeted for the end of August before the start of the fall term.

3.0 Centre for Athletics, Recreation and Special Abilities (CARSA) and Parkade Buildings

At this time, construction is proceeding well and the CARSA project is expected to be substantially complete by May 2015. The parkade’s precast concrete units have been erected. The facility is targeted to achieve a Gold rating in the Leadership in Energy and Environmental Design (LEED) system and will include the university’s first geothermal system. McKinnon Building renovation tender drawings are nearing completion, with the tendering process scheduled to commence in the fall of 2014. Renovations with McKinnon to support the needs of the School of Exercise Science, Physical and Health Education will commence upon completion of CARSA, once Athletics has vacated the space.

4.0 Sustainability Tracking, Assessment and Rating System (STARS)

The Sustainability Tracking, Assessment and Rating System (STARS) developed by the Association for the Advancement of Sustainability in Higher Education (AASHE) provides a framework for measuring campus sustainability progress success and improvement.

In January, the UVic submission received a Gold level rating based on its strong performance related to the reporting categories of: Academics, Engagement, Operations, Planning & Administration and Innovation. The report highlighted the progress that has been achieved in advancing sustainability in a range of different forms involving staff, students and faculty across campus. New ideas and approaches to campus sustainability were also identified for possible consideration and inclusion in the renewal of the 2009 – 2014 Sustainability Action Plan.

UVic is only the fifth post-secondary institution to receive a Gold rating in Canada. Over three hundred universities have participated in the STARS system and approximately 20% have received a Gold level rating.

In 2008, the Sustainability Action Plan: Campus Operations 2009 – 2014 was prepared to guide the university’s efforts toward greater sustainability in its operations. Along with its goals and actions, the Plan referenced the need to develop measurement indicators and provide for regular reporting on implementation activities related to its eight topic areas.

1. Energy and Climate
2. Transportation
3. Purchasing
4. Governance, Decision-making and Sustainability Resources
5. Buildings and Renovations
6. Grounds, Food and Urban Agriculture
7. Waste Management
8. Water Management

The Final Report on the Action Plan summarizes the efforts that have been made to implement the Plan over the last five years and the outcomes achieved relative to the Plan’s 46 goals. Significant progress has been made across all topic areas. The report highlights that twenty six goals have been achieved, thirteen are in progress and seven have not been achieved and will be assessed as part of the process to renew the Action Plan. More information and the complete report is available at: www.uvic.ca/sustainability under the Sustainability News heading.


Work is underway to renew the Action Plan for the next five year period. In the first phase in January, the Final Report on the current Plan and the STARS submission were completed, along with research on best practices from other post-secondary institutions. The second phase in February and March focused on engagement activities with the campus community to generate ideas and perspectives to include in the new Plan. Information was exchanged at Open house sessions and at meetings held with students, faculty and staff to assist in obtaining input on sustainability and ways to make UVic a more sustainable campus. Meetings were also held with operational departments on campus and an online survey was provided on the sustainability website.

The third and final phase of the Plan renewal process provides for a new draft Action Plan to be prepared for a Sustainability Advisory Committee scheduled for April 24th. Final Plan approval is targeted for completion in May after comments are received from the campus community on the draft document. It is anticipated that the Plan will provide new and updated goals on strategic topics for campus sustainability that require attention over the next five years and beyond. A framework for future reporting on sustainability performance will also be a key part of the Plan.
DATE: April 15, 2014

TO: Senate

FROM: Jim Dunsdon, Associate Vice-President Student Affairs

RE: Annual Report of the Advisory Committee on Academic Accommodation and Access for Students with Disabilities

In accordance with the university Academic Accommodation and Access for Students with Disabilities policy (Policy AC1205), the Advisory Committee on Academic Accommodation and Access for Students with Disabilities is required to provide an annual report to Senate.

On behalf of the Advisory Committee, I am pleased to submit the attached 2013-2014 annual report which provides some key institutional information related to students with disabilities and an update on activities undertaken by the Advisory Committee over the course of the last year.

Sincerely,

Jim Dunsdon
Associate Vice-President Student Affairs
Chair, Advisory Committee on Academic Accommodation and Access for Students with Disabilities

/attachment
TABLE OF CONTENTS

(I) Introduction

(II) Background and Institutional Context
   (a) Profile of Students Registered with the Resource Centre for Students with a Disability (RCSD)
   (b) Summary of accommodated examination statistics
   (c) Overview of institutional information related to students with disabilities

(III) Update on the Advisory Committee’s Priorities and Key Activities

Appendices
Appendix ‘A’ - 2013-2014 Advisory Committee Membership
INTRODUCTION

The Advisory Committee on Academic Accommodation and Access for Students with Disabilities is an advisory committee to the Vice-President Academic and Provost. In accordance with the university Academic Accommodation and Access for Students with Disabilities policy (‘Policy AC1205’), the Office of the Provost appoints and maintains the Advisory Committee. The execution of this responsibility is assigned to the Office of the Associate Vice-President Student Affairs on behalf of the Provost.

In accordance with Policy AC1205, the Advisory Committee is required to submit an annual report to Senate on its activities. This document serves as the Advisory Committee’s formal report for the 2013-14 year.

The Advisory Committee considers, reviews, and recommends opportunities for the university to address issues relevant to the implementation and improvement of Policy AC1205. The Advisory Committee reviews:

(a) institutional policies and procedures related to academic accommodations for both undergraduate and graduate students;
(b) available institutional data, plans, goals, and issues related to academic accommodations designed to support students with disabilities; and
(c) government and educational research, trends, reports, and requirements in order to make recommendations to the university’s governing bodies and/or executive for consideration.

The Advisory Committee also serves as a forum for discussing and sharing new ideas and concepts to assist the university in improving accessibility and providing academic accommodations to students with disabilities. The Advisory Committee meets six times per year with dates allocated across the academic calendar.

The Advisory Committee is comprised of representatives from a range of diverse areas across the university including:

- student representatives appointed by the University of Victoria Students’ Society (UVSS) and the Graduate Students’ Society (GSS);
- members of the Senate Committee on Learning and Teaching and Senate Committee on Academic Standards;
- faculty members;
- the Resource Centre for Students with a Disability (RCSD);
- the Learning and Teaching Centre;
- Student Affairs;
- the Ombudsperson;
- University Systems;
- Facilities Management;
- the Equity and Human Rights office; and
- the library.

Appendix ‘A’ contains the Advisory Committee’s membership list for 2012-13.
BACKGROUND AND INSTITUTIONAL CONTEXT

(a) Profile of Students Registered with the RCSD

As of April 2, 2014:

- 1,171 students are registered with the RCSD for the purpose of receiving academic accommodations for the January-April 2014 term (an increase from the approximately 1,100 students registered for the January-April, 2013 term).

- 90 additional students have had direct contact with an RCSD advisor but have not finalized the registration process during the 2013-14 reporting period.

<table>
<thead>
<tr>
<th>Disability Type</th>
<th>Number of Students Registered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquired Brain Injury</td>
<td>52</td>
</tr>
<tr>
<td>Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder</td>
<td>296</td>
</tr>
<tr>
<td>Autism Spectrum Disorder</td>
<td>29</td>
</tr>
<tr>
<td>Chronic Health</td>
<td>117</td>
</tr>
<tr>
<td>Deaf or Hard of Hearing</td>
<td>25</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>246</td>
</tr>
<tr>
<td>Mental Health</td>
<td>292</td>
</tr>
<tr>
<td>Neurological</td>
<td>15</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
</tr>
<tr>
<td>Physical or Mobility</td>
<td>76</td>
</tr>
<tr>
<td>Blind or Low Vision</td>
<td>22</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,171</strong></td>
</tr>
</tbody>
</table>

Chart 1: Students registered with the RCSD by Disability type

*Chart 1 summarizes the percentages of students registered with the RCSD based on disability type.*
Total Graduate Student Registration with the RCSD
Masters Students 91
PhD Students 19
Law students 46
TOTAL 156

(b) **Summary of Accommodated Examination Statistics**
Table 1 and Chart 2 provide the numbers of accommodated exams administered by the RCSD from 2004/2005 - 2013/2014.

<table>
<thead>
<tr>
<th>Year</th>
<th>Summer</th>
<th>Sept-Dec Midterms</th>
<th>December Finals</th>
<th>Jan-Apr Midterms</th>
<th>April Finals</th>
<th>Total per Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>202</td>
<td>543</td>
<td>399</td>
<td>643</td>
<td>413</td>
<td>2200</td>
</tr>
<tr>
<td>2005-2006</td>
<td>245</td>
<td>663</td>
<td>463</td>
<td>620</td>
<td>461</td>
<td>2452</td>
</tr>
<tr>
<td>2006-2007</td>
<td>243</td>
<td>780</td>
<td>520</td>
<td>899</td>
<td>521</td>
<td>2963</td>
</tr>
<tr>
<td>2007-2008</td>
<td>221</td>
<td>1052</td>
<td>525</td>
<td>828</td>
<td>543</td>
<td>3169</td>
</tr>
<tr>
<td>2008-2009</td>
<td>358</td>
<td>963</td>
<td>559</td>
<td>953</td>
<td>551</td>
<td>3384</td>
</tr>
<tr>
<td>2009-2010</td>
<td>320</td>
<td>1016</td>
<td>507</td>
<td>937</td>
<td>619</td>
<td>3399</td>
</tr>
<tr>
<td>2010-2011</td>
<td>361</td>
<td>1104</td>
<td>680</td>
<td>1112</td>
<td>647</td>
<td>3904</td>
</tr>
<tr>
<td>2011-2012</td>
<td>439</td>
<td>1419</td>
<td>834</td>
<td>1461</td>
<td>860</td>
<td>5013</td>
</tr>
<tr>
<td>2012-2013</td>
<td>419</td>
<td>1923</td>
<td>917</td>
<td>1973</td>
<td>1019</td>
<td>6251</td>
</tr>
<tr>
<td>2013-2014</td>
<td>698</td>
<td>2416</td>
<td>1124</td>
<td>2407</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Chart 2: Accommodated Exams Administered by the RCSD
(c) **Overview of institutional information related to students with disabilities**

**RCSD Learning Assistance Program**

The RCSD Learning Assistance Program (LAP) provides fee-based supplementary learning support programming, including tutor and learning strategist services. This program aims to help students develop positive attitudes about learning and confidence in their ability to learn, assist students in applying newly-learned strategies and skills to their academic coursework and foster students’ responsibility and accountability for their own learning.

The Tutor Program facilitates course-specific learning support meetings for students working one-on-one with an LAP-vetted, trained and supervised, graduate-level tutor. The focus of a Tutor session is to provide content-specific learning assistance while introducing students to the expectations and culture of their academic discipline. Tutors receive specialized training in working with students with disabilities, the scope of their role, discipline-specific learning skills and study strategies, the use of assistive technology, and how to support the academic standards and requirements of this institution.

The Learning Strategist Program facilitates learning support meetings for students working one-on-one with a qualified Learning Strategist. The focus of a Learning Strategy session is to learn and apply new learning strategies and tools. LAP Learning Strategists receive extensive training in working with students with disabilities, the scope of their role, the use of assistive technology, evidence-based literacy, notetaking, time management and test preparation curriculum.

| **Program Statistics (2013 Calendar Year)** |
| Number of RCSD Students Participating: 250 | Hours of one-on-one learning support: 6,000 |
| Number of tutors and strategists: 75 | Hours of Employee Training: 600 |

**Disability-specific Learning Support:** LAP employees receive hands-on training from learning support specialists with a focus on disability-specific learning challenges, techniques and strategies.

**Personalized Service:** the RCSD provides a one-hour matching meeting for students with learning strategists and tutors. The RCSD follows up regularly with students about their experience and progress towards their academic goals.

**Evidence-based Practices:** The RCSD provides extensive research-based training for tutors and learning strategists.

**Access:** The team of 75 tutors and learning strategists facilitate regular appointments in one of the largest learning assistance programs for students with disabilities in the country.
UVic Experience and Expertise: The RCSD vets and hires tutors who have discipline-specific Masters- and PhD-level expertise. In many cases, tutors have direct experience with the courses or course-instructors for which they tutor.

RCSD Notetaking Program
The Notetaking Program provides students with reliable and easy to use access to supplementary notes in the classroom and provides increased access to the classroom learning experience. The Notetaking Program also provides volunteer and employment opportunities and skills development for notetakers.

<table>
<thead>
<tr>
<th>Program Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>September - December 2013</strong></td>
</tr>
<tr>
<td>Number of RCSD Students Participating: 42</td>
</tr>
<tr>
<td>Courses contacted: 128</td>
</tr>
<tr>
<td>Notetakers located and retained: 94</td>
</tr>
<tr>
<td><strong>January - April 2014</strong></td>
</tr>
<tr>
<td>Number of RCSD Students Participating: 47</td>
</tr>
<tr>
<td>Courses contacted: 130</td>
</tr>
<tr>
<td>Notetakers located and retained: 91</td>
</tr>
</tbody>
</table>

Interpreting
The RCSD contracts visual language interpreters and captionists to work in partnership with faculty members to ensure that course content is fully accessible for Deaf students.

<table>
<thead>
<tr>
<th>Program Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>September - December 2013</strong></td>
</tr>
<tr>
<td>• 4 Registered Sign Language Interpreters covering 8 courses, 3 labs and 1 tutorial for 2 Deaf students</td>
</tr>
<tr>
<td>• 2 Transcribers and 2 Remote Transcribers covering 10 courses, 1 lab and 2 tutorials for 3 hard of hearing students</td>
</tr>
<tr>
<td><strong>January - April 2014</strong></td>
</tr>
<tr>
<td>• 4 Registered Sign Language Interpreters covering 7 courses, 1 lab and 1 tutorial for 2 deaf students</td>
</tr>
<tr>
<td>• 2 Transcribers covering 9 courses and 2 labs between 3 hard of hearing students and one remote transcriber providing transcripts for an online course</td>
</tr>
</tbody>
</table>

Alternative Text Support
The RCSD’s Alternative Text Centre has developed an innovative and responsive program that works closely with key partners such as the bookstore, the libraries and other service areas on campus to deliver alternative text materials to students with disabilities in a timely manner.

In the fall of 2013, the Alternative Text Centre received 280 alternative textbook requests from 60 students. The Alternative Text Centre also focused on the reformatting of numerous in-class materials for visually impaired students, including provision of relevant/accurate interpretation of images, graphs, maps and charts.
All students who requested alternative text materials through the RCSD in 2013-14 received their materials within the first two (2) days of class or within two (2) days of submitting their receipts. These students were immediately informed when in-house production was required. The average turnaround time for these materials was 1.3 days after the student provided a hard copy of the materials to the RCSD (this includes course pack materials).

*Term by Term Comparison of Alternative Text Requests*

RCSD Learning Assessment Clinic
Through the RCSD Learning Assessment Clinic, a PhD practicum student under the supervision of a faculty member works with students registered with the RCSD on completing learning disability assessments. In 2013-2014:

- 33 students had a pre-screening completed and reviewed; and
- 18 students received a completed learning disability assessment.

Development of an On-line Tool Kit to Improve Accessibility
The RCSD collaborated with Distance Education Services to develop and implement an on-line tool kit for instructors to improve accessibility in course design ([http://www.uvcs.uvic.ca/fair/](http://www.uvcs.uvic.ca/fair/)).

Teaching Assistant Training on Academic Accommodation
The RCSD provided training on the provision of academic accommodations for Teaching Assistants at the Learning and Teaching Centre’s TA conference, and for TAs in the English and Anthropology departments.
Support for Students with Mental Health Issues
The RCSD participated in the development and finalization of the UVic Student Mental Health Strategy (SMHS) and continues to provide leadership on implementing the SMHS through the SMHS Implementation Committee. The RCSD continues to collaborate with Counselling and Health Services and other campus partners to coordinate programs and services for students with mental health issues and to help implement the SMHS.

Implementation of an Enterprise Software System
The RCSD purchased an enterprise software system to help assess, evaluate and report on programs and statistics. This system will assist in the delivery of RCSD programs and services by:

- reducing time for instructors in reviewing and processing requests for both academic accommodations and accommodated exam arrangements;
- supporting the administration and scheduling of accommodated exams (e.g., automated exam booking, online viewing of memos of academic accommodation, etc);
- distributing targeted information regarding assessment clinics, learning strategists and tutor program matches, workshop and academic coaching registrations; and
- interfacing with Banner.

This system will also help improve communications:

- with students regarding deadlines, exams, alternative text files, and other services;
- with faculty members regarding reminders of upcoming exams and delivery/pick-up reminders;
- by forwarding academic accommodation notifications to instructors electronically from the RCSD earlier, making the planning of accommodations easier and giving instructors time to ask questions or provide feedback;
- by enabling instructors to confirm exam arrangements using a secure web interface.

This system is in a final testing phase and is currently being used for booking appointments and grant applications. Exam accommodations will be bookable via a web portal for Fall, 2014.

Formal Review of Academic Accommodation Plans
Senate approved procedures for Academic Accommodation and Access for Undergraduate Students with a Disability which have been in effect since August, 2011. The procedures encourage informal resolution of academic accommodation issues whenever possible. When issues or difficulties arise between an instructor and an undergraduate student around appropriate academic accommodation that cannot be resolved informally, the procedures provide a formal review process for helping to resolve such issues.

As of April 9, 2014, zero (0) formal review requests were submitted for resolution under the procedures for the 2013-14 reporting period.
Classroom Accessibility Upgrades
In 2013-14, Facilities Management:
- installed height adjustable tables in every bookable classroom on campus;
- installed new accessible signage and a room identification tag on each table; and
- exchanged many older tables with lower metal supports with new tables without lower supports to help facilitate collaboration for individuals in wheelchairs with other students.

Residence Priority Access Request for Students with Disabilities
Students with disabilities wishing to live in residence may submit Priority Access Requests (PAR)\(^1\) to single residence or Family Housing based on accessibility needs and/or due to environmental barriers.

For fall 2013, Residence received 51 PAR applications and 34 applications were approved. 9 PAR applications were not approved and 7 students cancelled their PAR applications. One PAR application was approved, however, the student was put on a waitlist due to all rooms already being assigned.

Update on the Advisory Committee’s Priorities and Key Activities

1) Development of Academic Accommodation Procedures for Graduate Students
One of the Advisory Committee’s main priorities for 2013-14 was to finalize the draft Academic Accommodation and Access Procedures for Graduate Students with Disabilities. In collaboration with the Faculty of Graduate Studies, the Advisory Committee led the research, drafting, and consultation processes to finalize the procedures.

These new procedures:
- provide information for individuals with disabilities related to applying for admission to graduate programs at the university;
- include the processes used by the RCSD including timelines and documentation requirements for requesting academic accommodation;
- 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.

\(^1\) The residence priority access policy, including eligibility criteria and other supporting documentation is available at: [https://housing.uvic.ca/winter/PAR%20Info%20Sheet.pdf](https://housing.uvic.ca/winter/PAR%20Info%20Sheet.pdf)
Senate approved these procedures at its April, 2014 meeting and the procedures take effect on May 1, 2014. UVic is the second Canadian university to implement academic accommodation procedures specifically for graduate students. The Advisory Committee will continue to guide the implementation of these procedures in 2014-15.

2) **Presentation on Autism Skyward Proposal**

The Advisory Committee invited Mr. Joseph Sheppard, Chair of the Society for Students with a Disability, to present an overview of a program proposal for students on the autism spectrum. *Autism Skyward: a University Transition Program for Students on the Autism Spectrum* is “a multi-domain university support intervention aimed at assisting students with autism from the moment of entering university to work placement”.

The purpose of this program is to provide a “structure of effective supports for students with autism beginning with a welcome orientation and successful job placement.” The program recognizes the specialized supports students with autism require in order to “succeed in an academic or workplace setting.”

“The core organization of the proposal is constructed around six domains. Each domain is designed to build capacity in a core quality of life factors. The domains are:

1. academic achievement
2. job preparation
3. social involvement
4. supports acquisition
5. self-actualization; and
6. health optimization.”

3) **Survey of Students with Disabilities**

The Advisory Committee has undertaken preliminary background work to lead the development of a broad survey of students with disabilities in order to help assess related programs, services and other supports across campus. Over the summer and early fall of 2014, Advisory Committee members will undertake the following activities:

(a) review related assessment activities at other comparable post-secondary institutions
(b) conduct a literature review of publicized studies related to analysis of students with disabilities in campus environments
(c) meet with key stakeholders to develop survey themes and potential draft questions
(d) finalize intended outcomes of the survey
(e) develop the draft survey instrument
(f) consult with students, faculty and staff on the draft survey instrument
(g) confirm intended survey recipients and demographic information
(h) seek approval of the survey project from the University Human Research Ethics Board

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(i) develop a marketing and communications plan
(j) conduct the survey
(k) review and analyze data collected through survey
(l) report survey findings to key stakeholders

4) **Summary of Academic Concession Issues from Ombudsperson and Equity and Human Rights Offices**
   The Ombudsperson and Equity and Human Rights Office collaborated to prepare an overview of issues that intersect the request for academic concession (RAC) process and the Policy AC1205 for the Advisory Committee. This report identified several process issues for students with disabilities using the RAC process and posed several related questions for the Advisory Committee to consider moving forward.

5) **Feedback on Student Mental Health Strategy Implementation**
   The Advisory Committee reviewed and provided feedback on the university’s Student Mental Health Strategy (SMHS) including considerations for implementing the strategy and ways the Advisory Committee could assist with several of the strategy’s key initiatives. The Advisory Committee will continue to provide recommendations to support the implementation of the SMHS.

6) **Forum for discussion and presentations**
   The Advisory Committee served as a forum for its members to discuss and highlight projects and initiatives occurring across campus in support of students with disabilities. Throughout 2013-14, materials and presentations on accessibility, accommodations and services for students with a disability were provided at Advisory Committee meetings.

   The following table provides an overview of presentations and educational materials circulated at 2013-14 Advisory Committee meetings:

   **Chart 3: Presentations and Educational Materials from 2013-14 Meetings**

<table>
<thead>
<tr>
<th>Presentations at Advisory Committee Meetings</th>
<th>Sample of Educational Materials and Resources Circulated to Advisory Committee Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>National College Health Assessment Survey Results</td>
<td>Student Mental Health Strategy</td>
</tr>
<tr>
<td>Autism Skyward Program Proposal</td>
<td>Let’s Talk Mental Health Roundtable promotional materials</td>
</tr>
<tr>
<td>RCSD Update and Introduction to the Learning Assistance Program</td>
<td>Autism Skyward Discussion Paper</td>
</tr>
<tr>
<td>Summary of Academic Concession Issues from Ombudsperson and EQHR Offices</td>
<td></td>
</tr>
<tr>
<td>Online Academic Community and Accessibility</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX ‘A’

ADVISORY COMMITTEE ON ACADEMIC ACCOMMODATION AND ACCESS FOR STUDENTS WITH DISABILITIES

Membership List - 2013-14

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Jim Dunsdon, Chair</td>
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<td><a href="mailto:avpsa@uvic.ca">avpsa@uvic.ca</a></td>
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<td>Committee Support</td>
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</tr>
</tbody>
</table>
At its meeting on April 10, 2014, the Senate Committee on Academic Standards approved for recommendation to Senate a proposal regarding timely declaration of majors for the Faculties of Science, Social Sciences and Humanities (attached).

**Recommended Motion**

That Senate approve:
- the statement entitled Declaring a Program proposed by the Faculty of Social Sciences for inclusion in the undergraduate academic calendar, effective May 1, 2015;
- the statement entitled Declaring a Program proposed by the Faculty of Science for inclusion in the undergraduate academic calendar, effective May 1, 2015; and
- the statement entitled Declaring a Program proposed by the Faculty of Humanities for inclusion in the undergraduate academic calendar, effective May 1, 2015.

Respectfully submitted,

**2013/14 Senate Committee on Academic Standards**

Heather Raven (Chair), Faculty of Law  
Eva Baboula, Faculty of Fine Arts  
Stan Bardal, Division of Medical Sciences  
Laurie Barnas, Associate Registrar  
Nav Bassi, Convocation Senator  
Sara Beam, Faculty of Graduate Studies  
Rosaline Canessa, Faculty of Social Sciences  
Lauren Charlton, Registrar  
Nikolai Dechev, Faculty of Engineering  
David Harrington, Faculty of Science  
Cindy Holder, Associate Dean Academic Advising (HUMS, SCIE, SOSC)  
Susan Karim, Student Senator  
Catherine Mateer, Associate Vice-President Academic Planning (President's nominee)  
Norah McRae, Director, Cooperative Education and Career Services  
Ariel Mishkin, Undergraduate Student  
Michael Nowlin, Faculty of Humanities  
Yianni Pappas-Acreman, Student Senator  
Tim Pelton, Faculty of Education  
Abdul Roudsari, Faculty of Human and Social Development  
Richard Rush, Division of Continuing Studies  
Brock Smith, Peter B. Gustavson School of Business  
Reeta Tremblay, Vice-President Academic and Provost  
Jason Walters, Graduate Student  
Carrie Andersen, Associate University Secretary (Secretary)
The University of Victoria is highly unusual in not requiring students in Humanities, Science or Social Sciences to declare their intended program until just prior to graduation. The problems that delaying declaration can pose for students, and the potential benefits of earlier declaration were first noted in 2007, and have been confirmed in the intervening period. In Spring 2012 the Faculties of Humanities, Science and Social Sciences undertook a review of regulations and practices regarding program declaration in these Faculties. As a result of this review, which included an examination of declaration practices at comparator institutions and a review of literature on student engagement and retention, the Faculties concluded that promoting declaration of major at the end of first year is a crucial strategy for engaging students and supporting them in the achievement of their highest potential.

In response to comments on an earlier version of this proposal from the Senate Committee on Academic Standards and the Senate Committee on Learning and Teaching, the Faculties have developed a comprehensive implementation plan for establishing timely declaration of program for students within their Faculties. This plan has been produced through wide consultation regarding the calendar changes, technological supports, academic supports and services, and coordination across academic and student services required for successful implementation. As part of this plan, the Faculties of Science and Social Sciences recommend that the calendar entries treating declaration of program in their Faculties be amended to make declaration of program mandatory at the end of first year and the Faculty of Humanities recommends that the calendar entries treating declaration of program in their Faculty be amended to make declaration of program mandatory at the end of second year, all as of May 2015.

**Purpose**
The recommended changes to the Faculties’ calendar entries are key elements of the implementation plan for establishing timely declaration of program. Timely declaration will support the University’s strategic goals of achieving current enrolment targets while ensuring a diverse, high quality student body; and supporting students in ways that allow them to achieve at their highest level through:

- enhancing students’ capacities to choose and execute a plan of study that is well-suited to their needs, interests and goals
- enhancing institutional capacity to engage students and provide meaningful connections with University personnel, programs, resources and services
- enhancing the effectiveness and accessibility of advising and other academic support

**Expected Impact**
Mandatory declaration of program at the end of first year is expected to:

- enhance student identification and engagement with their academic departments and schools
- enable departments and schools to reach out more effectively to support and engage students
- ensure that all eligible year students in Humanities, Science and Social Sciences have access to automated degree auditing
- enable the development of a comprehensive framework for coordinating and delivering information about programs and co-curricular opportunities in Humanities, Science and Social Sciences
- enhance the effectiveness of existing advising services
- enable the development of new advising programs and services specifically targeted to students in the first and second year
ensure that academic units have timely, relevant information and support for first- and second- year programming and outreach

Rationale
Permitting students to delay declaration until late in their academic career poses significant risks for students and for the institution. In contrast, declaring their intended program early in their academic career can benefit students significantly.

Insofar as mandatory declaration facilitates engagement with students and encourages early utilization of advising, it can serve as an effective tool in supporting students and promoting meaningful engagement with faculty and staff.

Considerations
For timely declaration to be feasible for all students barriers to declaration (such as the requirement that students satisfy the AWR prior to declaration) must be removed.

To ensure that students experience the declaration process as accessible, supportive and effectively managed, the implementation plan calls for the development an online portal through which students will declare and change their intended program of study.

It is critical to engage in communication with students about the purpose and goals of timely declaration, and to ensure that students understand that their program of choice can be changed at any time. Faculty and staff in the academic units, the Academic Advising Centre, the Office of the Registrar, in other Faculties and in other Student Affairs units must understand the purpose and implementation of timely declaration and be able to guide students appropriately.

Timeline
September 2014 - Barriers to declaration and associated calendar changes will be initiated, with a copy of the Request for Degree Program form (RDP) made available online.

May 2015 - New calendar making program regulations regarding declaration come into effect. Submission of request for declaration through an online portal will be available for all students in the Faculties of Humanities, Science and Social Sciences who have completed at least 12.0 units.

Assessment
Information will be collected throughout the implementation to determine the effects of these changes on the volume of students declaring and the programming that has been enabled and initiated by student declaration. This information will be used to help determine the effectiveness of existing implementation for the achievement of the proposal’s goals. If the data show that the proposed changes do not lead to a significant shift in the proportion of students following the mandatory policies of the Faculties of Humanities, Science and Social Sciences, the Tri-faculties will consider revising their policies to include enforcement, in accordance with faculty and Senate procedures.

Thank you for your interest and support.

Catherine Mateer PhD AVP
Academic Planning

Committee Members:
Catherine Mateer AVP Academic Planning
Joel Lynn Executive Director, Student Services
Michael Webb Associate Dean, Social Sciences
Sikata Banerjee Associate Dean, Humanities
Kathryn Gillis Associate Dean, Science
Cindy Holder Associate Dean, Advising-Humanities, Science and Social Science
Lauren Charlton Registrar
Susan Corner Director, Academic Advising
Carrie Andersen Associate University Secretary
Kailyn Sherk Client Account Manager, UVic Online Systems
Wendy Taylor Client Account Manager, UVic Online Systems
Timely Program Declaration in the Faculties of Humanities, Science and Social Sciences:

Background and Explanation of Proposed Changes

April 7, 2014

A. Background

Prior to June 2002, declaration of program in the Faculties of Humanities, Science and Social Sciences was mandatory at the end of second year. In July 2002 this was changed to permit students to delay declaration of program until they applied to graduate. One unintended consequence of this change was that declaration of program was no longer characterized or perceived as a necessary and normal aspect of successful progression towards completion of the degree, and many students began delaying declaration of program until just prior to graduation.

In October 2007 the Office of the Registrar prepared a briefing document that included a survey of declaration practices at other post-secondary institutions in Canada. That survey found that UVic was unusual in not requiring students to declare a program prior to their third year. In the intervening period, the difference between UVic and other institutions in this regard has become more pronounced. Of the sixteen universities other than UVic surveyed in 2007, only UVic, Thompson Rivers University and the University of Western Ontario (now Western Ontario University) permitted students to delay declaration until fourth or subsequent year. In the intervening period, Western Ontario University has changed its practice. Students there are now required to file an Intent to Register form that designates a program study at the end of first year, and in every year subsequently. Thompson Rivers University still permits students to delay declaration; however all third and fourth year students are required to consult with a program adviser about their choice of upper level courses prior to registration. A recent survey of declaration practices at ten universities other than UVic found that all ten required upper year students either indicate their intended program of study, or have their proposed upper level course selection reviewed. Based on these surveys, UVic is well outside normal institutional practice in permitting upper year students in the Faculties of Humanities, Science and Social Sciences to delay declaration of program until graduation.

In 2009 a discussion paper on ‘Student Retention at the University of Victoria’ prepared by the Student Retention Working Group of the Enrolment Planning Committee noted that

Earlier program declaration options, along with strategies to build affinity with faculties and departments, have the potential to strengthen students’ sense of connection to their disciplines. As well, closer student relationships with academic units create conditions in which students at risk may be recognized and/or more inclined to seek help.

In 2012 UVic’s Strategic Plan identified encouraging earlier declaration of program as a key strategy for realizing the university’s objectives with respect to teaching and learning. Subsequent to this a small working group on the timing of student declaration led by the Associate Vice President, Academic Planning produced a discussion paper that recommended earlier declaration of program for students in the Faculties of Humanities, Science and Social Sciences.
In September 2012 a proposal to require students in the Faculties of Humanities, Science and Social Sciences to declare a program at the end of first year was considered by the Senate Committee on Academic Standards and the Senate Committee on Learning and Teaching. In the subsequent discussion there was strong support in both Committees for earlier declaration of major in these Faculties. However, many of those present spoke to the need for more information about how the proposal would be implemented.

In response to feedback from these committees, the Faculties, under the direction of the Associate Vice President, Academic Planning, undertook a systematic review of program declaration processes and policies pertaining to Humanities, Science and Social Sciences students. This review focused on the barriers to declaration the students currently experience, the potential impacts and opportunities of earlier timing of declaration, and the steps that would be required to establish timely declaration as the normal practice among the Faculties’ students. Short, medium and long-term steps necessary to implement timely declaration of program were identified. The Faculties, in consultation with the Academic Advising Centre, the Office of the Registrar, Student Affairs and the Faculties’ academic units, began developing a plan for implementation.

The resulting implementation plan was brought to the Senate Committee on Learning and Teaching for review in November 2013. The comments from Committee members who were present indicated general support for the proposal. In January 2014 the Faculties and the Academic Advising Centre, in consultation with the Office of the Registrar, began the process of removing barriers to declaration. In late February and early March 2014 each of the Faculties held declaration of major events to raise awareness of the value of program declaration and provide students with opportunities to ask questions and access advising about programs of interest. In late March 2014 the Faculties of Science and Social Sciences adopted motions at their respective Faculty meetings recommending that the University calendar be amended to make declaration of program mandatory at the end of first year. On April 1 the Faculty of Humanities approved a motion making program declaration mandatory at the end of second year. All of these changes are intended to take effect as of May 2015.

UVic context

At present, only 7% of second-year students in the Faculties of Humanities, Science and Social Sciences have declared a program, and only 40% of third-year students have declared a program (see Appendix). This means a substantial majority of students do not make a formal commitment to a program until late in their time at UVic. As noted earlier, requiring earlier program declaration would strengthen students’ sense of commitment to their department and program. Knowing who their students are also will enable departments and schools to reach out more effectively with efforts to enhance student engagement and support.

Students who have not declared a program also cannot access a CAPP report (an automated degree audit). This means that 60% of third-year students in these Faculties cannot access automated degree auditing. Even among fourth-year students, 15% have not declared a program and cannot access a CAPP report even at this late stage in their program (see Appendix). Instead, these students must keep track of progress towards degree completion manually, either on their own or through appointments with Undergraduate Advisers in the academic unit or with Academic Advisers in the Academic Advising Centre.

Students who keep track of their progress on their own or through Undergraduate Advisers in the academic units are at a much higher risk than students who have access to CAPP reports of misunderstanding how the courses they have taken relate to Faculty and University
requirements (such as the requirement that a minimum number of credits be taken in another Faculty, or the requirement that a minimum number of a upper-level credits must be taken at UVic.) Keeping track of progress through appointments with Academic Advisers in the Advising Centre reduces this risk substantially; however the fact that a program has not been declared limits the time that is available within these appointments for advising beyond degree auditing. Upper-year students who have not declared cannot take advantage of quick check-in appointments at locations outside the Advising Centre, such as the Learning Commons.

Historically, many academic units have used conditions on declaring a program such as the requirement that students satisfy the Academic Writing Requirement (AWR) or have achieved a minimum grade in a lower-level course, as a mechanism for ensuring that registration in upper-level courses is limited to those who have adequate preparation. In fact, whether a student is able to register in a course depends on whether the course has pre-requisites for registration that the student has met; being declared in a program is only relevant to registration if being declared in the program is a pre-requisite. Placing conditions on declaration is thus not an effective way to ensure that students in upper level courses have adequate preparation. The most effective way to limit registration in courses to students who have adequate preparation is to impose relevant pre-requisites.

In recognition of this, and to facilitate more timely declaration of program, most academic units in the Humanities, Science and Social Sciences have issued standing permission to declare all students who have attained first-year standing without further conditions having to be met, and have undertaken curriculum reviews to determine whether and where pre-requisites should be added to upper-year courses to address the question of preparation.

These efforts to remove barriers to declaration have made it possible for most students in the three Faculties to declare their program at the end of first year. Remaining barriers will be removed after Senate approval of the Faculties' revised calendar entries.

B. Rationale for Timely Program Declaration

Benefits to students
Declaring their intended program as soon as possible has significant benefits for students:

- enhance student identification and engagement with their academic departments and schools
- enable departments and schools to reach out more effectively to support and engage students
- many academic units have scholarships that are only available to students who have declared a program in that unit
- access to CAPP reports makes it easier for students to plan for and make informed decisions about co-curricular opportunities such as international exchange or co-op
- access to CAPP reports makes it less likely that students will make mistakes about when and whether they are eligible to graduate
- being exposed to CAPP reports earlier in their careers enhances students’ capacities to make effective use of the reports in later years and recognize for themselves when and whether the report must be adjusted
an expanded pool of students with access to CAPP reports makes it possible to offer an expanded range of CAPP-based advising programs and appointments

**Increased Utilization of Advising Services**

The experience of institutions that have a firm deadline by which students must declare a program is that the approach of the deadline spurs students to engage with advising services. In this, mandatory declaration can serve as an effective tool in promoting meaningful student engagement with faculty and staff in academic units, and can help to connect students to academic advising. Both of these – meaningful engagement with academic units and connection to advising – have been linked to students’ persistence and success in the literature on student retention. The earlier that this engagement and connection is promoted, the greater its potential impact on persistence and success.

**Enhanced Capacity for Engaging Students**

Establishing a standard timeframe within which students in Humanities, Science and Social Sciences make decisions about their intended program will enhance the University’s capacities to engage and support students by:

- providing a framework within which to develop and implement a model of student advising and support that begins with recruitment
- providing a framework within which to develop and reinforce connections between academic units and first-year students
- facilitating the development of a wider range of advising resources and programs
- enhancing academic units’ capacities to identify the full range of students who are eligible for and may benefit from scholarships and other program-related opportunities
- enhancing academic units’ capacities to identify students who may benefit from information about minors, certificates, etc
- enhancing institutional capacity to identify students who require additional support in completing the required elements of their program of study

**Enhanced Effectiveness of Advising Services**

Mandatory advising, such as automatic review of registration for upper-level courses, is not feasible at the University of Victoria. Given this reality, it is extremely important that all students have access to a CAPP report by their third year of studies. This is especially the case in programs that are highly structured and/or in which the sequencing of courses is important to timely progress towards completion.

Ensuring that all eligible students in Humanities, Science and Social Sciences have access to CAPP reports will also significantly contribute to the Faculties goals of improving the range, quality and accessibility of advising services for undergraduate students by:

- promoting earlier engagement with advising
- facilitating early education about and familiarity with differences between central advising and advising in academic units
- facilitating the development of targeted programming
- enabling more efficient delivery of advising services both in academic units and in central advising
- making it easier to identify students who are experiencing challenges in the successful completion of degree requirements
• making it easier for academic unit advisers to explain opportunities for and implications of modifying programs by e.g. adding minors or certificates

Earlier declaration of program will also improve advising for students who are interested in or can benefit from adding or combining programs, and from co-curricular activities such as international exchange and co-op by increasing awareness of these opportunities and enhancing students’ understanding of how minors, certificates and co-curricular opportunities may be effectively integrated into a plan of study.

The inclusion of the “exploratory” category has significant potential to enhance students’ use of and benefit from advising, as this category creates a mechanism for connecting students with information and programming that help them understand options and come to a decision. The exploratory category also provides a framework for developing advising services, both in the Academic Advising Centre and in the academic units, for students who choose to identify their program of study in the second year.

**Students intending to transfer to another Faculty or institution after second year**

Some students enroll in Humanities, Science, or Social Sciences intending to transfer to a program in another UVic Faculty (e.g., social work, commerce) after completing lower-level coursework. These students will declare their program in one of the Tri-Faculties as “preparatory”, and will be required to identify a backup program of interest in case they do not transfer out as originally intended. Students who initially declare preparatory and do not transfer out will be required to declare a program in the Tri-Faculties after completion of 27.0 units.

**Consistency with The University of Victoria’s Strategic Plan**

Timely program declaration supports Objective 12 of *A Vision for the Future: Building on Excellence*, UVic’s 2012 Strategic Plan:

To ensure that our undergraduate and graduate programs of teaching and learning are of the highest quality, responsive to intellectual developments and student needs, inclusive, and organized around best practices in teaching and learning.

Timely program declaration is identified as one mechanism for achieving this objective:

12d) encourage an early declaration of degree programs so students will connect to an academic unit early in their studies and improve the options for switching degree programs.

Requiring program declaration after completion of 12.0 units (in Science and Social Sciences) or 27.0 units (in Humanities) will help students connect to an academic unit early in their studies, and the creation of an online mechanism will make it easier for students to switch degree programs if desired.

By enhancing the effectiveness of academic advising, timely program declaration also supports the achievement of Objective 16:

To support the student experience by building a comprehensive and integrated student service environment focused on anticipating and meeting the needs of our increasingly diverse student body.

Key strategies:

16b) develop and implement an integrated array of responsive student services that anticipate and meet the needs of our diverse student body (housing, financial aid, academic advising, counselling, etc), both for on-campus and distance students [emphasis added]
C. Critical Elements of Timely Program Declaration

Permitting declaration prior to completion of the AWR
For it to be possible for students to declare their intended program at the end of first year they must be permitted to declare prior to satisfying the AWR. Although it is academically best for students to complete the AWR in their first year of studies, and it is academically undesirable for students to leave satisfaction of the AWR until their last year, this is outweighed by the negative consequences of denying students permission to declare. This is especially the case given that many students are unable to satisfy the AWR for reasons outside of their control.

The development of an online portal for declaration and change of program
In order to achieve the goals of establishing a culture of timely declaration of program it will be necessary to ensure that students experience the declaration process as accessible, supportive and effectively managed. To this end the Faculties have undertaken to develop, in collaboration with the Academic Advising Centre, the Office of the Registrar, and University Systems, an online portal through which students will declare and change their intended program of study. This portal will be constructed and open to students by May 2015.

Communication
In order to achieve the goals of student retention and achievement of milestones toward program completion, it will be critical to engage in communication with students about the purpose and goals of timely declaration. It is also essential that students understand that their program of choice can be changed at any time. Undergraduate advisers in the academic units and the Academic Advising Centre need to understand the requirement and be able to guide students appropriately. Earlier declaration, on its own, will not effect the benefits anticipated. It will, however, allow the university and academic units to engage in practices and communication that will support student retention and success.

Assessment and Enforcement
It will be important to understand how the requirement for timely declaration is understood and responded to by students prior to determining what form of enforcement is appropriate for this requirement. A detailed analysis of student behavior with respect to program declaration and associated efforts by academic units and the Academic Advising Centre to support timely declaration will be undertaken jointly by the three faculties, the Office of the Registrar, and the Academic Advising Centre. This analysis will inform discussions about whether and what enforcement mechanisms are appropriate for failure to declare within the prescribed timeframe. If the faculties decide additional mechanisms are required, any proposal for the development and application of an enforcement mechanism will be brought back to appropriate Senate Committees and to Senate for approval.

Proposed Timeline
May 2014 – Current students in their third and fourth year who have not yet declared a program will be contacted and encouraged to declare their program before the end of summer.

September 2014 - Barriers to declaration will be removed (most units have already agreed to waive those requirement pending calendar changes) and calendar changes will be submitted to formalize the removal and, in some cases, convert requirements for program declaration into prerequisites for progression through programs. The Request for Degree Program form (RDP) will be made available online so students do not need to submit a paper copy to the AAC.
May 2015 – New calendar regulations making program declaration mandatory come into effect. A portal will be open for students in Humanities, Science and Social Sciences to submit a request to declare program online.

Appendix

<table>
<thead>
<tr>
<th>Tri-faculty Students, Declared and Undeclared, by Year of Standing, March 20, 2014</th>
<th>Social Science</th>
<th>Science</th>
<th>Humanities</th>
<th>Trifac</th>
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<td></td>
<td>Headcount</td>
<td>Percent</td>
<td>Headcount</td>
<td>Percent</td>
</tr>
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<td>51%</td>
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<td><strong>4th year</strong> Enrolment</td>
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<td>1486</td>
<td>83%</td>
<td>815</td>
<td>84%</td>
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<tr>
<td>Undeclared</td>
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<td>17%</td>
<td>154</td>
<td>16%</td>
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<td>232</td>
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<td>379</td>
<td>62%</td>
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<td>1196</td>
<td>96%</td>
<td>593</td>
<td>92%</td>
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</table>
Proposed Draft Calendar Entry for Humanities:

Declaring a Program

All students registered and continuing in the Faculty of Humanities may file a Request to Declare Program (RDP) once they have attained second year standing (credit for at least 12.0 units). Students must submit a RDP to the Academic Advising Centre after completion of 27.0 units (normally at the end of their second year) and before registering for subsequent courses. Other program options are available (see below).

The Academic Advising Centre will review the RDP and update the student’s record. Once this process has been completed the student will have access to an online degree audit (Curriculum Advising and Program Planning [CAPP] report).

Students who satisfactorily complete the program of courses outlined in their CAPP report and who meet all University graduation requirements will be eligible to be granted their degree, upon submission of an Application to graduate. Students should be aware that some combinations of requested programs may not be possible or permitted.

Students may change their program at any time by submitting a Program Change Request to the Academic Advising Centre.

- Students who are visiting from another institution are not required to declare a program. This includes incoming exchange students.
- Transfer students who enter the University with 27.0 or more units of transfer credit must declare a program before their first registration at UVic. Transfer students may file a RDP once they have attained second year standing (credit for at least 12.0 units). Transfer students who enter the University with fewer than 27.0 units of transfer credit must declare a program after completion of 27.0 units of combined UVic and transfer credit.
- Students who intend to declare an Honours program must do so by following the requirements outlined in the Calendar entry for that program. Until an application to an Honours program has been approved by the unit offering the program and submitted to the Academic Advising Centre, the student must declare a major program.
- Students seeking to complete a Certificate or Diploma must declare their program in accordance with program instructions.
Proposed Draft Calendar Entry for Social Sciences

Declaring a Program

All students registered and continuing in the Faculty of Social Sciences must submit a Request to Declare Program (RDP) to the Academic Advising Centre after completion of 12.0 units (normally at the end of first year) and before registering for subsequent courses.

Students who have completed 12.0 units but are still exploring program options may declare their program as Exploratory before registering for subsequent courses, in which case they will be required to identify two possible program areas. Students who declare their program as Exploratory must declare a specific program no later than after completion of 27.0 units (normally at the end of second year) and before registering for subsequent courses. Other program options are available (see below).

The Academic Advising Centre will review the RDP and update the student’s record. Once this process has been completed the student will have access to an online degree audit (Curriculum, Advising and Program Planning Report [CAPP Report]). CAPP degree audit reports are not available for students who have selected an Exploratory or Preparatory program (Preparatory program is defined below).

Students who satisfactorily complete the program of courses outlined in their CAPP report and who meet all university graduation requirements will be eligible to be granted their degree, upon submission of an Application to Graduate.

Students should be aware that some combinations of requested programs may not be possible or permitted.

Students may change their program at any time by submitting a Program Change Request to the Academic Advising Centre.

- Students who are visiting from another institution are not required to declare a program. This includes incoming exchange students.
- Students who have completed 12.0 units and who intend to change to another Faculty (excluding Humanities and Science) or institution may declare their program as Preparatory before registering for subsequent courses, in which case they must also identify one possible program area in the Faculty in which they are registered. Students who declare their program as Preparatory and do not transfer to another Faculty or institution must declare a specific program no later than after completing 27.0 units.
- Transfer students who enter the university with 12.0 or more units of transfer credit must declare a program before their first registration at UVic. Transfer students who enter the university with fewer than 12.0 units of transfer credit must declare a program after completion of 12.0 units of combined UVic and transfer credit.
- Students who intend to declare an Honours program must do so by following the requirements outlined in the Calendar entry for that program. Until an application to an Honours program has been approved by the unit offering the program and submitted to the Academic Advising Centre, the student must declare a major program.
- Students seeking to complete a Certificate or Diploma must declare their program in accordance with program instructions.
Proposed Calendar Entry for the Faculty of Science

Declaring a Program

All students registered and continuing in the Faculty of Science must submit a Request to Declare Program (RDP) to the Academic Advising Centre after completion of 12.0 units (normally at the end of first year) and before registering for subsequent courses.

Students who have completed 12.0 units but are still exploring program options may declare their program as Exploratory before registering for subsequent courses, in which case they will be required to identify two possible program areas. Students who declare their program as Exploratory must declare a specific program no later than after completion of 27.0 units (normally at the end of second year) and before registering for subsequent courses. Other program options are available (see below).

The Academic Advising Centre will review the RDP and update the student’s record. Once this process has been completed the student will have access to an on-line degree audit (Curriculum, Advising and Program Planning (CAPP) report). CAPP degree audit reports are not available for students who have selected an Exploratory or Preparatory program (Preparatory program is defined below).

Students who satisfactorily complete the program of courses outlined in their CAPP report and who meet all university graduation requirements will be eligible to be granted their degree, upon submission of an Application to Graduate.

Students should be aware that some combinations of requested programs may not be possible or permitted.

Students may change their program at any time by submitting a Program Change Request to the Academic Advising Centre.

- Students who are visiting from another institution are not required to declare a program. This includes incoming exchange students.
- Students who have completed 12.0 units and who intend to change to another Faculty (excluding Humanities and Social Science) or institution may declare their program as Preparatory before registering for subsequent courses, in which case they must also identify one possible program area in the Faculty in which they are registered. Students who declare their program as Preparatory and do not transfer to another Faculty or institution must declare a specific program no later than after completing 27.0 units.
- Transfer students who enter the University with 12.0 or more units of transfer credit must declare a program before their first registration at UVic. Transfer students who enter the university with fewer than 12.0 units of transfer credit must declare a program after completion of 12.0 units of combined UVic and transfer credits.
- Students who intend to declare an Honours program must do so by following the requirements outlined in the Calendar entry for that program. Until an application to an Honours program has been approved by the unit offering the program and submitted to the Academic Advising Centre, the student must declare a major program.
• Students seeking to complete a Certificate or Diploma must declare their program in accordance with program instructions.
The Senate Committee on Agenda and Governance nominations sub-committee met on April 17, 2014 to consider appointments to the 2014/15 Senate committees.

The sub-committee approved the appointments for consideration and recommendation to Senate which are indicated in bold text in the attached document.

Most new members are being appointed for 3-year terms from July 1, 2014 to June 30, 2017. Committee chairs and student members are being appointed for one-year terms from July 1, 2014 to June 30, 2015.

**Motion:** That Senate approve the appointments to the 2014/2015 Senate committees for the terms indicated in the attached document.

**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
Tracie Smith, Library
Reeta Tremblay, Vice-President Academic and Provost
Michael Webb, Social Sciences *
Carrie Andersen (Secretary) *

*Members of the nominations sub-committee

Attachment
## 2014-2015 Senate Committees

### Senate Committee on Academic Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Faculty or Department</th>
<th>Term</th>
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<tbody>
<tr>
<td>Heather Raven (NS) (Chair)</td>
<td>Law</td>
<td>2016 (2010)</td>
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<tr>
<td>Michael Nowlin (NS)</td>
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<tr>
<td>Rosaline Canessa (S)</td>
<td>Social Sciences</td>
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<td>Trisalyn Nelson to replace Rosaline during her leave - Jan 1 – Jun 30/15</td>
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<td>David Harrington (NS)</td>
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<td>Convocation Senator</td>
<td>2015 (2012)</td>
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<td>Carrie Andersen (Secretary)</td>
<td>Associate University Secretary</td>
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(S) Senator  
(NS) Non-Senator
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<th>Term</th>
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<td><strong>Kenneth Stewart (Chair) (NS)</strong></td>
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<td>Leslee Francis Pelton to serve as Acting Chair from July 1 – Dec 31/14 Matt James to replace Kenneth while on leave Jul 1 – Dec 31/14</td>
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<td>Cindy Holder (NS)</td>
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<td>Anne Heinl (NS)</td>
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<td><strong>David O’Brien (NS)</strong></td>
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<td>Registrar</td>
<td>(ex officio)</td>
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<td>Associate Registrar</td>
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<tr>
<td>Tim Haskett (NS)</td>
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<td><strong>Kathleen Hume (Secretary)</strong></td>
<td>Secretary to the Associate Registrar</td>
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<tr>
<td><strong>Patricia Konkin (Secretary)</strong></td>
<td>Undergraduate Admissions and Records</td>
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(S) Senator  
(NS) Non-Senator
### Senate Committee on Agenda and Governance

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<tr>
<th>Name</th>
<th>Faculty or Department</th>
<th>Term</th>
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<tr>
<td>Jamie Cassels (Chair) (S)</td>
<td>Chair of Senate</td>
<td>(ex officio)</td>
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<tr>
<td>Tracie Smith (S)</td>
<td>Library</td>
<td>2015 (2012)</td>
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<td>Vice-Chair of Senate</td>
<td>(ex officio)</td>
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<tr>
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<td>Vice-President Academic and Provost</td>
<td>(ex officio)</td>
</tr>
<tr>
<td>Julia Eastman (S)</td>
<td>University Secretary</td>
<td>(ex officio)</td>
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(S) Senator  
(NS) Non-Senator
## Senate Committee on Appeals

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<th>Term</th>
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<td>Mark Gillen (Chair) (S)</td>
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<td>Frank van Veggel (NS)</td>
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(S) Senator  
(NS) Non-Senator
## Senate Committee on Awards

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<td>John Walsh (S)</td>
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<td>Chair, Faculty of Graduate Studies Awards Committee</td>
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<td>Yvonne Rondeau (NS)</td>
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(S) Senator  
(NS) Non-Senator
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<td>Hua Lin (NS)</td>
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<td>Nilanjana Roy (NS)</td>
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<td>Roy Nam (S)</td>
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<td>2015 (2013)</td>
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(S) Senator
(NS) Non-Senator
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<td>Wanda Hurren (NS)</td>
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<td>LillAnne Jackson (NS)</td>
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<td>Lynne Van Luven (NS)</td>
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<tr>
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<td>Human &amp; Social Development</td>
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<td>Michael Webb (S)</td>
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(S) Senator  
(NS) Non-Senator
# Senate Committee on Honorary Degrees and Other Forms of Recognition

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<td>Evert Lindquist (NS)</td>
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<td>Kathy Sanford (NS)</td>
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<td>Sikata Banerjee (S)</td>
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<td><strong>Rebecca Grant (S)</strong></td>
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<td>Ian Case (NS)</td>
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(S)  Senator  
(NS) Non-Senator
# Senate Committee on Learning and Teaching

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<td>David Leach (NS)</td>
<td>Fine Arts</td>
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<td>Jeannine Moreau (NS)</td>
<td>HSD</td>
<td>2016 (2013)</td>
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<td>Kurt McBurney (NS)</td>
<td>Medical Sciences</td>
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<td><strong>Florin Diacu (S)</strong></td>
<td>Science</td>
<td>2017 (2014)</td>
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<td><strong>Ben Lukenchuk (S)</strong></td>
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<td>2015 (2012)</td>
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<td>2015 (2013)</td>
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<td>Pia Russell (NS)</td>
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<tr>
<td>Paul Stokes (NS)</td>
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<td>(ex officio)</td>
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<td>Norah McRae (NS)</td>
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<td>(ex officio)</td>
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<tr>
<td>Teresa Dawson (NS)</td>
<td>Director, Learning and Teaching Centre</td>
<td>(ex officio)</td>
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(S) Senator  
(NS) Non-Senator
## Senate Committee on Libraries

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<td><strong>Daniel Brendle-Moczuk</strong></td>
<td>Librarian selected by Faculty Association Librarians’ Committee (FALC)</td>
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<td>Chief Information Officer</td>
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<td>Ken Cooley (NS)</td>
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(S) Senator  
(NS) Non-senator
### Senate Committee on Planning

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<td>Office of the Vice-President Academic and Provost</td>
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(S)  Senator  
(NS) Non-Senator
# Senate Committee on University Budget

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<td>Esther Sangster-Gormley (S)</td>
<td>HSD</td>
<td>2016 (2013)</td>
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<td>Doug Baer (S)</td>
<td>Social Sciences</td>
<td>2017 (2011)</td>
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<td>Cory Shankman (S)</td>
<td>Student Senator</td>
<td>2015 (2014)</td>
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<td>Cathy McIntyre (S)</td>
<td>Convocation Senator</td>
<td>2015 (2012)</td>
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<td>Jamie Cassels (S)</td>
<td>Chair of Senate</td>
<td>(ex officio)</td>
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<td>Carrie Andersen (Secretary)</td>
<td>Associate University Secretary</td>
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(S) Senator  
(NS) Non-Senator
The Senate Committee on Agenda and Governance met on April 17, 2014 to consider revisions to the terms of reference for the Senate Committee on Admission, Re-registration and Transfer. Details of the proposed revisions are set out in the attached documents.

During discussion of the proposed revisions, committee members agreed that the terms of reference should be modified to clearly state current roles and responsibilities; however, committee members also agreed that approval of this revision should not preclude discussion of the roles and responsibilities related to graduate student appeals in the context of the larger Faculty of Graduate Studies governance review.

**Recommend Motions**

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

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)
Memo

Date: March 28, 2014

To: Members of Senate

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

Re: Proposed revision of SCART terms of reference

At the March 25, 2014 meeting of SCART, the committee considered a proposal to revise the committee's terms of reference. These proposed changes clarify the roles of SCART and the Faculty of Graduate Studies regarding issues admission, re-registration, and transfer for graduate students. Attached to this memo are the proposed changes and a description of the rationale for these changes.

Recommended Motion:

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

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

Historically, SCART has dealt with issues relating to admission, re-registration, and transfer for undergraduate students, while these issues for graduate students have been dealt with by the Faculty of Graduate Studies (FGS). It was recently recognized that this practice is not consistent with the existing SCART terms of reference, which do not distinguish between undergraduate and graduate students.

The proposed changes to the SCART terms of reference to rectify this situation were developed in consultation with Dean Capson and Associate Dean Wilson of FGS. A basic consideration in developing these changes is that there are essential differences between the undergraduate and graduate student populations, so the policies and procedures regarding issues of admission, re-registration, and transfer for these two populations should also be distinct.

The proposed revisions to the SCART terms of reference formally place responsibility for considering admission, re-registration, and transfer appeals from graduate students within FGS. Furthermore, changes to policy and procedure in these areas affecting graduate students will be recommended to SCART by FGS. Senate oversight of the appeals process in FGS will be maintained through an annual report which identifies (i) the number of appeals considered by FGS, including the number of successful and unsuccessful appeals, and (ii) a description of the process by which the appeals decisions were made. The revised terms of reference also explicitly state that the two student senators on the committee be undergraduate students.
SENATE COMMITTEE ON ADMISSION, RE-REGISTRATION AND TRANSFER
TERMS OF REFERENCE

The Committee shall:

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

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

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

3. After consultation with the Senate Committee on Academic Standards, recommend to the Senate regarding the appropriate policies and procedures to be used in granting admission, re-registration and transfer of credit to students. Recommendations regarding policies and procedures affecting graduate students will be made to the Committee by the Faculty of Graduate Studies.

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

5. 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.

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

7. The Faculty of Graduate Studies will rule on admission, re-registration and transfer appeals related to graduate students. The Faculty of Graduate Studies will provide the Committee with an annual report in October that includes an outline of the process for making appeal decisions, and a summary of the number of graduate appeals heard by general category together with the number of appeals accepted and the number rejected.

Composition
- six (6) regular faculty members, one of whom shall serve as Chair of the Committee, and one of whom shall serve as Vice-Chair (voting)
- the President or nominee (ex officio, voting)
- two (2) undergraduate student members of Senate (voting)
- one (1) student appointed upon nomination by the UVSS (voting)
• the Associate Dean, Academic Advising (Faculties of Science, Social Sciences, and Humanities) (ex officio, non-voting)
• the Director or equivalent of an Advising Centre from a faculty other than Humanities, Science and Social Sciences, or designate (ex officio, non-voting)
• the Director of Counselling Services or designate (ex officio, non-voting)
• the Registrar (ex officio, non-voting)
• the Associate Registrar (ex officio, non-voting)
• the university representative to the B.C. Council on Admission and Transfer, Transfer and Articulation Committee (ex officio, non-voting)

Total membership - 16 (10 voting members)

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

Committee Procedures

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

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

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

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

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

11.13. The Vice-Chair shall chair the Committee in the event the Chair is absent or has a conflict of interest with an appellant.

12.14. A record of the minutes of meetings and decisions made by the Committee shall be kept in the Office of the Registrar as well as a record of policy decisions to support consistency in its decisions.

Annual Report to Senate

13.15. The Committee’s annual report to Senate shall contain the following information:

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

i) the report from the Faculty of Graduate Studies described in section 7; and

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

14.16. The Committee may request further information from the Faculty of Graduate Studies following receipt of the report described in section 7.

Appeal Procedures

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

16.18. Normally, grounds for appeal are limited to:

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

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

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

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

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

19.21. The Committee will consider all the documentation presented and will make a final decision on the application. The decision may be appealed to the Senate Committee on Appeals only on the grounds of specific procedural error.

Approved by Senate December 1, 1976
Revised April 1, 1992
Revised November 4, 1992
Date: April 11, 2014
To: Senate
From: Prof. Mark Gillen, Chair, Senate Committee on Appeals
Re: Senate Committee on Appeals Annual Report for 2013/14

The terms of reference for the Senate Committee on Appeals require that the Chair provide an annual report to Senate at its May meeting. This report covers the 2013/2014 academic year.

Appeals Received

The Senate Committee on Appeals considered no academic appeals in 2013/14. At the time of submission of this report, one appeal was under review to determine whether it falls within the jurisdiction of the committee.

The committee has not received any non-academic misconduct appeals since introduction of the Resolution of Non-Academic Misconduct Allegations Policy in 2011.

Recommendations

The committee has no recommendations for Senate based on its work in 2013/14.

Conclusion

I would like to conclude by thanking all members of the Senate Committee on Appeals. The work of this committee is very important to the just operation of the university and your contributions are greatly appreciated.

2013/14 Senate Committee on Appeals

Mark Gillen, Chair, Law
Deborah Begoray, Education
Sikata Banerjee, Vice-Chair, Humanities
Patricia Kostek, Fine Arts
Doug Baer, Social Sciences
Pavan Arora, Student Senator
Nadia Hamdon, Student Senator
Nav Bassi, Convocation Senator
Rebecca Grant, Business
Peter Wild, Engineering
Esther Sangster-Gormley, HSD
Frank van Veggel, Science
Gweneth Doane, Graduate Studies
Kelsey Mech, Student Senator
Hiteshi Sharma, GSS Representative
Carrie Andersen, Associate University Secretary
TO: Secretary of Senate  
University Secretary’s Office  

DATE: April 15, 2014

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

RE: Awards Recommended to Senate for Approval

The Senate Committee on Awards recommends that the Senate approves and recommends to the Board of Governors the following awards:

*Administered by the University of Victoria Foundation
Additions are underlined  
Deletions are struck through

UNIVERSITY OF VICTORIA YOUTH IN CARE AWARD (NEW)
Up to five awards are given to students in their first undergraduate degree program. To be eligible for this award, students must demonstrate financial need and be a resident of British Columbia, who is living or has lived as a youth in care in British Columbia under one of the following conditions as defined by the Child, Family and Community Service Act (CFCSA):

- a Continuing Custody Order pursuant to sections 41 (1) (d), 42.2 (4) (d) or (7) or 49 (4), (5) or 10 (a) of the Act for a minimum of one year
- an Agreement with Youth pursuant to section 12.2 of the Act
- a Transfer of Custody Order pursuant to section 54.1 of the Act

The award covers up to 8 terms of funding or the terms required for completion of a first degree, whichever comes first, to cover actual tuition costs (excluding mandatory fees). Students who transfer to UVic from a university or college to complete their first undergraduate degree and meet all eligibility criteria will be considered for the award. Applicants must submit the application form, including the Release of Information consent form required to confirm eligibility, to Student Awards and Financial Aid by the application deadline of June 30th.

SCHOOL OF PUBLIC HEALTH AND SOCIAL POLICY STUDENT AWARD* (REVISED)
One or more awards are given to undergraduate students in the School of Public Health and Social Policy who are single parents from Western Canada. Preference is given to students with demonstrated financial need.
ROBERTA TAYLOR SCHOLARSHIP* (NEW)
A scholarship is awarded to an undergraduate student in the School of Social Work who is participating in either on-campus or distance education programs. Preference will be given to a mature student returning to school with a young family.

ELIAS MANDEL PRIZE FOR STUDY ABROAD IN HISPANIC AND ITALIAN STUDIES* (NEW)
One or more prizes are awarded to undergraduate students in the Department of Hispanic and Italian Studies to assist with tuition costs and/or travel costs relating to studying abroad through courses, field schools or programs offered or recognized by the department. The Department of Hispanic and Italian Studies will nominate the recipients of these prizes.

SOCIAL SCIENCES INDIGENOUS STUDENT SCHOLARSHIP* (NEW)
Up to four scholarships are awarded annually to Indigenous students, domestic or international, registered in an undergraduate program in the Faculty of Social Sciences. The Faculty of Social Sciences Awards and Recognition Committee will nominate the recipients. Recipients will be selected on the basis of their commitment to education (50%) and their financial need (50%). Applicants must provide a letter describing their commitment to education and financial need. Commitment to education is defined broadly, and can be demonstrated in a variety of ways including but not limited to personal academic performance or perseverance, or support for education in the community. The application will be available each year through the Student Awards and Financial Aid Office.

DONALD AND EVELYN MACLEAN SCHOLARSHIP (NEW)
An annual scholarship of $2,500 is awarded to an undergraduate female student raising a child (or children) as a single parent.

DRYDEN SCHOLARSHIP FOR STUDENTS WITH A DISABILITY (NEW)
A $1,000 scholarship is awarded to a student with a physical disability or a learning disability in an undergraduate program in the Faculty of Education on the basis of academic performance. Preference will be given to a student with demonstrated financial need.

VERA ALLEN TRAVEL AWARD FOR MEDICAL SCIENCES* (NEW)
One or more travel grants will be awarded to graduate students in the Division of Medical Sciences who will be presenting their thesis work as a first author on the scientific abstract, at a national or international scientific conference. The award will support travel to conferences outside of British Columbia. Preference will be given to PhD students. Master’s students will be eligible in the event no PhD students qualify. Students must apply for this award through the Division of Medical Sciences. The application deadline is Sept. 21st annually. Selection of the recipient or recipients will be made by the Graduate Admissions and Awards Committee, upon the recommendation of the Head, Division of Medical Sciences in consultation with the Division’s nomination committee.

ROBIN & SYLVIA SKELTON SCHOLARSHIP (NEW)
An annual scholarship of $1,000 is awarded to an academically outstanding graduate student in the Department of Writing who has demonstrated creative achievements and has participated in extra-curricular activity within the arts community. Selection will be made by the Graduate Awards Committee upon the recommendation of the Department of Writing.
ECONOMICS ALUMNI UNDERGRADUATE SCHOLARSHIP (NEW)
An annual scholarship of $500 is awarded to a student who has completed the degree requirements for a Major or Honours BA or BSc in Economics. Selection is based upon academic performance in fourth year Economics courses.

50TH ANNIVERSARY ENGINEERING ENTRANCE SCHOLARSHIP (NEW)
A scholarship of $1,000 is awarded annually to an academically outstanding student entering the University of Victoria from a Canadian secondary school who is pursuing an undergraduate degree in the Faculty of Engineering.

50TH ANNIVERSARY FINE ARTS ENTRANCE SCHOLARSHIP (NEW)
A scholarship of $1,000 is awarded annually to an academically outstanding student entering the University of Victoria from a Canadian secondary school who is pursuing an undergraduate degree in the Faculty of Fine Arts.

50TH ANNIVERSARY PETER B. GUSTAVSON SCHOOL OF BUSINESS ENTRANCE SCHOLARSHIP (NEW)
A scholarship of $1,000 is awarded annually to an academically outstanding student entering the University of Victoria from a Canadian secondary school who is pursuing an undergraduate degree at the Peter B. Gustavson School of Business.

50TH ANNIVERSARY EDUCATION ENTRANCE SCHOLARSHIP (NEW)
A scholarship of $1,000 is awarded annually to an academically outstanding student entering the University of Victoria from a Canadian secondary school, college, or university who is pursuing an undergraduate degree in the Faculty of Education.

50TH ANNIVERSARY VIKES ENTRANCE SCHOLARSHIP (NEW)
A scholarship of $1,000 is awarded to an academically outstanding undergraduate student who is entering the University of Victoria directly from a Canadian secondary school and who has demonstrated excellence in extramural athletics. Award recipients will be selected on the basis of work ethic, commitment and performance criteria by the Director of Athletics and Recreation in consultation with the Manager of Athletics.

50TH ANNIVERSARY SOCIAL SCIENCES ENTRANCE SCHOLARSHIP (NEW)
A scholarship of $1,000 is awarded annually to an academically outstanding student entering the University of Victoria from a Canadian secondary school who is pursuing an undergraduate degree in the Faculty of Social Sciences.

50TH ANNIVERSARY SCIENCE ENTRANCE SCHOLARSHIP (NEW)
A scholarship is awarded to an academically outstanding student entering the University of Victoria from a Canadian secondary school who is pursuing an undergraduate degree in the Faculty of Science.
50TH ANNIVERSARY HUMANITIES ENTRANCE SCHOLARSHIP (NEW)
A scholarship of $1,000 is awarded annually to an academically outstanding student entering the University of Victoria from a Canadian secondary school who is pursuing an undergraduate degree in the Faculty of Humanities.

50TH ANNIVERSARY HUMAN AND SOCIAL DEVELOPMENT ENTRANCE SCHOLARSHIP (NEW)
A scholarship of $1,000 is awarded annually to an academically outstanding student entering the University of Victoria from a Canadian secondary school who is pursuing an undergraduate degree in the Faculty of Human and Social Development.

UNDERLINGS SCHOLARSHIP (NEW)
A $1,000 scholarship is awarded to an academically outstanding undergraduate student in the Department of Linguistics. Preference will be given to a student who is pursuing a concentration in Indigenous Languages.

TSI’TSU’WU’TUL AWARD (NEW)
A $500 award is given to a graduating undergraduate or graduate Indigenous student who has overcome significant obstacles. The award is given out in both June and November and recipients will be honoured at the Indigenous Recognition Ceremonies. Recipients will be nominated by the Office of Indigenous Affairs.

ANNUAL GIVING STUDENT SCHOLARSHIP (REVISED)
A scholarship of $1,000 is awarded to an academically outstanding undergraduate or graduate undergraduate, graduate or graduating student who is a current Annual Giving student employee and who has worked a minimum of 48 hours in that position. Applications may be obtained from the Annual Giving office and must be submitted to them by April 30th. In the case of a graduate student scholarship, selection will be made by the Graduate Awards Committee upon the recommendation of the Annual Giving Office. In the case of an undergraduate student scholarship, selection will be made by the Senate Committee on Awards upon the recommendation of the Annual Giving Office.

ANN GIBSON BIOMEDICAL ENGINEERING SCHOLARSHIP (NEW)
One or more entrance scholarships will be given to students entering the B.Eng program in the Faculty of Engineering from a Canadian secondary school who have expressed an interest in pursuing biomedical engineering. Along with the Faculty of Engineering admissions requirements, successful candidates will also have completed Biology 12.
Lori Nolt

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

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

Re: 2014 Cycle 2 Curriculum Submissions

All curriculum submissions are available for viewing by Senate on its SharePoint site using the following link: https://share.uvic.ca/usec/senate/default.aspx. Under ‘Senate Meeting Agendas and Materials’ and then ‘2013-2014 Senate meeting materials’ select ‘Curriculum Changes effective Sep 1, 2014’.

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

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

Members of the Committee
Chair Tim Haskett
Vice-Chair Leslee Francis-Pelton
Vice-President Academic and Provost Reeta Tremblay
President, or nominee Gary MacGillivray

Faculty Curriculum Chairs
Business David McCutcheon
Education Wanda Hurren
Engineering LillAnne Jackson
Fine Arts Lynne van Luven
Humanities Veronica Pacini-Ketchabaw
Law Tim Haskett
Humanities Tim Haskett
Science Kathy Gillis
Social Sciences Michael Webb

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

Senate Committee on Academic Standards Representatives
Chair Heather Raven
Student Senator Susan Karim

NON-VOTING
Office of the University Secretary Carrie Andersen
Associate University Secretary

Office of the Registrar
Registrar Lauren Charlton
Associate Registrar Kathleen Boland
Director, Graduate Admissions & Records Bert Annear
Calendar Editor Bernard LaVie
Committee Secretary Jill Carruthers

Director of Co-operative Education and Career Services, or designate Andrea Giles
The Senate Committee on Learning and Teaching met on September 13, 2013, October 7, 2013, November 18, 2013, January 20, 2014, February 17, 2013 and April 14, 2014. The committee is scheduled to meet again on May 12, 2014.

The Senate Committee on Learning and Teaching has considered a number of issues over the course of the year related to teaching and learning matters at the university and across the province.

University of Victoria Learning Outcomes

The committee devoted much of its effort in 2013/14 to the development of University of Victoria Learning Outcomes, an initiative it began in the 2012/13 academic year. Throughout the year, the committee engaged in discussions regarding learning outcomes and learning and teaching goals and values. In order to move the initiative forward, a sub-committee was tasked with drafting institution-wide learning outcomes, conducting consultations and reporting to the committee as a whole. The committee considered the learning outcomes proposal at its October 7, November 18, January 20, February 17 and April 14 meetings. The sub-committee held meetings on October 9, 2013, October 31, 2013, November 27, 2013, January 14, 2014, January 29, 2014 and February 26, 2014.

The purpose of university-wide learning outcomes is to articulate the learning outcomes students will have the opportunity, and are encouraged, to achieve during their education at the university. The learning outcomes include a broad range of high level skills that are relevant across disciplines. They provide clear guidance about the skills and capacities students can expect to achieve as part of their UVic education, without imposing any prescriptive requirements on how these will be delivered.

The University of Victoria Learning Outcomes were presented to Senate for information and feedback at its April 4, 2014 meeting. The proposal will be submitted to Senate for approval at its May 2, 2014 meeting.
Procedures for Academic Accommodation and Access for Graduate Students with Disabilities

At the November 18, 2013 meeting, the committee provided feedback on the Procedures for Academic Accommodation and Access for Graduate Students with Disabilities being developed by the Office of the Vice-President Academic and Provost, Student Affairs and the Faculty of Graduate Studies. Committee members expressed support for the procedures, and engaged in a discussion of practical matters related to implementation of various aspects of the procedures.

The procedures were presented to Senate for information and feedback at its February 7, 2014 meeting.

Report from CES Advisory Committee

The committee received reports from the Course Experience Survey (CES) Advisory Committee at its November 8, 2013 and February 17, 2014 meetings. At the February 17, 2014 meeting, the committee received a detailed report on implementation of the new CES system. Committee members asked questions about the implementation plan and provided feedback on proposed communications to faculty, staff and students. At the April 14, 2014 meeting, committee members reviewed and discussed a report from the Vice-President Academic and Provost regarding implementation of the new CES system. Committee members agreed to follow the implementation of the new CES system through the 2014/15 academic year.

Online Academic Community

At the October 7, 2013 meeting, the Chief Information Officer provided a presentation on the Online Academic Community. He presented an overview of the initiative, discussed how it works and what features are available. Committee members expressed support for the initiative and provided feedback.

Turnitin Update

At the October 7, 2013 meeting, the Associate Vice-President Academic Planning provided a report on the use of Turnitin on campus. Committee members reviewed the report and engaged in a preliminary discussion regarding possible alternatives to the Turnitin service.

Baccalaureate Graduates Survey

As part of its work to develop university-wide learning outcomes, the committee received a report on the Baccalaureate Graduates Survey at the November 18, 2013 meeting. The committee discussed the surveys that are conducted two and five years after graduation and were provided information on recent responses from UVic graduates.

Student Success Initiatives

At the January 20, 2014 meeting, the Vice-President Academic and Provost provided a report to the
committee on student success initiatives at the university. She reviewed the institution-wide approach being taken to student success and provided information on various initiatives being undertaken. Committee members provided feedback to the Provost and engaged in a discussion of the issue.

Timely Declaration of Majors

At the November 18, 2013 meeting, the committee reviewed a proposal regarding timely declaration of majors. The Associate Dean of Social Sciences and the Associate Vice-President Academic Planning presented the proposal. Committee members were in support of the proposal, but had a number of questions regarding implementation. Committee members provided feedback on the proposal and made suggestions for issues to be considered further.

BC Campus Open Textbook Presentation

At the February 17, 2014 meeting, the committee was joined by Mary Burgess from BC Campus, who provided a presentation on the open textbook project.

All of which is respectfully submitted,

2013-14 Senate Committee on Learning and Teaching
Janni Aragon (Chair), Social Sciences
Andreas Bergen, Graduate Student
Teresa Dawson, Director, Learning and Teaching Centre
Gweneth Doane, Graduate Studies
Peter Driessen, Engineering
Kayleigh Erickson, UVSS Representative
Dale Ganley, Peter B. Gustavson School of Business
Kathy Gaul, Faculty of Education
Valerie Gonzales, Alumni Association
Nadia Hamdon, Undergraduate Student
Linda Hannah, Convocation Senator
Lucia Heffelfinger Orser, Student Senator
Robert Howell, Law
Mark Laidlaw, Science
David Leach, Fine Arts
Catherine Mateer, Associate Vice-President Academic Planning
Kurt McBurney, Medical Sciences
Norah McRae, Director, Co-op Education and Career Services
Jeannine Moreau, Faculty of Human and Social Development
Rebecca Raworth, McPherson Library
Caron Rollins, McPherson Library
Richard Rush, Continuing Studies
Paul Stokes, Chief Information Officer
Scott Woodcock, Humanities
Carrie Andersen, Associate University Secretary (Secretary)
Since the 2012/13 academic year, the Senate Committee on Learning and Teaching has engaged in discussions regarding learning outcomes and learning and teaching goals and values. After conducting a thorough review of the issue and initiatives already in place at UVic, the committee embarked on development of updated university-wide learning outcomes. To reaffirm prior Senate intent, the purpose of published university-wide learning outcomes is to articulate the learning outcomes students will have the opportunity, and are encouraged, to achieve during their education at the University of Victoria. These learning outcomes should include a broad range of high level skills that are relevant across all disciplines. They should provide clear guidance about the skills and capacities students can expect to achieve as part of their UVic education, without imposing any prescriptive requirements on how these will be delivered. Faculties, units and programs will interpret these outcomes in ways that are discipline-specific, using the university-wide learning outcomes as guide posts for developing program-specific and course-specific learning outcomes. Students in different programs will therefore achieve these outcomes in different ways according to the appropriate standards of their respective fields of study.

Following its thorough analysis and consultation, including consultation with Senate at its April 4, 2014 meeting, the Senate Committee on Learning and Teaching is now recommending approval of an updated and revised set of university-wide learning outcomes. If approved, the revised Learning Outcomes will replace the Generic Goals of a University Education which are currently published in the academic calendar.

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

*That Senate approve the University of Victoria Learning Outcomes, effective immediately;*

**AND**

*That Senate approve inclusion of the University of Victoria Learning Outcomes in the academic calendar, effective September 1, 2014;*

**AND**

*That Senate approve that the Generic Goals of a University Education be removed from the academic calendar, effective September 1, 2014.*

Respectfully submitted,

2013/14 Senate Committee on Learning and Teaching

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**The Current Canadian Context**

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

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

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

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

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

The Current BC Context

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

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

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

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

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

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

- Institutions must have a commitment to continuous improvement.

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

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

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

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

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

Nested Learning Outcomes at UVic

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

1. the development of learning outcomes for programs (and or parts of programs) as a crucial first step in the process of program design or redesign during the curricular retreats facilitated by the Learning and Teaching Centre at the request of individual deans, directors or chairs;
2. the self-reported results of the recent campus-wide Quality Exercise;
3. leadership by the professional schools in developing measurable learning outcomes to meet national and or international accreditation standards;
4. and the development and publishing of core and discipline-specific competencies for co-op education in every degree program.

Each of these is outlined in more detail below.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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8 See Appendix B for the historical UVic Senate record regarding the development and implementation of generic university wide goals, approved in principle in October 1998.
The Senate Committee on Learning and Teaching also analyzed and built on other university initiatives focused on: the program outcomes work of academic units resulting from curricular review retreats, the Quality exercise results and the development of core competencies in Co-op, as described above.

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

Proposal

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

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

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

University of Victoria Learning Outcomes

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

Intellectual, academic and practical skills in:

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

Personal and social responsibility capacities:

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

These goals are achieved through:

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

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

MEMORANDUM
UNIVERSITY OF VICTORIA
Office of the President
February 5, 1998

To: Members of the University Community
From: David F. Strong, Chair
The Planning and Priorities Committee

Re: Draft Generic and Essential Goals of an University Education

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

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

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

The Committee sees this document as a first step in a continuing dialogue. The Committee decided to include graduate studies and to develop objectives that would fulfill this recommendation. In brief, the five goals are to learn, to think, to communicate, to discover, and to continue learning. The attached report expands on these five goals and includes a comment section and issues of implementation.

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

David F. Strong, Chair
Planning and Priorities Committee

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

INTRODUCTION:

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

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

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

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

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

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

OBJECTIVES OF UNDERGRADUATE AND GRADUATE EDUCATION AT THE UNIVERSITY OF VICTORIA

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

This objective encourages the development of programs that use various modes of communication, including students who cannot spend any or all of their time (e.g., physical handicap or the fragility of their financial status) on campus, this objective challenges the University to meet these goals through the expanded use of distributed learning.

ISSUES OF IMPLEMENTATION:
1. For some faculties this objective may be pursued by including oral and written communication and collaborative skills in particular required courses, while others may offer it by use of a portfolio requirement.

2. To further this objective the assistance of colleagues, the Learning and Teaching Centre, Computing Services, and the Library should be enlisted to provide a greater number of faculty members and administrative and technical staff with insight into the benefits of web searching, list servers, and constructing and utilizing web sites and other similar innovations for instructional purposes. The assistance of the Division of Continuing Studies and the Learning and Teaching Centre should be sought to ensure that more faculty members are introduced to the potential for distributed learning in their disciplines.

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

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

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

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

ISSUES OF IMPLEMENTATION:
1. In order to communicate to undergraduate students...
To LEARN ◦ TO THINK ◦ TO DISCOVER ◦ TO COMMUNICATE ◦ TO CONTINUE LEARNING

2. Faculties and departments should consider ways and means of providing the opportunity for all undergraduate students to engage in at least one research or creative expression project, whether individual or collective in character.

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

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

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

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

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

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

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

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

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

Respectfully submitted,
Dr. Mary-Wynne Ashford
Dr. Chris Barnes
Mr. David Clode
Dr. Evelyn Cobley
Dr. Penny Coddington
Ms. John Fraser
Ms. Sherry MacLeod
Ms. Morag MacNeil
Dr. Jim McDavid
Prof. John McLaren
Dr. Bruce More
Dr. Don Rowlatt
Dr. David Strong
Dr. Nancy Turner
Dr. Renée Warburton
January 23, 1998
MEMORANDUM

TO: Senate

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

RE: Essential and Generic Goals of a University Education

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

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

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

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

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

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

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

To: Members of Senate

From: Planning and Priorities Committee

Dr. Mary Wyane Ashford
Dr. Chris Barnes
Mr. David Clode
Dr. Evelyn Cobley
Dr. Peany Codling (Chair)
Mr. Chris Conway
Ms. Sherry MacLeod
Ms. Meera MacNeil
Dr. Jim McDavid

Dr. Bruce More
Dr. Don Bowlett
Dr. Buz Taberrot
Dr. Martin Taylor
Dr. Nancy Turner
Dr. Rennie Warborton
Ms. Anita Zemler

Re: Generic Goals of a University Education

February 2, 1999

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

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

Generic Goals of a University Education

A. Higher Learning

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

B. Habits of Thought

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

C. Discovery and Creativity

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

D. Forms of Communication

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

E. Extended Learning

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

Learning Outcomes and Quality Assurance


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


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


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


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


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


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


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


**Co-op competencies**


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


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

**Australia**


**Hong Kong**


UK

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

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


Date: 8 April 2014

To: Julia Eastman, University Secretary

From: Simon Devereaux, Chair, Senate Committee on Libraries

Re: 2013-14 Annual Report of the Senate Committee on Libraries

The Senate Committee on Libraries (SCL) has met four times to date during the 2013-14 academic year and is scheduled to meet once more. The SCL has addressed several issues during the past academic year:

1. We have reviewed the SCL’s revised Terms of Reference as a committee of the Senate.

2. We have undertaken a detailed review of the present state of the Libraries’ budget, with a view to identifying potential areas of concern during an era of continuing anxieties and difficulties as to available financial resources.

3. We have revisited, and considered progress with respect to: e-collections; de-accession policies and procedures; and shelving and space planning in the Mearns Centre/ McPherson Library.

4. We have reviewed the Libraries’ revised Operational Plan.

5. We have reviewed Open Access policies and procedures.

6. We received a presentation from the Library Postdoctoral Fellow (Matt Huculak) outlining the Libraries’ historic role as a repository of unique print resources.

Finally, the SCL continues to delight in the associated accomplishments of UVic Libraries, their staff, and the university community at large. Of particular note this past year was the public display (in conjunction with the Thomas Fisher Rare Book Library, University of Toronto) of all four of the First Shakespeare Folios during the “Shakespeare Onstage Offstage” event in September-October 2013.
**Membership**

During the 2013-14 academic year, the Senate Committee on Libraries (SCL) comprised the following members:

<table>
<thead>
<tr>
<th>Faculty Representatives</th>
<th>Ex-officio members</th>
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<tbody>
<tr>
<td>Simon Devereaux, Graduate Studies (Chair)</td>
<td>Jonathan Bengtson, University Librarian</td>
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<td>Miranda Angus, Continuing Studies</td>
<td>Neil Campbell, Associate University Librarian, Law (until Dec 2013)</td>
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<tr>
<td>Colin Bennett, Social Sciences</td>
<td>Ken Cooley, Associate University Librarian, Reference and Collection Management Services</td>
</tr>
<tr>
<td>Colleen Clement, Graduate Students’ Society</td>
<td>Catherine Mateer, Associate Vice-President Academic, Academic Planning (President’s nominee)</td>
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<td>Peter Constabel, Council of Centre Directors</td>
<td>Paul Stokes, CIO, University Systems</td>
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<td>Tom Fyles, Science</td>
<td>Jaqui Thompson, Secretary, University Librarian’s Office (until spring 2014)</td>
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<tr>
<td>Dale Ganley, Business</td>
<td>Sheila Cresswell, Secretary, University Librarian’s Office (from spring 2014)</td>
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<td>Matthew Hammer, UVic Students’ Society</td>
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<td>Allana Lindgren, Fine Arts</td>
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<td>Michael Nowlin, Humanities</td>
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<td>Wolff-Michael Roth, Education</td>
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<td>Tracie Smith, Faculty Association Librarians Committee</td>
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<td>Leigh Anne Swayne, Medical Sciences</td>
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<tr>
<td>Deborah Thoun, Human and Social Development</td>
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<td>Kai Wu, Engineering</td>
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Simon Devereaux, Chair, Senate Committee on Libraries
At its meeting of 8 January 2014, the Senate Committee on Planning discussed and approved the Proposal for a Credit Diploma in First Nations Government and Administration. Revisions to the proposal were incorporated after the January Senate Committee on Planning meeting. 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 Diploma in First Nations Government and Administration, as described in the document “Proposal for a Credit Diploma in First Nations Government and Administration”, dated April 7, 2014, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.*

:مام

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

Dr. Reeta Tremblay
Dr. David Boag
Dr. Catherine McGregor
Dr. Victoria Wyatt
Dr. Anne Bruce
Dr. Ann Stahl
Ms. Emily Rogers
Ms. Norah McRae
Dr. Sarah Blackstone
Ms. Jess Gelowsky (Secretary)
Proposal for a Credit Diploma in First Nations Government and Administration

Offered by the School of Public Administration in the Faculty of Human and Social Development University of Victoria

Prepared by:

Evert Lindquist, Ph.D., Professor and Director, School of Public Administration
evert@uvic.ca 250-721-8084

Heather Kirkham, Program Manager, School of Public Administration
hkirkham@uvic.ca 250-721-8067

In Consultation with
Herb George (Satsan), (Former) President National Centre for First Nations Governance
Wet’suwet’en Hereditary Chief of the Frog Clan

and

Veda Weselake, Federal Executive in Residence School of Public Administration
Weselake@uvic.ca

Updated April 7, 2014
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Executive Summary

The School of Public Administration at the University of Victoria is presenting this proposal for a ten-course credit Diploma in First Nations Government and Administration for your review, comment, and support.

The purpose of the proposed program is to build capacity in the public services of First Nations’ governments, agencies, and communities by providing First Nations administrators with the knowledge, skills, and competencies needed for working in complex and demanding environments. The intention is to work closely with First Nations leaders in the development of the program to ensure that program design and content is closely aligned with First Nations needs and aspirations. Consultation with First Nations leaders is underway and will be ongoing throughout the development, implementation and delivery of the program.

While the program will be offered subject to funding and enrolments, it is critical to have an approved program of studies in place in order to seek funds from external sources and to market the program to potential clients (First Nations governments) and students.

Learners will be from First Nations governments, communities and organizations throughout BC. The typical student is expected to be a mid-career learner looking for a professional program of study that will support him or her in their job performance and career development. Most students would already be established in their careers as administrators in First Nations governments or organizations. Where possible, the School will market the program to specific governments and, under an educational services contract, enroll a group of students/administrators from one or more governments to enter a cohort. However, we would also accept individual students.

It is proposed that the program be delivered over 5 terms (2.5 years), with students registering for two courses per term. Delivery of the program will be primarily via online learning methods with at least two on campus or in community intensive workshop sessions of up to 5 days each. The program would be run on a cohort model with an anticipated enrolment of 20-25 First Nations administrators in each cohort.
Proposal for a Credit Diploma in 
First Nations Government and Administration

Offered by the School of Public Administration 
in the 
Faculty of Human and Social Development 
University of Victoria

A. Institutional and Program Identification

1. Credential to be Awarded:

Diploma in First Nations Government and Administration (FNGA)

The title recognizes the professional development needs of managers and administrators who are employed in governments and organizations that provide services to Aboriginal people and communities.

2. Location/Institution:

University of Victoria

3. School and Faculty offering the proposed Diploma:

The School of Public Administration, Faculty of Human and Social Development.

4. Anticipated program start date:

September 2015 (or as soon as resources allow)

5. Description of the Proposed Diploma in First Nations Government and Administration:

Overview

This proposed Diploma in First Nations Government and Administration will help build capacity for a well-educated public service within First Nations governments and organizations.

In British Columbia, First Nations exercise governance responsibilities under a variety of authorities including treaties and sectoral governance agreements. As more treaties and sectoral agreements are signed and First Nations governments take on new responsibilities for governance, service delivery, and economic development, there is an increasing need for First Nations public service administrators to be skilled and knowledgeable in strategic planning, governance, and management practices. Accordingly, there is a need for professional development programs to prepare current and future First Nations public service administrators. There is a need for specialized programs designed to address First Nations’ realities, legal and policy contexts, and aspirations.
The UVic Diploma program will provide high-quality, accredited professional development for First Nations administrators. The program of studies will prepare administrators to work in a variety of different environments and to establish and consistently maintain high levels of service to their communities, based upon leading edge best practices and public administration competencies specifically applied to First Nations community and government contexts.

**Background leading to this Program Proposal**

In 2007, the National Centre for First Nations Governance (NCFNG) and the UVic School of Public Administration developed a preliminary proposal for a Certificate Program, using monies obtained from the Aboriginal Special Project Fund (Ministry of Advanced Education), and the Ministry of Aboriginal Relations and Reconciliation (and the New Relationship Trust). Working under the guidance of a steering committee, the School used available funds to:

- Identify current and future competency and knowledge requirements for First Nation administrators in British Columbia
- Conduct research on First Nations programs in Western Canada (to identify competing and complementary programs, needs.
- Identify different approaches for learning and delivery of a Certificate program
- Identify options for developing a certification program designed for First Nations in British Columbia
- Develop recommendations for development of a Learning Council.
- Develop, deliver and evaluate two pilot credit courses for the Certificate program (delivered in February and March, 2008).
- Prepare a proposal for a new Certificate in First Nations Government and Administration, to be delivered by the School of Public Administration.

As a result of significant changes in the School of Public Administration, the program was temporarily put on hold. In particular, since 2008, the School assumed the management of two new graduate programs (Master of Arts in Dispute Resolution and Master of Arts in Community Development). These new programs, along with doubling the enrolments of the Master of Public Administration on campus and online programs, required the diversion of faculty and staff to handle the development and delivery of these graduate programs. These new graduate programs have been successfully launched and the School is pleased to return to the development and delivery of this program.

During consultations in the community and UVic this past year, we were strongly urged to consider developing a 10-course Diploma, rather than an 8-course Certificate. The School heeded this advice, which will provide a better fit for all the program content and will provide a full year of study at the undergraduate level.

**School resources:** We are fortunate to have acquired, at no direct cost to the University, the services of Ms. Veda Weselake, Federal Executive in Residence (February

---

1 Steering Committee Members:
- Herb George (Satsan), President, National Centre for First Nations Governance; Steering Committee Co-Chair
- Dr. Evert Lindquist, Professor and Director, School of Public Administration; Steering Committee Co-Chair
- Mel Bevan, Chief Negotiator for the Kitselas Treaty team and Hereditary Chief; Member, Executive Council, Northwest Treaty Nations
- Jerry Fontaine, Director of Indigenous Initiatives, Algoma University
- Allan Claxton, Chief, Tsawout First Nation
- Fran Hunt-Jinnouchi, Director, Office of Indigenous Affairs, UVic
- Dr. Leslie Brown, Professor, School of Social Work and Assoc. Dean of Research, Faculty of Human and Social Development, UVic
- Dr. Mary Ellen Purkis, Dean, Faculty of Human and Social Development, UVic
2013-February 2015). As part of her secondment from Aboriginal Affairs and Northern Development Canada (AANDC), Ms. Weselake will work with the School to develop, market, and implement the Diploma program. Ms. Weselake is an experienced senior government executive with a strong background in research, policy, negotiation and collaboration with First Nations and has expertise on a wide range of subjects directly relevant to First Nations governance and intergovernmental relations.

The Faculty of Human and Social Development has approved a renewal of the Canada Research Chair in Indigenous Governance. We have the support of the Dean for making one of the responsibilities of the Chair-holder to assist FHSD and the School of Public Administration in the development, implementation and delivery of programs.

The School of Public Administration has also identified as a faculty hiring priority, the need for an Aboriginal faculty member, who would assist with this program, as well as graduate programs in the School (MA in Dispute Resolution, MA in Community Development and MPA).

The School will also rely on experts and qualified sessional instructors from Aboriginal communities and from other UVic academic units, including faculty and Ph.D. students.

**Historical overview of First Nations Governance programs at UVic**

The School of Public Administration offered a successful 8-course credit Certificate in the Administration of Aboriginal Governance (CAAG) from 1990-98. This part-time program was delivered as a hybrid model. Students enrolled in two courses per term, studied by distance and attended three 5-day intensive on campus sessions for four terms (fall/spring over two academic years).

When the Indigenous Governance Program was started in 1999, the certificate program moved out of the School and was administered by IGOV. The program was re-titled to “Certificate in the Administration of Indigenous Governance“ (CAIG). The program of studies changed over the years, with the most recent version requiring four IGOV courses with the School contributing four ADMN 300 and 400-level courses (from the undergraduate curriculum of the School of Public Administration). This combination of courses allowed students to complete the most recent version of the CAIG certificate. The IGOV program has since made their graduate programs a priority and stopped offering the CAIG program in 2007.

Graduates of the CAAG and CAIG programs can ladder their courses into the School’s undergraduate Diploma in Public Sector Management program (DPSM). Upon completion of four more ADMN courses, students can earn the Diploma in Public Sector Management. Courses can also be laddered into other UVic programs. Some Certificate holders are still active students in the Diploma in Public Sector Management program.

A total of 105 students completed the CAAG and CAIG programs. Twenty-five percent of these graduates went on to further studies at UVic, including 20 who completed the Diploma in Public Sector Management and a further 7 who completed an undergraduate or graduate degree from UVic.

In the absence of the CAIG program, there is a gap for First Nations administrators seeking accredited undergraduate professional development courses. This proposed Diploma will fill that gap. The School sees this as an opportunity to revive, update and re-brand a professional development credit program that will build capacity in the First Nations public service.
6. Rationale and goals of the program

The Diploma in First Nations Government and Administration program will attract Aboriginal administrators and managers at different stages in their careers. These learners might be young people at the start of their careers, mid-career administrators, or mature learners re-entering the workforce or changing careers. It is most likely that the majority of students will be experienced mid-career professional managers. While studying on a part-time basis, these administrators will continue to work in their jobs. In the past, there have not been many professional development programs for community-based First Nations administrators. This is an emerging field, especially in British Columbia, where First Nations governance structures are changing as treaties and governance agreements are signed and First Nations implement and navigate the subsequent changes to First Nations authorities and administrations. Our intention is to develop courses and a delivery model based on culturally appropriate approaches to learning methods and workplace requirements for First Nations' administrators.

The proposed Diploma program will provide individual learners with key competencies designed to enhance work performance in First Nations contexts. It will also serve as gateway to further post-secondary education for learners who might not otherwise pursue post-secondary training. An estimated 70% of new jobs in Canada require post-secondary education or training. First Nations communities have young populations.² Recent information from Statistics Canada states:

“Almost one-half (48.4%) of Aboriginal people had a postsecondary qualification in 2011, including 14.4% with a trades certificate, 20.6% with a college diploma, 3.5% with a university certificate or diploma below the bachelor level, and 9.8% with a university degree.”³

Through our consultation process with First Nations organizations and governments, the Diploma program will:

- provide an opportunity for administrators and managers in First Nations communities to enhance their professional skills through accredited continued learning;
- provide access to accredited post-secondary training for both young administrative staff near the start of their careers and for older, mid-career administrators;
- encourage young Aboriginal learners to consider a career in the public service; and
- encourage learners to continue their post secondary studies in public administration or other disciplines

Accredited training in financial administration and program administration will build capacity in First Nations communities. These administrators will then be better equipped to successfully manage their community’s relationships with the federal, provincial, local and other First Nations governments, as well as their relationships within their own community and workplace.

7. Needs analysis survey and research on other programs in Western Canada

**Needs Analysis:** During earlier research for this proposal, the School of Public Administration conducted a needs analysis⁴ using telephone interviews and an online survey. Individuals contacted included 11 graduates of the CAAG/CAIG programs who

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² The Registered Indian population had a median age of 25 years in 2006, compared with 40 years for the non-Aboriginal population.

participated through phone interviews. Other participants were contacted via e-mail lists provided by the National Centre for First Nations Governance (NCFNG). An online survey was sent to 131 active e-mail addresses in First Nations organizations. The response rate was 38% (50 respondents).

Four key areas of management competencies were identified from the results of the online survey and telephone interviews:

1. governance,
2. management and administration skills,
3. strategic planning and community development, and
4. interpersonal skills.

Through further analysis of the data, course topics were identified and prioritized. This, along with new information gathered since the first proposal, will be taken into consideration as the School develops the courses and the overall program.

The survey included questions about the respondents’ preferred course delivery methods. While their first preference was for face-to-face delivery in their own communities or local colleges, they were also interested in a blended delivery method that includes distance delivery with on campus seminars. The program for the first cohort of learners will provide a blended model.

In addition to the needs analysis, the School of Public Administration consulted with leaders from First Nations organizations, specifically the Committee which advised on the pilot program. That Advisory Committee recommended, in addition to the topics noted above, that the program focuses on the following competencies:

1. human resource management,
2. financial management,
3. the public policy process and policy implementation, and
4. information management

Although this needs analysis was conducted in 2008, the School believes that the needs remain and that there is, in fact, increasing pressure to meet these needs through specialized programming. There have not been significant changes in the number and types of post-secondary credit programs that are available to First Nations administrators in BC.

Other programs in Western Canada: Our research on other programs for First Nations learners shows that this Diploma will offer a unique configuration of courses and delivery methods. In preparing this proposal, the School surveyed several universities and colleges that do offer courses on First Nations issues in diverse areas such as: history, law, anthropology, business, politics, entrepreneurship, ethics, leadership and community development. Governance, management and leadership topics are offered by professional associations or institutions such as the Local Government Leadership Academy (Union of B.C. Municipalities), the National Centre for First Nations Governance and the National Aboriginal Friendship Centre Program. Both the Banff School of Management and the Justice Institute of British Columbia offer programs that lead to certificates and/or diplomas, but none of these are university credit programs.

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The University of Northern British Columbia offers several programs on First Nations topics, including a 10 course certificate on First Nations Public Administration. This program is offered on campus and is intended for full-time learners. It differs from this proposed program because the UNBC program has a political science focus rather than an administration and management focus.

Camosun College offers several programs for Aboriginal students, including a program on Business Leadership, but the focus is not on government administration/public service.

The First Nations University of Canada (Saskatchewan) offers four campus-based Certificates in Administration and a 2-year Diploma in Administration. Courses from these programs can ladder into that University’s Bachelor of Administration degree.

Thompson Rivers University offers specialized financial management and economics Certificates. TRU has two six-course Certificate programs:

- the Certificate in First Nations Taxation Administration. This program’s objective is to develop capacity within First Nation tax administrations so that they can operate a tax system that provides the certainty and infrastructure necessary to attract investment to First Nations lands.\(^5\) ([http://www.tru.ca/distance/programs/bus_mgmt/fnta.html](http://www.tru.ca/distance/programs/bus_mgmt/fnta.html))

- the Certificate in First Nations Applied Economics. This program’s objective is to provide key foundational skills and knowledge for building First Nations economic infrastructure, including residential and commercial development.\(^6\)

The proposed Diploma program will include a course on financial management for administrators, but the program will focus on more general management and administration skills than the TRU programs. We will, therefore, complement the TRU programs. We anticipate that our courses can ladder into TRU degrees, including the Bachelor of Public Administration. We already have an arrangement where our ADMN courses count towards TRU’s degree programs and we will formalize an agreement with TRU about transfer credit after approval of the Diploma.

The Aboriginal Finance Officers’ Association of Canada has branched out to now offer courses for non-financial managers. The School of Public Administration has maintained contact and a positive working relationship with the AFOA. It is our intent, upon approval of this program, to seek acceptance of laddering of our courses into the Certified Aboriginal Professional Administrator (CAPA) program offered by the AFOA so that students can use their UVic credits towards the AFOA certificate.

Based on our research, the School of Public Administration’s DFNGA program will provide a unique curriculum to a specialized audience. Moreover, within British Columbia, there is no other program which duplicates the proposed UVic Diploma program.

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8. Anticipated contribution to the mandate and Strategic Plan of UVic

**Improved access for First Nations learners:** The UVic Strategic Plan\(^7\) recognizes need for the University to anticipate and plan for future student populations. A demographic change to the new and continuing student population is expected to shift from young adult (18 to 24 year old) learners to an increase in adult and continuing learners seeking to build expertise in areas directly relevant to current and possible future employment. The Diploma program will address First Nations needs for directly relevant, employment-oriented education and training. The Diploma meets the Strategic Plan’s Objective #3:

“To continue to increase the number of Indigenous students graduating from all faculties at UVic, building on our commitment to and our unique relationship with the First Peoples of Canada.”\(^8\)

**Delivery methods:** Objective #15 of the UVic Strategic Plan is as follows:

“To support a broad range of flexible course delivery options, including face-to-face, blended and distributed learning as part of the UVic tradition and as a mechanism for increasing access to higher education.

Key strategies:

15a) support the development of inclusive and flexible distributed and distance learning programs in national and international locations, when those initiatives support both student need and the academic priorities of the unit.

15b) integrate support for distributed and distance learning across the whole institution and provide professional development for faculty and staff in this area.”\(^9\)

Technological advances in course delivery methods have resulted in improved service and increased demand for distance learning. The School of Public Administration has 35 years of experience developing and delivering distance courses at the undergraduate level and for the last decade, at the graduate level. Building on that experience and expertise, the School will adapt current distance education practices to the needs of First Nations learners.

In addition to the online course delivery methods, our Advisory Committee and graduates of the former CAAG and CAIG programs strongly recommend that the delivery methods include face-to-face on campus sessions and a high level of personal support from UVic. For example, they recommend that students have access to coaches/mentors at UVic or based in their community. Many of the student support issues will be addressed by the newly formed Indigenous Student Support Centre in the Faculty of Human and Social Development. Also, the Office of Indigenous Affairs is doing more outreach to distance Aboriginal students. In the event that we deliver the program under contract with a specific Aboriginal organization or government, we would include in the contract ‘in community’ support for learners.

It is our intention to include on campus sessions for our courses, which will support students’ learning and strengthen relationships between learners, instructors,

\(^7\) The UVic Strategic Plan, “A Vision for the Future-Building on Excellence”, February 2012.
\(^8\) UVic Strategic Plan, p. 17.
\(^9\) UVic Strategic Plan, p. 27
coaches/mentors and the University. We could offer these intensive face-to-face courses at other locations in the province, including in First Nations communities, depending on contractual arrangements with a community organization.

**Lifelong learning:** Most of the learners in this program will be mid-career administrators from Aboriginal community governments and organizations. This proposal is, therefore, in line with Strategic Objective #24, which states:

To support lifelong learning by increasing continuing education opportunities for on-campus and online adult and part-time learners.

**Key Strategies:**

24a) develop and deliver programming in diverse disciplines to support the personal and professional development needs of individuals and communities in the region and, in areas of unique strength, address national and international continuing education needs

24b) develop expanded opportunities to deliver new and existing academic programs for lifelong learners.

24c) enhance transfer and laddering initiatives that lead from certificate, diploma...programs and courses to an undergraduate or graduate credential.\(^{10}\)

In summary, the Diploma will meet the goals and objectives of the UVic Strategic Plan with the combined course delivery model (face-to-face and online). The courses will be offered through a variety of course delivery methods, including face-to-face classes at UVic and distance education (including print packages, texts, and computer-mediated learning, tutoring and coaching by phone, email or in-person). Additionally, in line with Objective #24, this program will provide public sector capacity building, with the option of transfer or laddering into a degree.

**9. Student profile**

The proposed Diploma program will be directed to experienced and emerging First Nations administrators and managers in communities and organizations across British Columbia. Results from the two pilot courses show that most students enrolled in the program will be mid-career adult learners in the 35-50 age bracket. However, the pilot courses also attracted several under-30 students seeking professional development at the beginning of their career.

Although the curriculum will be designed for administrators and managers, political leaders may also wish to enroll in the Diploma Program as shown in the pilot courses, where students included elected band councilors and chiefs. It is not our intention to actively recruit elected leaders, but we will admit qualified applicants who are elected leaders. At various stages in their career, an elected leader may have been an employee of a First Nations government (or will be in the future.)

**10. Admission requirements**

Applicants will be expected to have completed Grade 12, preferably have at least one year of post-secondary education and three years of work experience in a First Nation government or organization. In addition to the application to UVic Undergraduate Admissions, applicants will also seek admission to the program by applying directly to the School by submitting an application to the Program, a letter of intent, and a résumé.

\(^{10}\) UVic Strategic Plan, p. 33
Courses will be taught at a level consistent with other third- and fourth-year undergraduate courses offered at UVic. Applicants will be required to demonstrate that they possess the academic proficiency necessary to benefit fully from the program. Mature applicants who have appropriate work experience, but who do not meet the usual academic admission requirements will be considered under the university policy for special access for First Nations, Metis, Inuit and Non-Status Aboriginal applicants. See: http://registrar.uvic.ca/undergrad/admissions/requirements/first.html

A limited number of UVic students registered in other programs may register for individual courses (if enrolment permits), with the permission of the Program Coordinator.

11. Linkages between the learning outcomes and the curriculum design, including an indication whether a work experience/work placement term is required

The School of Public Administration is a professional school that will offer the proposed Diploma program to adult learners who are working full-time in First Nation communities and organizations. Many assignments and much of the course content will be delivered on the assumption that the learners are in a work situation where they can readily relate to the course content in an applied manner. Therefore, work terms or practicum terms will not be a program requirement.

A feature of the program is that participants will be able to apply their formal and informal learning in their communities and their workplaces during their program of studies and long thereafter. Assignments, case studies, exercises and readings will use applied learning methods throughout the program. Where possible, we will expect students to be able to relate their learning to their workplace experience. There will be a major capstone project where we expect learners to identify, analyze, and recommend solutions for an actual workplace/community issue. This will, therefore, provide a direct benefit to the students’ workplaces and communities.

Should the program attract students who have little or no administrative experience, these students will be allowed to adjust their assignments or they will be teamed with more experienced administrators for some assignments. We have found in our other undergraduate Public Administration courses that blending learners who have less workplace experience with more experienced learners has advantages because they learn from each others’ perspectives and experiences. Also, to blend younger and older students on team projects and assignments is a realistic setting for First Nations workplaces where the generation gap, as in other workplaces, is a real-life issue that can be part of the learning experience.

For younger students who require more practical work experience, the School of Public Administration would look to Aboriginal organizations or governments for potential work placements. Also, the BC provincial government, which offers an internship program for Aboriginal administrators, may be an appropriate place to recruit students. Once this Diploma program is approved, we could investigate the feasibility of a joint UVic/BC government project (or contract) where interns could work for the BC Government, but also take courses in the Diploma program.

12. Distinctive characteristics

This program’s distinctive characteristics include:

- Identification and reflection of the aspirations of First Nations communities and the new governance realities within which administrators work;
• Applications of good governance and administrative principles and theory to situations of traditional Aboriginal and contemporary approaches;

• Building administrative capacity through development of knowledge and skills in First Nation communities and governments; and

• A Steering Committee of First Nations leaders will be set up to advise on program development and delivery.

13. Anticipated completion time (years/semesters) and program delivery methods

There are two possible delivery models:

1. The program would be delivered over a 2.5-year period, with two courses offered in each of 5 academic terms (no courses scheduled for the summer term). The program will include intensive on campus sessions of 4 to 5 days in the first and second fall term. Throughout the program, students will be in contact with the instructors, a coach/mentor and other students using online technology, such as email, Skype, Moodle, and social media.

2. A second delivery model would be to deliver the program of studies in a more concentrated format over a 12 to 16-month period. This could be used, for example, if we are under contract to deliver the program with a First Nations government that has funding arrangements with the Department of Aboriginal Affairs and Northern Development. This delivery method would allow learners to earn a university credential in about one year. This delivery scenario would be scheduled so that students will complete the 10-course program over a 12 to 16-month period in three or four academic terms. In this scenario, the academic workload has implications for the workplace. It may be unrealistic to expect learners to work full-time while taking three or more university courses per term, so the employer may need to allow staff time off work to successfully complete the 10-course program within the structured schedule.

14. Enrolment plan for the length of the program

The program will operate on a cohort model with one intake per year, starting in fall 2014. We anticipate class sizes to be about 20-25 part-time learners. The cohort model will provide learners with networking and mutual support throughout their program of studies. We expect that this mutual and group support will provide personal incentives to complete the program and reduce attrition.

15. Marketing and promoting the program

Potential students and First Nations employers will be advised of the program through:

• personal visits by the Program Coordinator and/or Veda Weselake, Federal Executive in Residence, to First Nations communities and organizations;
• targeted promotion, such as advertising in First Nations’ media;
• mail and/or e-mail notices and brochures to First Nations organizations (band offices, Friendship Centres, political and cultural organizations);
• brochures and information to graduates of the CAAG and CAIG programs, asking them to “spread the word”;
• the University calendar;
• the School’s website;
- B.C. Aboriginal Human Resource Development Agreements (AHRDA) organization network; and
- Social networking using online technology

The School will consult with and seek advice from external stakeholder organizations, the UVic Office of Indigenous Affairs and will structure a Program Steering Committee. We will also request the assistance of the UVic Admissions Office, especially the Admissions Officers responsible for recruiting First Nations students.

The Program Coordinator will make recruiting visits to communities and conferences or gatherings to promote the program.

16. Policies on student evaluation

The student evaluation process will be consistent with current ADMN 300 and 400 level distance courses. Assignments will include online and face-to-face participation and oral presentations; short and long essay assignments; term papers, online dialogue, projects, and reports based on workplace issues/topics. Written tests may also be included online or in class. Some group work will be included.

17. Policy on instructor and course developer appointments (minimum qualifications)

The courses in the School’s undergraduate and graduate programs are developed and taught by faculty or highly-qualified sessional instructors who also have public sector work experience. The Diploma program’s sessional instructors will be required to have a minimum of a Master’s degree in a relevant discipline and preferably work experience in First Nations governments. We will hire qualified Aboriginal sessional instructors wherever possible. Instructors and/or course developers will be reviewed and approved by the School’s Curriculum and Staffing Committee.

In situations where an instructor does not meet the university’s academic requirements, but has specialized and important information s/he can teach, a faculty member or other qualified sessional will be assigned to co-teach the course. The sessional instructors will have the support and guidance from the faculty in the School of Public Administration and the Program Coordinator.

18. Quality control of curriculum: Academic standards

The School has extensive experience in developing and delivering undergraduate and graduate level courses via distance methods.

Sessional instructors will have support for curriculum development and delivery from other faculty, the Program Coordinator, and the Undergraduate Program Manager. We will also draw on the expertise provided by the Learning and Teaching Centre through the instructor training programs and instructor supports. Course development plans and outlines will be reviewed and approved by the School’s Curriculum and Staffing Committee. Course developers will also consult about content with other stakeholders such as the Program Advisory Committee and the First Nations Public Service Secretariat.

19. Teaching resources

The School will recruit course designers/instructors with expertise in First Nations government and administration. Under the guidance of the School’s Curriculum and
Staffing Committee, they will design, deliver and revise the pilot courses. Where possible, the course designers will also be the instructors. The minimum qualification will be a Master’s degree and relevant workplace experience. We will seek experts and qualified instructors from the Aboriginal communities, as well as from other UVic academic units, including faculty and Ph.D. students.

20. Level of support and recognition from other post-secondary institutions, including plans for admission and transfer within the B.C. post-secondary system and relevant regulatory or professional bodies, where applicable

The Diploma will consist of third and fourth-year university credit courses. Students will, therefore, qualify for transfer credit to other universities as elective credit or as credit towards a similar program of studies. In particular, we expect students will be able to transfer all their courses towards Thompson Rivers University degree programs, including the Bachelor of Public Administration or Bachelor of General Studies. CAAG/CAIG and ADMN courses are now accepted by TRU.

Transfer credit from other institutions: This will be a specialized program operating on a cohort model. As there are 10 courses in the program, we will allow a maximum of two courses (3.0 units) of transfer credit or courses waivers.

Professional accreditation: In addition to university credentialing, we will look into the feasibility for professional accreditation from an Aboriginal organization that provides credentials based on work experience and academic qualifications. The School of Public Administration has had exploratory discussions with the Aboriginal Financial Officers’ Association (http://www.afoa.ca/), which recently implemented a professional development certificate program and which provides a designation called a “Certified Aboriginal Professional Administrator”.

21. Community support and consultation

Advisory Committee during program planning: During the earlier program planning phase, Dr. Evert Lindquist, Director of the School of Public Administration, along with Herb George/Satsan, then President of the National Centre for First Nations Governance invited First Nations leaders, stakeholders and organizations to serve on the Advisory Committee11 to seek their advice on the proposal.

11 Stakeholders we consulted included:
- Chief Lydia Hwitsum, Cowichan Band (CAAG Alumni) (Member UVic Board of Governors)
- Bob de Faye, Deputy Minister, Ministry of Aboriginal Relations and Reconciliation
- Paul Lacerte, Executive Director, British Columbia Association of Aboriginal Friendship Centres (CAAG Alumni)
- Mike Mearns, General Manager, The Aboriginal Financial Officers Association of British Columbia (CAAG Alumni)
- Ed John, Grand Chief, First Nations Summit and/or his representative,
- Christa Williams, Executive Director of First Nations Public Service
- Stewart Phillips, Grand Chief, Union of BC Indian Chiefs, and Chief, Penticton Indian Band
- Shawn A-in-chut Atleo, Regional Chief, BC Assembly of First Nations (now National Chief of the Assembly of First Nations)
- Cliff Fregin, CEO, New Relationship Trust
- Deborah Jacobs, Administrator for Education, Squamish Nation Council
- Doug White, lawyer, Mandell Pinder, Vancouver (member of the SPA Advisory Committee)
- Susanne Thiessen, Indigenous Business Program Leader, Camosun College
- Representatives from the National Centre for First Nations Governance
  - Herb George (Satsan), President (Committee Co-Chair)
  - Ed Allen, Chief Operating Officer
  - Chris Robertson, Senior Advisor to the President, Satsan (CAAG Alumni)
  - Michele Guerin, Director, Research
  - Tracey O'Donnell, Director, Professional Development
In addition, the School has received the advice and support of Ruth Young, Director, and Fran Hunt-Jinnouchi, former Director, of UVic’s Office of Indigenous Affairs, as well as other UVic faculty and staff who are engaged in First Nations programs and student support, including the UVic Aboriginal Services Planning (ASP) Group.

**Recent Community consultation:** Through funding received through the Aboriginal Services Plan, the School has contracted with a local Aboriginal consultant who has ties to the Southern Vancouver Island communities. Dawn Paul (BA, UVic), a graduate of the Certificate in the Administration of Aboriginal Governments program and Diploma in Public Sector Management programs, and other members of the SPA team have had a number of meetings with key stakeholders, including Aboriginal communities and organizations, provincial and federal officials, and members of the not-for-profit and private sectors. Such meetings are ongoing. Representatives of the School (Evert Lindquist, Director; Veda Weselake, Federal Executive in Residence; Heather Kirkham, Program Manager) are seeking support and advice on program and course design, including information on needs of First Nations, interest in participation in the program, and preferred options for program delivery.

**Steering Committee:** Once the program is approved, the School will invite a group of 5-7 representative people to serve on a Steering Committee for a period of two to three years. This may include First Nations leaders, administrators, and alumni and students. This Steering Committee will meet up to two times per year with the purpose of reviewing the courses and overall program.

**22. Ministry approval**

Under University Policy No. AC1135, this proposal must obtain University approval, but it does not require approval of the Ministry of Advanced Education.
B. Program Description

1. Overview of the program requirements

The Diploma in First Nations Government and Administration will consist of ten courses (each @ 1.5 units for 15 units total). The courses will be delivered in a blended model (face-to-face on campus or in community seminars and distance learning at the 300 and 400-level.)

A maximum of two courses (3.0 units) of transfer credit or course waivers would be allowed based on normal transfer credit protocols.

2. Recruiting and admission

The proposed Diploma will be available for experienced and emerging administrators in First Nation communities and organizations who have three or more years work experience. Given the range of experience working in government, adult learners will bring to the program considerable communication and interpersonal skills.

Prospective students and employer groups would be recruited for admission to the program through an active recruiting campaign, including: personal visits by the Program Coordinator to First Nations communities and organizations, the UVic Calendar, the School of Public Administration website, notification to advisors in other programs, e-marketing, and brochures/flyers. Also, we would consult with the Office of Indigenous Affairs and recruitment officers from Admissions who specialize in recruiting from the First Nations communities.

3. Anticipated program enrolments

The students will be drawn from First Nations communities and organizations throughout BC, although to begin with the School will concentrate on Southern Vancouver Island communities. The School anticipates about 20 students in each intake.

4. Program requirements: English Requirement, courses codes/titles, credit units, course descriptions, and program schedule

UVic English requirement: Diploma students are not required to meet the UVic English requirement to graduate. Should graduates of the Diploma program further their studies at UVic and enter a degree program, at that time they will need to meet the UVic English requirement. However, the School recognizes that writing skills are important to administrators, so this program will require a written communication course. This course (FNGA 302) will be offered in the first term and will provide skills for academic writing as well as workplace writing including correspondence, proposals, by-laws, minutes, reports, council agendas, and briefing notes.

Course code – FNGA: To keep these courses distinct from the ADMN courses, they will be coded as FNGA (First Nations Government and Administration).

Credit units: Each course earns 1.5 units of credit, which (for on campus courses) is considered equivalent to 3 hours of classroom lectures per week or 39 contact hours per term.
5. Program Schedule Overview

Assuming a September 2015 start, the proposed delivery schedule for the first intake will be:

<table>
<thead>
<tr>
<th>Fall 2015</th>
<th>5-day on campus Intensive Orientation and Introduction to the two courses that will be delivered online this term.</th>
<th>Two FNGA courses delivered online from mid-September to mid-December.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2016</td>
<td></td>
<td>Two FNGA courses delivered online from January to April</td>
</tr>
<tr>
<td>Summer 2016 - no courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2016</td>
<td>5-day on campus Intensive that includes an introduction to the two courses that will be delivered online this term and an orientation to the students’ capstone project.</td>
<td>Two FNGA courses delivered online from mid-September to mid-December.</td>
</tr>
<tr>
<td>Spring 2017</td>
<td></td>
<td>Two FNGA courses delivered online from January to April</td>
</tr>
<tr>
<td>Summer 2017 - no courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2017</td>
<td>Putting it all together: intergovernmental relations, capstone project.</td>
<td>Two FNGA courses delivered online from mid-September to mid-December.</td>
</tr>
<tr>
<td>May/June 2018</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In September, students will spend five days in a face-to-face on campus workshop that will include study skills orientation, an overview of the program and introductory units for the first two courses in the program.

The workshop will include an orientation to study skills, such as:
- Orientation to Moodle courseware;
- Communicating online with fellow students and instructors;
- Basics of academic writing (covered more fully in FNGA 302) and research;
- Teambuilding skills for the classroom, projects, and online assignments;
- How to access Distance Library Services (E-Reserve, InfoLine, and online journals)

FNGA 301 will lay the framework for the program by providing students with the context of traditional and contemporary challenges facing First Nations governments and communities.

There will be a second on campus workshop held in September of the second year. This course will help students pull together the various topics and skills they have learned over the previous 8 months and they will start designing their capstone project, which will be included as a major assignment in their final term.

You will find the course schedule and course descriptions for the ten FNGA courses on the following pages.

Should a cohort be admitted within the context of the 12-16-month completion scenario, this schedule will be adjusted, but would still include two on campus workshops (one in September and another in Spring).

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12 These workshop sessions will be held either on campus or, depending on enrolment and whether we are under contract with a First Nations government, may be held in the learners’ community.
6. **How the courses relate to each other within the program; their application to the workplace; and options for future courses**

The courses and the overall program will be designed so that the content of individual courses will link throughout the program to give the learners a holistic understanding of their roles as administrators in First Nations organizations and governments. The intent is to encourage learners to learn both basic and more advanced skills and for them to learn to think and work strategically during their academic studies and in their workplaces. Cross-cutting themes will include:

- Interpersonal communication and relationship building
- Written communication
- Intergovernmental relations
- Financial management and budget skills
- Policy development
- Program planning and implementation
- Managing change
- Understanding legal issues in relation to First Nations government
- Leadership

In their final term, students will have a major community-based assignment (FNGA 401) that will incorporate all their learning from the previous courses.

Program design will require communication among all the course designers/instructors to ensure there is this integrated approach to the overall program.

**Workplace learning:** This will be an intense program for the learners and it will require the goodwill and cooperation of their employers to allow release time. It will be important for employers and the community to see strong value in their investment of providing this learning and credentialing opportunity for employees. There should be direct benefits to the workplace and community. During some of their course work, and especially for the major capstone project, learners will be encouraged to use real life workplace projects. The capstone projects should provide a clear and immediate return on the employers’ investment and serve as an incentive for employers to encourage and support their staff throughout their participation in the program. The detailed course schedule and course descriptions are on the following pages.

7. **Overview of learning objectives**

**Year 1: Building a strong foundation**
- Foundational courses in: governance, lands and natural resources, communications, and strategic planning
- Provides overall framework for assessing resources and options for political and economic development
- Develops core competencies in writing, oral communication, strategic planning, and citizen engagement

**Year 2: Designing and implementing solutions**
- Preparing students for “hands on” job experiences
- Students will examine a spectrum of community and social issues that can affect the effectiveness of workers and work initiatives and will develop strategies for maintaining effectiveness in difficult situations
- Skills for managing people, money, and projects will be emphasized and students will complete a capstone project
**Year 3: Leadership skills**
- The final two courses will prepare learners for leadership positions within their communities and for working with other governments.

### 8. Detailed schedule and course descriptions

#### Term 1 – Fall (September – December)

<table>
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<tr>
<th>Title</th>
<th>Proposed Calendar Description</th>
<th>Delivery Format</th>
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</table>
| **FNGA 300**  
Units: 0  
Skills  
Workshop 1: Program Orientation | A face-to-face workshop introduces students to the skills they will require to engage in online learning and will include introductory sessions for FNGA 301 and 302. | Five-day intensive orientation and Introduction to FNGA 301 and 302, delivered face-to-face at UVic in Sept. | The on campus session will include student orientation (i.e. study skills, university procedures), teambuilding and interpersonal relations exercises. |
| **FNGA 301**  
Units: 1.5  
First Nations Governance: Historical and Contemporary Challenges | Sets the context for First Nations governance with an orientation to historical and contemporary concepts and definitions. Compares selected First Nations constitutional models and governance mechanisms for creating economic initiatives and managing service delivery. Provides an overview of intergovernmental relations with federal, provincial, local and other First Nations, such as tribal councils and Political Territory Organizations. Topics include the exercise of Aboriginal and treaty rights and citizenship. Introduces leadership skills and team work skills. **Note:** Credit will be granted for only one of FNGA 300 and ADMN 470 if taken in the same topic. | On-line course using print and/or online readings, interactive technology, e-conferencing with fellow students and the instructor. | High level introduction to major governance topics which will be explored in detail throughout the program. |
| **FNGA 302**  
Units: 1.5  
Communications in First Nations Governments | Provides practice to improve academic and workplace writing for documents such as correspondence, reports, proposals, briefing notes, policy papers, newsletters and internet publications. Written assignments improve the students’ ability to communicate clearly, organize and edit material and present arguments with a focus on good grammar, prose style and plain language. Students analyze, interpret and summarize complex written material. Topics include internal and external strategic communication, speaking skills, and oral traditions and cultural practices. | On-line course using print and/or online readings, interactive technology, e-conferencing with fellow students and the instructor. | Designed to teach academic and workplace writing skills. |
### Term 2 – Spring (January – April)

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<th>Title</th>
<th>Proposed Calendar Description</th>
<th>Delivery Format</th>
<th>Comments</th>
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<tbody>
<tr>
<td>FNGA 303 Units: 1.5 Lands, Resources and Economic Development</td>
<td>Explores the principles related to traditional governance of lands and resources; community needs and interests; and forecasting future needs/challenges. Topics include jurisdictions and rights on and off reserve and legislative, policy, and negotiation options. Resource issues such as economic development; land use planning and environmental and ecosystem health will be reviewed. Consultation and accommodation requirements for negotiating comprehensive claims and self-government agreements are studied to demonstrate how to build effective partnerships. Includes conflict resolution methods.</td>
<td>On-line course using print and/or online readings, interactive technology, e-conferencing with fellow students and the instructor.</td>
<td></td>
</tr>
<tr>
<td>FNGA 304 Units: 1.5 Strategic Planning and Implementation</td>
<td>Examines elements of strategic planning and how to implement plans through policy and practice. Topics include: strategic vision; mission statements; conducting environmental scans, needs analyses, and forecasts; planning; setting goals; and policy development. Review of program implementation: authorities; mandates; frameworks for decision-making; and portfolio management. Demonstrates horizontal and vertical integration of policies and programs between different portfolios. Implementation topics include: change management; monitoring; evaluation; reporting; information management protocols and rules. Note: Credit will be granted for only one of FNGA 304, ADMN 477. 70 words</td>
<td>On-line course using print and/or online readings, interactive technology, e-conferencing with fellow students and the instructor.</td>
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### Term 3 – Fall (September – December)

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<th>Proposed Calendar Description</th>
<th>Delivery Format</th>
<th>Comments</th>
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<tr>
<td>FNGA 305 Units: 0 Skills Workshop 2</td>
<td>An intensive face-to-face workshop and will provide an introduction to FNGA 306 and 307, as well as guidance on the capstone community project required in the final academic term’.</td>
<td>Five-day intensive orientation and Introduction to FNGA 306 and 307, delivered face-to-face at UVic (or in community) in Sept.</td>
<td>Teamwork and coaching will be provided during this intensive workshop.</td>
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<tr>
<td>FNGA 306 Units: 1.5 Human Resource Management in First Nations Organizations</td>
<td>Learning based on contemporary human resource management theory and practice and traditional Aboriginal practice and values. Topics include: developing a human resources plan and robust human resources policies and practices; managing people and tasks; interpersonal workplace communications and relations; selection; retention; and development of employees. Improving workplaces will be examined through team building, motivating self and others, providing feedback, conflict management and dispute resolution, workplace safety, well-being, and self awareness and self care.</td>
<td>On-line course using print and/or online readings, interactive technology, e-conferencing with fellow students and the instructor</td>
<td>Online teamwork required</td>
</tr>
</tbody>
</table>
FNGA 307
Units: 1.5
Increasing Effectiveness and Managing Change in Social and Community Development

Examines how social and cultural factors influence community development and well-being. Analyzes and assesses needs for social and community activities and services, now and in the future. Identifies resourcing and jurisdictional issues in the development and implementation of community initiatives. Identifies community characteristics and their potential role/impact on proposed initiatives. Addresses issues of sustainability and development of effective partnerships and leading change agendas. Prepares students for their capstone project.

Includes on-line course material; print and/or online readings, interactive technology, e-conferencing with fellow students and the instructor.

By the end of this course, students should have a draft of their Capstone project approved by their instructor and community and/or employer.

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**Term 4 – Spring (January – April)**

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| **FNGA 308**
Units: 1.5
Financial Management in First Nations Governments | Provides financial management frameworks, policies and procedures. Reviews the roles and responsibilities of administrators and ethics of money management. Through the development and management of revenue streams, learners will effectively manage income and expenditures through skills in: budgeting, record keeping, preparing financial statements and reports following accounting standards and practices. Topics include: cost management and control, capital costs and infrastructure investment, meeting accountability requirements, forecasting costs, planning new projects, and using contractors and consultants. | On-line course using print and/or online readings, interactive technology, e-conferencing with fellow students and the instructor. | Will provide basic financial management skills. |
| **FNGA 400**
Units: 1.5
Leadership in Aboriginal Communities and Government | Develops capacities to understand, appreciate, and develop students’ own leadership and that of others. Drawing on both Western theory and practice and First Nations values and leadership practices, students will develop an understanding of different leadership styles, team dynamics, motivation and management of people and projects within diverse communities facing both internal and external challenges. Provides experiential learning, development of self-knowledge, and acquisition of practical leadership skills and strategies for the workplace. | On-line course using print and/or online readings, interactive technology, e-conferencing with fellow students and the instructor. | |
An alternative to offering a fifth term with two courses would be to distribute all the courses over 2 academic years (fall/spring). This would mean offering one course each summer in May-June.
Update on Enrolment Plans and Program Implementation – April 2014

As a result of our consultations with First Nations communities, we have strong indications of support for our delivery of this program, beginning in September 2015. Specifically, the Haida Gwaii Higher Education Society would like a program of studies delivered to people in Haida Gwaii and on the mainland or Northwestern British Columbia (Hazelton/Terrace/Prince Rupert region). Under a contract with the Haida Gwaii Higher Education Society, courses would be delivered online and face-to-face in the Pacific North West.

Additionally, the Victoria Native Friendship Centre, working with nine Lower Vancouver Island First Nations, would like to partner with the School to deliver a program of studies in the Victoria area and online starting in September 2015.

Upon UVic’s final approval of this program, the School will develop educational service agreements with these organizations. Between now and the program implementation, we will seek further program funding (see Section C1 below), while these organizations will also seek funding to support their members’ educational expenses (tuition, books, travel, etc.).

9. Online learning

Students would be exposed to the opportunity to learn via online distance (distributed) methods. As they graduate and continue in their careers, having distance learning skills and team assignments will better prepare them for professional lifelong learning.

10. Transfer credit to other UVic programs

Transfer credit may be applied to other UVic credentials as per UVic Policy No. AC1135, Policy for the establishment of Certificate and Diploma Programs.

3.2.6 Credit courses completed in diploma programs may be applied toward undergraduate degree programs with approval of both the faculty and academic unit offering the degree program.

It is our hope that students will be encouraged to complete a degree from UVic or other post-secondary institutions in B.C. and that some will pursue graduate degrees, once they complete an undergraduate degree.

11. Transfer credit to Thompson Rivers University–Open Learning

Thompson Rivers University accepts transfer credit towards their undergraduate degree programs for ADMN courses as well as CAAG/CAIG courses. TRU had earlier agreed to accept courses for transfer credit and the School will confirm these arrangements.

TRU began offering a Bachelor of Public Administration (BPA) program in 2010. It should be noted that much of the coursework at the 300 and 400-level for the BPA is drawn from the Schools undergraduate distance program and these FNGA courses would also count towards the BPA or other TRU degrees.
2. Implications for other UVic Departments

**Distance Education Services (DES):** DES will provide the School’s distance programs with the following services:

- online help desk for instructors and (mostly) for students
- Distance Library services and research for:
  - course developers and instructors to assist with finding suitable articles for the course packs
  - students (including Infoline, the Distance Library Service.)

**Computer User Services:** The courses will be delivered by Moodle (Course Spaces), so this program will require access to support services for this course delivery platform.

**Library resources:** We expect there would be a minor impact on library resources and on the cost of acquisitions on the topic of First Nations governance. In order to provide library resources to existing First Nations programs, the Library has been collecting resources on these First Nations governance, general management and public administration. We will require some library resources to maintain and increase the current holdings on First Nations governance and administration.

**Other academic programs:** This program will not conflict with, or duplicate, other UVic programs.

**Other UVic Faculty and Ph.D. students:** This program may provide an opportunity for other UVic faculty and Ph.D. students with expertise and interest in working with Aboriginal communities to assist and teach in this program.

**Sharing staff resources:** As this will be small program, the staff required will be equivalent of 1 FTE (part-time Program Coordinator and part-time secretary or one full-time Coordinator).

**Sharing Curriculum Resources:** Although the courses in this program will be developed for administrators in First Nations Governments, students in other UVic programs may be able to take courses in this program as elective or required courses. For example, depending on course enrolments and future agreements with other programs and Senate approval, these courses may provide curriculum for:

- Diploma in Public Sector Management (elective)
- Diploma in Local Government Management (elective)
- Diploma in Aboriginal Health Leadership (pending approval – required and/or elective)
- Indigenous Studies Program (offered by the Faculty of Humanities and Faculty of Social Sciences)
- Other programs – as electives, with permission of academic advisors
- Possible future programs:
  - Minor in Indigenous Government and Administration for UVic students enrolled in other programs, or
  - Professional Specialization Certificate in Indigenous Government and Administration (4-course post-Bachelor credential).
D. Contact Persons

If you have questions or comments about this proposal, please contact any of:

Dr. Evert Lindquist, Professor and Director, School of Public Administration
Telephone: 250-721-8084; email: evert@uvic.ca

Heather Kirkham, Program Manager, Diploma and Professional Programs
School of Public Administration
Telephone: 250-721-8067; email: hkirkham@uvic.ca

Veda Weselake, Federal Executive in Residence
School of Public Administration
Telephone: 250-721-6116; email: Weselake@uvic.ca
During the 2013/14 academic year, the Senate Committee on University Budget continued to work with the administration throughout the integrated planning and budget planning processes. The committee met six times:

- October 30, 2013  February 20, 2014
- November 21, 2013  March 20, 2014
- December 12, 2013  April 3, 2014

At the October 30, 2013 meeting, the committee reviewed its terms of reference and agreed to recommend the incorporation of changes proposed by the Office of the University Secretary. The Vice-President Finance and Operations and the Vice-President Academic and Provost provided the budget presentation that was given to members of the university community in September and provided an overview of university finances. With respect to the 2014/15 budget, committee members were provided with preliminary information on planning and assumptions. The Vice-President Finance and Operations also reviewed the 2013/14 budget expenditure allocation report.

At the November 21, 2013 meeting, the Vice-President Finance and Operations reviewed the 2014/15 budget process timeline. Committee members discussed internal and external factors impacting preparation of the budget. The Vice-President Academic and Provost provided a presentation on the enhanced planning process proposed by the university. She provided information on the university’s current planning processes and discussed how the initiative would provide tools for decision makers at all levels. The Vice-President Academic and Provost reviewed the goals for phase one of the initiative. Committee members provided feedback and guidance on the initiative, and engaged in a discussion regarding how the initiative differed from well-known models of program prioritization.

At the December 12, 2013 meeting, the Vice-President Finance and Operations provided a report on the budget planning parameters for 2014/15. The Vice-President Finance and Operations and
the Vice-President Academic and Provost provided a preview of the upcoming budget presentation for the university community. Committee members provided feedback on the presentation and engaged in a discussion regarding matters related to funding and current initiatives.

At the February 20, 2014 meeting, the Vice-President Finance and Operations and the Vice-President Academic and Provost provided a 2014/15 budget update and reviewed a draft budget framework. Budget priorities for 2014/15 were reviewed and discussed. The Vice-President Academic and Provost also provided updates on the enhanced planning process and the core review being undertaken by the university.

At the March 20, 2014 meeting, the Vice-President Finance and Operations and the Vice-President Academic and Provost reviewed the draft budget framework. Committee members engaged in a detailed discussion of the draft framework. Budget assumptions and risks were reviewed and priorities were discussed. Revenues and proposed expenditures were reviewed. Committee members provided feedback on the draft framework in preparation for its submission to the Board of Governors for approval. At the March meeting, the Vice-President Academic and Provost also provided an update on the interim report on the core review.

At the April 3, 2014 meeting, the Vice-President Academic and Provost and the Vice-President Finance and Operations delivered a draft budget update presentation in preparation for a session with the university community. Committee members provided feedback on the presentation.

Respectfully submitted,

2013/14 Senate Committee on University Budget
Susan Lewis Hammond, Fine Arts (Chair)
Doug Baer, Social Sciences
Neil Burford, Science
Jamie Cassels, President
Beatriz de Alba-Koch, Humanities
Cathy McIntyre, Convocation Senator
Kelsey Mech, Student Senator
Esther Sangster-Gormley, HSD
David Scoones, Graduate Studies
Kenneth Thornicroft, Business
Carrie Andersen (Secretary)
Ad Hoc Senate Committee to Consider the Curriculum Process

Date: April 15, 2014
To: Senate
From: Ad Hoc Senate Committee to Consider the Curriculum Process

Re: Review of Changes to the Curriculum Review Process

At its April 13, 2012 meeting, Senate approved the creation of an ad hoc committee to consider the curriculum process and develop recommendations for improving the curriculum change process. The terms of reference for the ad hoc committee are attached.

The ad hoc committee's recommendations were approved by Senate in March 2013. Subsequently the ad hoc committee commenced work on drafting revisions to University of Victoria Policy AC1120, Policy on Calendar Submissions and its associated procedures. These revisions were approved by Senate in May 2013.

The ad hoc committee's report to Senate included a recommendation that it undertake a review of changes to the curriculum review process and provide a report to Senate one year after implementation. This review has now been carried out. A number of procedural and administrative issues were identified by the ad hoc committee requiring changes to the procedures for carrying out the curriculum process. Revisions to the Procedures on Curriculum Submissions are now proposed for consideration by Senate.

Recommended Motion:

That Senate approve the revised Procedures on Curriculum Submissions, effective immediately.
I. Review of Changes to the Curriculum Review Process Undertaken by the Ad Hoc Committee

The ad hoc committee held preliminary meetings in Fall 2013 to discuss emerging issues and plan for its work for the year. The committee also met in March and April 2014 to gather feedback and assess the issues that arose with the revised curriculum review process.

In addition to holding committee meetings, the ad hoc committee also met and corresponded with a number of groups and individuals over the course of the year to monitor and gather feedback on implementation of the changes. Consultations included:

- staff in the Office of the Registrar responsible for curriculum submissions and the academic calendar
- administrative staff responsible for curriculum submissions
- the Faculty of Graduate Studies
- the University Librarian and Associate University Librarian
- members of the Senate Committee on Curriculum
- Deans and Associate Deans who experienced challenges with the curriculum process this year

II. Implementation of the Committee’s Recommendations

Through both its meetings and consultations, the ad hoc committee confirmed that overall the changes implemented to the curriculum review process achieved the goal of creating a more streamlined and flexible process for curriculum review. Implementation of these changes was aided in large part by the outstanding work of individuals in the Office of the Registrar responsible for curriculum changes and the academic calendar.

Some of the ad hoc committee’s recommendations that were implemented successfully and well-received by the university community include:

Move from one approval cycle per year to three approval cycles per year

Moving from a once-yearly to three-times-yearly process has allowed the university to implement curriculum changes in a way that is more responsive to the needs of students and allows for increased flexibility to launch new initiatives. It has also allowed the Senate Committee on Curriculum to return inadequately prepared submissions to the originating unit for resubmission in the next cycle without causing inordinate delay. Some confusion remains with respect to what changes can be implemented effective January 1 and further communications with units will be required to provide clarification. The overlap between Cycles 1 and 2 caused some confusion, particularly for faculty and staff responsible for preparing Cycle 2 submissions, and suggest a need for clearer communication about timelines. Moving to an online curriculum management system and online Calendar published in a new version incorporating changes approved in the previous cycle would alleviate these challenges.

Improve access to, and subsequent application of, knowledge about the curriculum change process

Implementation of the committee’s recommendations has allowed for increased access to information about the academic regulations governing curriculum changes; information about and assistance with technical formatting and editorial style; and information about the process.
Ensure calendar changes in areas under the jurisdiction of other Senate committees are considered by the appropriate committee

Over the course of the year, a concerted effort was made by the Senate Committee on Curriculum to consult with the Chairs of Senate committees to determine whether particular calendar changes should be considered by that committee. In particular, regular communication occurred with the Senate Committee on Planning and the Senate Committee on Academic Standards. In some cases curriculum submissions were deferred in order to ensure appropriate review and approval by other Senate committees.

Eliminate the distinction between major and minor changes, and create a distinction between program changes and course changes

Eliminating the distinction between major and minor changes had the intended impact of reducing errors and administrative workload. Creating a distinction between program and course changes allowed users and stakeholders to accurately identify the nature of a proposed change, and assisted faculties and the Senate Committee on Curriculum to determine whether program-requirement changes should be routed through a Senate Committee other than the Senate Committee on Curriculum.

Improve the forms used for curriculum change submissions

Significant improvements were introduced to the forms used for curriculum submissions. Staff in the Office of the Registrar continue to assess the forms and work to introduce improvements. For example, in the coming year the Office of the Registrar will work with the Senate Committee on Curriculum to introduce a standardized way to provide evidence of consultation.

Simplify the process for approving curriculum changes for cross-faculty interdisciplinary programs

Consistent with the new policy, the Chairs of the Humanities and Social Sciences Curriculum Committees worked with the Director of the Office of Interdisciplinary Academic Programs to identify a lead faculty for curriculum changes for cross-Faculty interdisciplinary programs. However, none of these programs submitted changes in cycles 1 or 2, so the new procedures have not been fully tested.

Clarify the responsibilities, membership and authority in relation to the curriculum of faculties, the Senate Committee on Curriculum, the Office of the Registrar and the Office of the University Secretary

Revisions implemented to the Policy on Calendar Submissions and the Procedures on Curriculum Submissions have clarified the roles and responsibilities of individuals and committees involved in the curriculum process.

III. Issues and Challenges Identified with the Curriculum Review Process

A number of issues and challenges with the changes made to the curriculum review process have been identified by the ad hoc committee. Issues that can be resolved through minor administrative changes or clarification of communications have not been included in this report. Issues requiring changes to the Procedures for Curriculum Submissions, or significant clarification or rethinking are outlined below.
Process for review and approval of graduate curriculum submissions

Prior to implementation of the ad hoc committee’s recommendations, the process for considering curriculum changes for graduate courses and programs varied between faculties. Some units sent graduate changes to their line faculty for approval before those submissions went to the Faculty of Graduate Studies, while others sent changes directly to the Faculty of Graduate Studies. In both cases, the submissions were reviewed in the Faculty of Graduate Studies Dean’s Office and approved by the Faculty of Graduate Studies Executive Committee and by Faculty of Graduate Studies before being sent to the Senate Committee on Curriculum for review and approval. Graduate level changes had to be submitted to the Office of the Registrar around a month before undergraduate changes so they could be reviewed by the Faculty of Graduate Studies Dean’s Office and approved by the Faculty of Graduate Studies Executive Committee in time to be packaged with the undergraduate changes and reviewed by the Senate Committee on Curriculum. The “dual track” nature of the process created confusion and created situations where changes at the graduate level were not brought before the line faculty with responsibility for administering the courses.

Revisions to the Procedures on Curriculum Submissions changed the manner in which curriculum changes for graduate courses and programs are considered. The procedures now require that all graduate curriculum changes be reviewed and approved by the relevant line faculty as well as the Faculty of Graduate Studies. Timelines for the submission of curriculum changes require that graduate curriculum changes be submitted simultaneously to the line faculty and the Faculty of Graduate Studies.

Transition to a new process for approving graduate curriculum submissions did not occur as seamlessly as intended by the ad hoc committee. Simultaneous approval by the line faculty and the Faculty of Graduate Studies created confusion about how changes proposed by either faculty would be subsequently approved. Furthermore, if input from the Faculty of Graduate Studies required significant changes to or reconsideration of a curriculum submission, the timelines would not allow for that work to occur without deferring to the next cycle. The ad hoc committee had expected that units would consult with Faculty of Graduate Studies and Graduate Admissions and Records when preparing submissions to ensure the same version was approved by the Faculty Curriculum Committee, the line Faculty, and the Faculty of Graduate Studies, but not all units did so. The revised procedures (section 6.01) specified that Graduate Admissions and Records (as part of the Office of the Registrar) would be represented on all line-Faculty Curriculum Committees to ensure coordination, but Graduate Admissions and Records declined to supply a representative to sit on line Faculty Curriculum Committees.

The ad hoc committee discussed graduate curriculum-change procedures in some detail, but has decided not to recommend any significant revisions at this stage. Alternative procedures were considered, but the Faculty of Graduate Studies decided not to support any changes at the present time. Further consideration will have to await the outcome of the review of Faculty of Graduate Studies governance currently underway. The ad hoc committee recommends that the Faculty of Graduate Studies and the Senate Committee on Curriculum revisit the issue once the review of the Faculty of Graduate Studies governance structure is completed. In light of the challenges described above, the ad hoc committee recommends that the Faculty of Graduate Studies and the Senate Committee on Curriculum consider whether the faculty’s needs can be met solely within the consultation process. In the meantime, the Office of the Registrar confirms that a representative from Graduate Admissions and Records will attend line-Faculty curriculum committee meetings considering graduate changes, and this should help improve coordination.
To further encourage timely consultation, the *ad hoc* committee recommends the following subsection be included in section 36.00 of the *Procedures on Curriculum Submissions*:

36.05 A Unit preparing graduate curriculum submissions is advised to consult with the Dean’s Office in the Faculty of Graduate Studies before submitting its graduate Curriculum Submission to the Unit’s Faculty Curriculum Committee, to ensure the same version is approved by both faculties.

**Process for consultation with the Library**

Revisions to the *Procedures on Curriculum Submissions* were introduced to improve consultation across the campus. With respect to the library, changes were made to attempt to ensure that the library has the information it needs to plan acquisitions, and to create a simplified system for the library to acknowledge consultation. It was determined by the *ad hoc* committee that this revised process for consultation would make it no longer necessary for librarians to attend faculty curriculum submissions.

The process for carrying out consultation with the library was not successfully implemented. Many units who submitted changes to the library for consultation did not receive direct responses. Consultations with the University Librarian and Associate University Librarian have confirmed the importance of consultation with the library, and the desire of librarians to serve on Faculty Curriculum Committees.

In response to the desire of librarians to serve on Faculty Curriculum Committees, it is proposed that section 6.01 of the *Procedures on Curriculum Submissions*, which outlines the membership of Faculty Curriculum Committees, be revised to include a representative from the library.

It is also proposed that section 39.00 of the *Procedures on Curriculum Submissions* be revised in order to ensure that the library receives the information it needs and units receive a response to changes submitted to the library for consultation.

39.00 Libraries: All course-change Curriculum Submissions must be submitted to reviewed by the Associate University Librarian (Collections) library representative on a Faculty Curriculum Committee for an assessment of Library implications prior to the Faculty meeting at which the Curriculum Submissions are to be approved. Units are advised to consult with their library representatives prior to submitting changes to their Faculty Curriculum Committees, but evidence of this consultation is not required.

39.01 Faculties must not approve course-change Curriculum Submissions that have not been submitted to the Library for consultation.

39.01 The library representative on a Faculty Curriculum Committee will communicate directly with any Unit proposing changes for which current holdings are inadequate. This information will be provided to the Faculty Curriculum Committee prior to its meeting at which the Curriculum Submissions are to be approved, and will share that communication with the relevant Faculty Curriculum Committee and the Senate Committee on Curriculum.
The Associate University Librarian will provide each Faculty Curriculum Committee with a list of course-change Curriculum Submissions on which the Library has been consulted.

Process for resolving issues arising from inadequate or unresolved consultation

As part of the attempt to improve and make more transparent the consultation that takes place regarding curriculum submissions, a section was added to the Procedures on Curriculum Submissions outlining how unresolved issues will be addressed, both within and between faculties. The section currently states:

37.00 In any case in which consultation does not resolve an issue, the issue will be decided by the Faculty Curriculum Committee (if all concerned Units are in the same Faculty) or the Senate Committee on Curriculum (if the concerned Units are in different Faculties).

A couple of situations arose over the course of the year in which consultation did not resolve an issue between faculties, including issues between line faculties and a line faculty and the Faculty of Graduate Studies. Some of these situations were addressed informally between units, while others were presented to the Senate Committee on Curriculum for consideration. As these issues were discussed at and in preparation for Senate Committee on Curriculum meetings, it became clear that the process by which a decision would be made was unclear. Members of the Senate Committee on Curriculum were uncertain about their authority to make decisions requiring an assessment of discipline-specific information. In one situation, the Office of the Vice-President Academic and Provost met with the concerned units and prepared a recommendation for the Senate Committee on Curriculum. This process seemed to work well and allowed for substantive and meaningful consideration of the issue before it was presented to the Senate Committee on Curriculum.

A revision and addition to section 37.00 of the Procedures on Curriculum Submissions is proposed to clarify the process that will be undertaken to address unresolved issues within and between faculties. This change formalizes a role and responsibilities for the Vice-President Academic and Provost in the process for resolving issues between faculties.

Proposed revision:

37.00 In any case in which consultation does not resolve an issue, the issue will be decided by the Faculty Curriculum Committee (if all concerned Units are in the same Faculty) or the Senate Committee on Curriculum (if the concerned Units are in different Faculties). In the case in which consultation does not resolve an issue between Units in the same Faculty, the Faculty Curriculum Committee will decide whether or not a Curriculum Submission will be approved for recommendation to the Faculty.

38.00 In the case in which a Faculty approves a Curriculum Submission that includes an issue that has not been resolved between Units in different Faculties or between a Unit and the Faculty of Graduate Studies, the Senate Committee on Curriculum will seek advice and a recommendation from the Vice-President Academic and Provost before deciding whether or not to approve that Curriculum Submission for recommendation to Senate.

38.01 Units engaged in discussions regarding unresolved issues and the relevant Deans will meet with the Vice-President Academic and Provost, either upon agreement by the Deans or following direction from the Senate Committee...
on Curriculum. Units will also provide written documentation to the Vice-President Academic and Provost regarding the issue, which the Vice-President Academic and Provost will refer to in preparation of a recommendation to the Senate Committee on Curriculum.

38.02 All Curriculum Submissions associated with an unresolved issue will be deferred until a recommendation from the Vice-President Academic and Provost is presented to the Senate Committee on Curriculum.

A revision to section 36.03 of the Procedures on Curriculum Submissions is also recommended to clarify expectations for consultations between units:

36.03 Courses on topics in which other Units offer courses: A Unit proposing a new course, or a substantial change in content of an existing course, in an area in which another Unit(s) offers courses must consult with the other Unit(s) prior to submission to its Faculty Curriculum Committee. The purpose of this consultation is to ensure Units are aware of others’ offerings, to ensure respect for the disciplinary scope of different programs, to avoid unnecessary duplication, and to ensure courses are listed as “mutually exclusive” where the overlap in course content is substantial. A Unit(s) already offering courses in an area does not have the authority to prevent other Units from proposing a course or courses in that area. A Unit proposing a new course or courses does not have automatic authority to offer a course in an area in which another Unit is already offering courses, nor does a Unit already offering courses in an area have automatic authority to prevent other Units from proposing a course or courses in that area. In all such cases, appropriate consultation is required (see also section 38.00).

Scheduling Challenges

Appendix A of the Procedures on Curriculum Submissions outlines curriculum submission timelines and key dates. This information is also reflected in various sections of the procedures. It was discovered this year that the June meetings of the Senate Committee on Curriculum conflict with the dates for Convocation, creating scheduling challenges and difficulty finding space to conduct the meetings. Changes to the dates and timelines for and leading up to the June Senate Committee on Curriculum meetings are being recommended to remedy this challenge.

Proposed revisions:

27.00 Curriculum Submissions approved by a Faculty must be submitted by the Faculty to the Office of the Registrar by the following dates: Cycle 1, third Friday in November; Cycle 2, third Friday in February; Cycle 3, third Friday in July.

28.00 After approval at the Faculty level, Curriculum Submissions are considered by the Senate Committee on Curriculum for review and recommendation to Senate according to the following schedule: Cycle 1, early December; Cycle 2, early March; Cycle 3, mid-June to mid-August.

29.00 The Senate Committee on Curriculum may require revisions to Curriculum Submissions before recommending them to Senate for approval. All such revisions must be completed no later than the following dates: Cycle 1, the third Friday in December; Cycle 2, the third Friday in March; Cycle 3, the fourth Friday in August.
33.00 Curriculum submissions from cross-faculty interdisciplinary programs must be submitted to the chairs of Faculty Curriculum Committees for all participating Faculties by the following dates: Cycle 1, September 15; Cycle 2, December 15; Cycle 3, March 15.

Appendix A will also be revised to reflect these date changes.

Representation on Faculty Curriculum Committees from the Office of the Registrar and the Library

Section 6.01 of the Procedures on Curriculum Submissions states that all Faculty Curriculum Committees will include representatives from the Office of the Registrar as non-voting members. As part of the efforts to improve consultation and communication regarding graduate curriculum submissions, the Registrar has confirmed that representatives from Undergraduate Admissions and Records and Graduate Admissions and Records will attend Faculty Curriculum Committee meetings, as appropriate. The section has also been revised to include a representative from the Library as a non-voting member of Faculty Curriculum Committees.

Proposed revisions:

6.01 Normally, Faculty Curriculum Committees will include faculty members representing each of the Units within the Faculty as voting members, and representatives from the Office of the Registrar (Undergraduate Records or Graduate Admissions and Records, as appropriate), the Faculty’s advising office, and the Library as non-voting members.

Restrictions on Submissions to Curriculum Change Cycles

Consultations with administrative staff responsible for curriculum submissions revealed that some confusion remains with respect to what changes can be implemented effective January 1. Section 18.00 of the Procedures on Curriculum Submissions states:

Restrictions on Submissions to Curriculum Change Cycles
18.00 New courses and programs can be initiated for any of the three cycles. Other types of Curriculum changes may only be submitted during certain cycles:

- Changes to regulations regarding academic standing, progression, discipline, and deadlines must be submitted in Cycle 1 or Cycle 2, but not Cycle 3, to avoid changes in these regulations occurring in the middle of Winter Session.
- Changes in program titles must be introduced in Cycles 1 or 2 to avoid problems with transcripts.
- Units considering curriculum changes that involve many courses (e.g., global changes in departmental course abbreviations) should consult with the Office of the Registrar in order to ensure full consideration with respect to timetabling and room booking requirements.

Further clarification and guidance regarding restrictions on submissions will be provided in the guidelines issued by the Office of the Registrar. In addition, the following new sub-section is proposed:

18.01 In a case where a Curriculum Submission is approved by Senate but cannot be implemented on the date at which Curriculum Submissions for that cycle are normally implemented, the Curriculum Submission will be held by the Office of the Registrar.
until implementation is possible. The relevant Unit will be notified regarding the implementation date.

Further Review of the Policy and Procedures

When the *ad hoc* committee’s recommendations were approved by Senate in 2013, it was determined that the *ad hoc* committee should remain active for one year to review the changes to the curriculum process and provide a report to Senate. Now that this review has been carried out, the *ad hoc* committee’s work is completed. Further review of the curriculum process and revisions to the *Procedures on Curriculum Submissions* can be carried out by the Senate Committee on Curriculum, in accordance with its terms of reference. It is recommended that a review of the *Policy on Calendar Submissions* and the *Procedures on Curriculum Submissions* be conducted in three years. The mandated review dates on the policy and procedural documents reflect this recommendation.

Respectfully submitted,

*Ad Hoc Senate Committee to Consider the Curriculum Process*

Michael Webb (Chair), faculty member who is a member of Senate
Tim Haskett, Chair of the Senate Committee on Curriculum
Tom Tiedje, Dean selected by Dean’s Council
Margot Wilson, Faculty of Graduate Studies
David McCutcheon, Peter B. Gustavson School of Business
Kathy Gillis, Faculty of Science
Catherine Mateer, designated by the Vice-President Academic and Provost
Lauren Charlton, Registrar
Jill Carruthers, Coordinator, Curriculum and Calendar
Carrie Andersen, Associate University Secretary (secretary)
Terms of Reference for the
Ad Hoc Committee to Consider the Curriculum Process

Terms of Reference

The *ad hoc* committee shall:

- undertake a comprehensive review of the current curriculum change process;
- review the curriculum change processes other universities in Canada, and the systems and
technology at the university that are currently used and could be leveraged in the process;
- consult with the Senate Committee on Curriculum, the Senate Committee on Planning and
members of the faculties and administrative units involved in the curriculum change process;
and
- taking into account potential future developments (e.g., transition to an electronic calendar;
potential increase in degree options involving other institutions) provide recommendations
to Senate on whether revisions to the current curriculum change process are called for and, if
so, what these revisions should be, and how they might be reflected in Senate policy and
procedures.

Composition

- 1 faculty member who is a member of Senate (Chair)
- Chair or Vice-Chair of the Senate Committee on Curriculum
- Selected by Dean’s Council, 1 Dean or designate
- 3 faculty members who are the chairs of faculty curriculum committees, one of whom is the
chair of the Faculty of Graduate Studies curriculum committee
- Vice-President Academic and Provost or designate
- Registrar or designate
- 1 representative from the staff responsible for production of the university calendar
- Associate University Secretary (secretary)

The ad hoc committee will be assisted in its work by a resource person/consultant who will gather
and analyze information or issues under the committee’s purview under the direction of the
committee chair or the Associate University Secretary.

Approved by Senate April 13, 2012
POLICY ON CALENDAR SUBMISSIONS

University Policy No: AC1120
Classification: Academic and Students
Approving authority: Senate
Effective date: May 4, 2013
Supersedes: January 6, 2012
Last Editorial Change: July, 2011
Mandated review: May, 2020

Associated Procedures: Procedures on Curriculum Submissions

PURPOSE
1.00 The University Calendar includes information for undergraduate and graduate students about relevant university policies and procedures, academic policies and regulations, university fees, courses and programs of study. The purpose of this policy is to outline requirements for publishing the University Calendar and the approval mechanism for changes to the University Calendar.

SCOPE
2.00 This policy applies to the information published in the University Calendar.

DEFINITIONS
For the purposes of this policy:

3.00 Curriculum Submission is defined in the Procedures on Curriculum Submissions.

4.00 Registrar means the university’s Registrar, not the University Secretary, who is the registrar under the University Act.

5.00 University Calendar includes the undergraduate and graduate calendars.

POLICY

Authority
6.00 Under the University Act, responsibility for academic governance is vested in the Senate.

6.01 Under section 37(1)(n) of the University Act, Senate has the power to provide for the preparation and publication of the University Calendar.

6.02 Under sections 37 and 40(d) of the University Act, Senate has the authority to approve submissions from faculties to make changes to the curriculum.
7.00 The University Calendar will include, but is not limited to:

7.01 general university academic policies and regulations approved by Senate on recommendation of the appropriate Senate Committee;

7.02 faculty or division specific academic policies and regulations approved by the faculties or divisions and/or Senate, as appropriate;

7.03 Curriculum Submissions approved by Senate on recommendation of the Senate Committee on Curriculum and the faculties or divisions in accordance with the Procedures on Curriculum Submissions;

7.04 general information for students on matters within the purview of Senate, approved by Senate;

7.05 general information for students approved by the Registrar;

7.06 information about relevant university policies and procedures approved by the appropriate authority;

7.07 fees approved by the Board of Governors or delegate; and

7.08 academic year important dates approved by Senate.

8.00 The University Secretary may provide direction about which calendar matters listed in section 7.00 require Senate approval and which matters may be approved by the Registrar or other authority.

9.00 The Registrar may make editorial changes to the University Calendar.

Responsibility to publish

10.00 The Registrar, under the authority of the Senate, publishes the official version of the University Calendar three times annually, effective May 1, September 1 and January 1.

11.00 The Registrar will take reasonable steps to ensure accuracy of the University Calendar and will archive the University Calendar.

12.00 A copy of the current version of the University Calendar will be published on the university website.
AUTHORITIES AND OFFICERS
i) Approving Authority – Senate
ii) Designated Executive Officer – University Secretary
iii) Procedural Authority – Senate
iv) Procedural Officer - Registrar

RELEVANT LEGISLATION
University Act

RELATED POLICIES AND DOCUMENTS
University Calendar
PROCEDURES ON CURRICULUM SUBMISSIONS

Parent Policy: Policy on Calendar Submissions (AC1120)

PURPOSE

1.00 The Curriculum Submission process must provide appropriate and timely review, consultation and approval to ensure new and revised curriculum is consistent with University policy, accurate, and understandable. In order to achieve these goals, the Procedures in this document must be followed in both process and form for all Curriculum Submissions.

DEFINITIONS

For the purposes of these procedures:

2.00 Curriculum means all for-credit academic programs and courses offered by the University, as described in the University Calendar.

3.00 Curriculum Submission includes the following proposed changes to curriculum: program changes: changes to the descriptions and requirements of academic programs; and course changes: changes to individual courses, including new courses and course deletions.

4.00 Unit means the department, school, program, or Faculty responsible for offering a program or course.

AUTHORITY

Units

5.00 Units are responsible for preparing Curriculum Submissions and for submitting them to the appropriate committee for review.

Faculty Curriculum Committees

6.00 Each Faculty other than the Faculty of Graduate Studies will establish a Faculty Curriculum Committee, but may decide whether to have one committee responsible for undergraduate and graduate Curriculum Submissions or to have separate undergraduate and graduate committees.
6.01 Normally, Faculty Curriculum Committees will include faculty members representing each of the Units within the Faculty as voting members, and representatives from the Office of the Registrar (Undergraduate Records or Graduate Admissions and Records, as appropriate), the Faculty's advising office, and the Library as non-voting members.

7.00 Faculty Curriculum Committees have the responsibility to review Curriculum Submissions from Units, and the authority to approve Curriculum Submissions for recommendation to their Faculties.

7.01 Faculty Curriculum Committees may revise program and course descriptions to ensure they conform to these procedures and other University policies.

7.02 Faculty Curriculum Committees must not recommend for approval any Curriculum Submission until satisfied that appropriate consultations have taken place.

Faculties
8.00 Faculties have the responsibility to review Curriculum Submissions recommended by Faculty Curriculum Committees for consistency with Faculty and University policies and strategic goals; and the authority to approve Curriculum Submissions for recommendation to the Senate Committee on Curriculum.

9.00 Graduate Curriculum Submissions will be approved by both the line faculty and the Faculty of Graduate Studies.

Senate Committee on Curriculum
10.00 The Senate Committee on Curriculum has the responsibility to review Curriculum Submissions in accordance with its terms of reference, and the authority to approve Curriculum Submissions for recommendation to Senate.

10.01 The Senate Committee on Curriculum may request revisions to Curriculum Submissions by Faculties in order to comply with University policies, the University Calendar or editorial requirements set out in these procedures.

10.02 In cases where requested revisions require consultation between Faculties, the Senate Committee on Curriculum has the authority to approve, reject or modify Curriculum Submissions in cases where the Faculties cannot agree on revisions.

Senate Committee on Planning
11.00 Proposals involving the following program-related changes must be approved by the Senate Committee on Planning:

- New undergraduate and graduate programs and degrees, including minor programs and general degrees
- New certificates, professional certificates and diplomas (undergraduate and graduate)
- Double or dual degree programs (including programs involving existing degrees)
- Changes to a program degree or title
- Significant changes to program focus, content, structure or requirements (e.g., moving from a project-based to a course-based masters)
- Programs involving partnerships or agreements with other institutions
- Any other changes referred by the Senate Committee on Curriculum for the Senate Committee on Planning’s decision

11.01 In cases of uncertainty the Associate Vice-President Academic Planning will determine which proposals require submission to the Senate Committee on Planning.

12.00 Curriculum Submissions accompanying proposals requiring approval by the Senate Committee on Planning may be submitted concurrent with, or subsequent to, these proposals. Approval of Curriculum Submissions for new or changed programs not yet approved by the Senate committee on Planning is contingent upon approval of the proposal by the Senate Committee on Planning, Senate, the Board of Governors, and the Provincial Ministry, as required.

Other Senate Committees
13.00 Proposals and Curriculum Submissions submitted to the Senate Committee on Curriculum may also require approval by other Senate committees:

13.01 Changes to academic standards must be approved by the Senate Committee on Academic Standards.

13.02 Changes to regulations for admission, re-registration or transfer must be approved by the Senate Committee on Admission, Re-registration and Transfer.

13.03 In case of uncertainty about which Senate committee should review a proposed change, the University Secretary may provide direction.

13.04 Proposals requiring approval by other Senate committees will be referred to those committees as appropriate.

Senate
14.00 Senate has the authority to approve Curriculum Submissions, and normally does so upon recommendation of the Senate Committee on Curriculum.

Administrative Offices
15.00 The Office of the Registrar may make editorial and formatting changes to Curriculum Submissions, under the direction of the Senate Committee on Curriculum.

PROCESSES FOR CURRICULUM SUBMISSIONS

Curriculum Approval Cycles
16.00 Changes to Curriculum will be considered and approved by the Senate Committee on Curriculum and Senate three times per year, with approved Curriculum changes taking
effect in accordance with Section 34.00 of these procedures. The dates and time frames associated with Cycle 1, Cycle 2 and Cycle 3 are given in Appendix A.

17.00 Units may choose to submit curriculum changes at any or all of the cycles. Proposed curriculum changes that miss the entry point for one cycle can be submitted into a subsequent cycle, and changes that require revision or further consultation may be resubmitted into a subsequent cycle.

Restrictions on Submissions to Curriculum Change Cycles

18.00 New courses and programs can be initiated for any of the three cycles. Other types of Curriculum changes may only be submitted during certain cycles:

- Changes to regulations regarding academic standing, progression, discipline, and deadlines must be submitted in Cycle 1 or Cycle 2, but not Cycle 3, to avoid changes in these regulations occurring in the middle of Winter Session.
- Changes in program titles must be introduced in Cycles 1 or 2 to avoid problems with transcripts.
- Units considering curriculum changes that involve many courses (e.g., global changes in departmental course abbreviations) should consult with the Office of the Registrar in order to ensure full consideration with respect to timetabling and room booking requirements.

18.01 In a case where a Curriculum Submission is approved by Senate but cannot be implemented on the date at which Curriculum Submissions for that cycle are normally implemented, the Curriculum Submission will be held by the Office of the Registrar until implementation is possible. The relevant Unit will be notified regarding the implementation date.

Preparation of Curriculum Submissions.

19.00 Units will prepare Curriculum Submissions in two files:

- One file containing program changes, using the appropriate forms and beginning with a summary page or pages listing changes using categories defined below, in the order in which the changes will appear in the University Calendar;
- One file containing course changes, using the appropriate forms and beginning with a summary page or pages listing changes using categories defined below, in the order in which the changes will appear in the University Calendar.

20.00 Templates for Program Change Forms, Course Change Forms, and summary forms for both types are available from the Office of the Registrar.

21.00 The Faculty of Graduate Studies is responsible for necessary changes to the FGS section of the Graduate Calendar arising from changes to curriculum.

Progression of Approvals

22.00 Curriculum Submissions normally originate at the Unit level.
23.00 Units must notify and consult with the University Libraries, Co-op and Career Services, and other potentially affected Units that may have an interest in, or be affected by a proposed curriculum change, as outlined in Sections 35.0-39.00, Consultation in Preparation of Submissions.

24.00 Units will submit Curriculum Submissions to their Faculty’s Curriculum Committee(s) for approval and recommendation to the Faculty.

24.01 Faculty Curriculum Committees must not recommend for approval any Curriculum Submission until satisfied that appropriate consultations have taken place.

25.00 After review by a Faculty Curriculum Committee, Curriculum Submissions will be forwarded to the Office of the Registrar to be made available online for review by other Units at least one week before the Faculty meeting at which the Curriculum Submissions will be considered.

26.00 Graduate Curriculum Submissions will be submitted by the line-Faculty Curriculum Committee to both the line Faculty and the Faculty of Graduate Studies for approval.

27.00 Curriculum Submissions approved by a Faculty must be submitted by the Faculty to the Office of the Registrar by the following dates: Cycle 1, third Friday in November; Cycle 2, third Friday in February; Cycle 3, third Friday in May.

28.00 After approval at the Faculty level, Curriculum Submissions are considered by the Senate Committee on Curriculum for review and recommendation to Senate according to the following schedule: Cycle 1, early December; Cycle 2, early March; Cycle 3, early June mid-August.

29.00 The Senate Committee on Curriculum may require revisions to Curriculum Submissions before recommending them to Senate for approval. All such revisions must be completed no later than the following dates: Cycle 1, the third Friday in December; Cycle 2, the third Friday in March; Cycle 3, the third Friday in June the fourth Friday in August.

Cross-Faculty Interdisciplinary Program Curriculum Submissions

30.00 The Director of the Office of Interdisciplinary Academic Programs, in consultation with each interdisciplinary program overseen by that office, will identify one Faculty as the “lead Faculty” for Curriculum Submissions for that program.

31.00 Curriculum Submissions for cross-faculty interdisciplinary programs must be submitted to the lead Faculty’s Curriculum Committee for review and recommendation to its Faculty for approval, and to the Chairs of the Faculty Curriculum Committees of the other participating Faculties.

32.00 The Chairs of Faculty Curriculum Committees other than that of the lead Faculty will determine whether proposed changes are of such a nature to require review and approval by that Faculty as well as by the lead Faculty.
33.00 Curriculum Submissions from cross-faculty interdisciplinary programs must be submitted to the chairs of Faculty Curriculum Committees for all participating Faculties by the following dates: Cycle 1, October 1-September 15; Cycle 2, January 5-December 15; Cycle 3, April 1-March 15.

Effective Dates of Approved Curriculum Submissions

34.00 Upon Senate approval, Curriculum Submissions will be incorporated into the University Calendar as per the following timeline and will be considered effective on that date.

34.01 Cycle 1 changes, submitted to the December meetings of the Senate Committee on Curriculum and approved at the February Senate meeting: published in May, effective May 1.

34.02 Cycle 2 changes, submitted to the March meetings of the Senate Committee on Curriculum and approved at the May Senate Meeting: published in September, effective September 1.

34.03 Cycle 3 changes, submitted to the June meetings of the Senate Committee on Curriculum and approved at the October Senate meeting: published in January, effective January 1.

CONSULTATION

Consultation in Preparation of Submissions

35.00 A Unit proposing a Curriculum Submission that other Units may have an interest in, or be affected by, must consult and notify those Units regarding the proposed Curriculum Submission prior to its submission to their Faculty Curriculum Committee.

35.01 The Unit proposing the change is responsible for:

a. identifying other Units that need to be consulted;

b. providing information about the proposed Curriculum Submission to the Chair, Director, or Dean responsible for those other Units; and

c. providing evidence of consultation to the Faculty and the Senate Committee on Curriculum.

36.00 A Unit making a Curriculum Submission in any of the following categories must carry out consultation in accordance with these procedures:

36.01 Cross-listed courses: A Unit offering a course that is formally cross-listed in the University Calendar must consult with the other Unit(s) prior to the submission to their Faculty Curriculum Committee of any proposed changes to the course. This consultation must ensure that the University Calendar entries are identical (except for the order in which prerequisites or co-requisites are listed).
36.02 Courses used in other programs: A Unit offering a course listed as part of another Unit’s program requirements must consult with the other Unit(s) prior to the submission to their Faculty Curriculum Committee of any proposed changes to the course.

36.03 Courses on topics in which other Units offer courses: A Unit proposing a new course, or a substantial change in content of an existing course, in an area in which another Unit(s) offers courses must consult with the other Unit(s) prior to submission to its Faculty Curriculum Committee. The purpose of this consultation is to ensure Units are aware of others’ offerings, to ensure respect for the disciplinary scope of different programs, to avoid unnecessary duplication, and to ensure courses are listed as “mutually exclusive” where the overlap in course content is substantial. A Unit(s) already offering courses in an area does not have the authority to prevent other Units from proposing a course or courses in that area. A Unit proposing a new course or courses does not have automatic authority to offer a course in an area in which another Unit is already offering courses, nor does a Unit already offering courses in an area have automatic authority to prevent other Units from proposing a course or courses in that area. In all such cases, appropriate consultation is required (see also section 38.00).

36.04 Units should consult with other Units that have any other kind of interest in a proposed course or revisions to course content not included on the list in this section.

36.05 A Unit preparing graduate curriculum submissions is advised to consult with the Dean’s Office in the Faculty of Graduate Studies before submitting its graduate Curriculum Submission to the Unit’s Faculty Curriculum Committee, to ensure the same version is approved by both faculties.

37.00 In any case in which consultation does not resolve an issue, the issue will be decided by the Faculty Curriculum Committee (if all concerned Units are in the same Faculty) or by the Senate Committee on Curriculum (if the concerned Units are in different Faculties). In the case in which consultation does not resolve an issue between Units in the same Faculty, the Faculty Curriculum Committee will decide whether or not a Curriculum Submission will be approved for recommendation to the Faculty.

38.00 In the case in which a Faculty approves a Curriculum Submission that includes an issue that has not been resolved between Units in different Faculties or between a Unit and the Faculty of Graduate Studies, the Senate Committee on Curriculum will seek advice and a recommendation from the Vice-President Academic and Provost before deciding whether or not to approve that Curriculum Submission for recommendation to Senate.

38.01 Units engaged in discussions regarding unresolved issues and the relevant Deans will meet with the Vice-President Academic and Provost, either upon agreement by the Deans or following direction from the Senate Committee on Curriculum. Units will also provide written documentation to the Vice-President Academic and Provost regarding the issue, which the Vice-President Academic and Provost will
refer to in preparation of a recommendation to the Senate Committee on Curriculum.

38.02 All Curriculum Submissions associated with an unresolved issue will be deferred until a recommendation from the Vice-President Academic and Provost is presented to the Senate Committee on Curriculum.

39.00 Libraries: All course-change Curriculum Submissions must be submitted to reviewed by the Associate University Librarian (Collections) library representative on a Faculty Curriculum Committee for an assessment of Library implications prior to the Faculty meeting at which the Curriculum Submissions are to be approved. Units are advised to consult with their library representatives prior to submitting changes to their Faculty Curriculum Committees, but evidence of this consultation is not required.

39.01 Faculties must not approve course-change Curriculum Submissions that have not been submitted to the Library for consultation.

39.01 The library representative on a Faculty Curriculum Committee will communicate directly with any Unit proposing changes for which current holdings are inadequate. This information will be provided to the Faculty Curriculum Committee prior to its meeting at which the Curriculum Submissions are to be approved, and will share that communication with the relevant Faculty Curriculum Committee and the Senate Committee on Curriculum.

39.03 The Associate University Librarian will provide each Faculty Curriculum Committee with a list of course-change Curriculum Submissions on which the Library has been consulted.

40.00 Co-operative Education Program and Career Services: Units must consult with Co-operative Education Program and Career Services on any program changes affecting co-op programs, and on any changes to courses in which Co-op and Career Services plays a role, before the Faculty meeting at which the changes are to be approved.

40.01 Co-operative Education Program and Career Services will consult with any academic Unit affected by changes it initiates to coop programs (including work experience).

Consultation Prior to Approval

41.00 To ensure all Units have an opportunity to review Curriculum Submissions before approval, all proposed Curriculum Submissions and summary forms will be posted online at least one week before the Faculty meeting at which the changes are to be approved, for review by relevant university officials including, but not limited to: Deans, Chairs of Faculty Curriculum Committees, other members of the Senate Committee on Curriculum, Associate Deans, Chairs of Departments, Directors of Schools and interdisciplinary academic programs, the Executive Director and program managers in Coop and Career Services, and the Associate University Librarian and subject librarians.
41.01 The Office of the Registrar will make Curriculum Submissions available online and notify all those with access that the Curriculum Submissions are available for review and of the date of the Faculty meeting at which the Curriculum Submissions are to be considered.

RULES FOR PREPARATION OF CURRICULUM SUBMISSIONS

General Rules
42.00 Program changes and Course changes must be separated into separate files using the appropriate forms. Each file will begin with a summary page or pages that list each change and the category of change it represents, using the categories defined in Sections 43.00 and 45.00. Individual changes should be organized in the order in which they would appear in a paper or pdf version of the University Calendar.

43.00 Curriculum change forms should show the existing entry on the left with a stroke through changes to be made; new entry on the right with changes underlined.

Program Changes
44.00 Program changes include:

a. The creation, reinstatement, discontinuance, or major modification of a program or credential. Any proposal in this category must be submitted to the Senate Committee on Planning after Faculty approval, in accordance with deadlines established and published by that Committee.

b. A minor modification in program or credential that does not significantly change that program or credential's focus, content, structure, or requirements.

c. A change in a listing of specific eligible or elective courses that can be used to meet a program or credential requirement.

d. A change in the description of a program or credential not involving any change in program or credential requirements.

e. Other: Any change not included under Section 43.00 as determined by the Chair of the Faculty Curriculum Committee, the Chair of the Senate Committee on Curriculum, or the Chair of the Senate Committee on Planning to be program-related.

45.00 The format, wording, and scope of program-related Curriculum Submissions must be consistent with the University's academic program policies and guidelines.

Course Changes
46.00 Course changes include:

a. A new or reinstated course, or a change in a course code or number.
b. A change in course title or description

c. A change, addition, or deletion of a pre- or co-requisite or an enrolment restriction.

d. Deletion of a course.

e. Retention of a course that has not been offered for five years (See Section 46.00, Sunsetting of Courses).

f. Other course changes including, but not limited to:
   - A change in a mutually-exclusive (MX) designation, sequence credit information, or a cross-listing
   - A change in course unit value, division of a year-long course, or merging of two one-term courses
   - A change in the number or distribution of course contact hours
   - A change in grading structure

Sunsetting of Courses

47.00 Courses listed but not offered for five consecutive years normally will be dropped from the University Calendar. A unit wishing to retain a course not offered for five years must provide a clear rationale to support its retention and commit to offering the course within two academic years. The Senate Committee on Curriculum has the authority to delete such courses from the Calendar if it is not satisfied with the rationale to retain them, as presented by the Faculty.

47.01 The Office of the Registrar will circulate annually a list of all courses due for sunsetting to Departments, Schools, Programs, Curriculum Committee chairs, the University Library, and the University Secretary. Units must include these courses in their Curriculum Submissions in Cycle 1, stating whether each course should be deleted or retained and the rationale for doing so. Normally, retention requires a commitment to offer the course within two calendar years.

Course Codes and Numbering

Course Codes e.g. BIOL, ECON, WS.

48.00 Use no more than four letters for the course code, and normally reference the Unit or program offering the course. Use three numbers for the course number plus a letter as appropriate. The first number indicates the year level:
   - 001 to 099 level for university upgrading and some other non-standard courses
   - 100 to 400 level for undergraduate courses
   - 500 and 600 level for graduate courses
   - 700 level for education professional year courses
   - 800 level for graduate level co-op work terms

49.00 The use of A & B is appropriate for splitting a course (for example 100 becoming 100A and 100B). Use letters only if the use will be consistent from year to year; otherwise use
a new number.

50.00 When multiple topics are offered using an alphabetical sequence associated with the course number (e.g. 490A-D) each individual topic should be listed separately. Multiple topics should not be offered under a “phantom” course number such as 490 which is not an actual course.

Course numbers

51.00 Numbers can normally never be reused unless the course code is changed. Re-using course numbers would result in a duplicate being recorded on the student’s academic record when no duplication exists. Changes to course numbers within a particular year level can be allowed only under exceptional circumstances and with the approval of the Senate Committee on Curriculum.

Selecting new course numbers

52.00 A new course number must be selected for any new course. A new course number also should be selected when the changes to the content of an existing course are substantial enough that it is appropriate for a student to be able to get credit for both the original course and the revised course (i.e., that the original and revised course are not mutually exclusive). If the change in content is less substantial than this, the original course number should be retained.

53.00 The Scheduling History Report Archives will be used to ensure that new courses are never assigned numbers which have been used. These reports list all courses offered since 1970 by faculty, course and academic session.

Former Course Numbers

54.00 Any time the number of an existing course is changed, the Calendar entry will include a note that the course was “Formerly [old course number]”. The term “Formerly [old course number]” remains in place as part of the Calendar entry for 10 years after the change in course number. Since students cannot at any time repeat courses for credit unless specifically stated in the Calendar entry, the old and new course numbers are mutually exclusive and the course entry must include a mutually exclusive statement that is retained even after the “Formerly [old course number]” is deleted after 10 years. NOTE: The 10-year time frame does not apply to prerequisites; a former course number should be referenced as a prerequisite only for as long as the department deems it as beneficial to the student and the department.

COURSE TITLE AND DESCRIPTION

Course Title

55.00 Course titles must accurately and concisely describe the content of the course using formal language suitable for inclusion on official student transcripts. The number of characters in the title normally should not exceed 30, and in no case can exceed 75. Titles with between 31 and 65 characters (inclusive) must be accompanied by a condensed version of no more than 30 characters for display in contexts that cannot
accommodate more characters. Promotional terms should be avoided, as should language likely to infringe copyrights and vocabulary (colloquialisms and jargon) which may be temporally and culturally limited. Descriptions such as “(in English)” should be enclosed in parentheses and added after the title. Course titles should not include the instructional method (e.g., face to face, online) or the schedule type (e.g., lecture, seminar).

Course description
56.00 Course descriptions must accurately and concisely describe the content of the course. Descriptions are limited to a maximum of 75 words, and shorter entries are encouraged. Phrases should be used rather than sentences. The general aim of the course and the main topics to be considered should be indicated. Promotional language should be avoided.

Sequence Credit
57.00 Sequence credit is defined as credit that is given if the courses are taken in one order only (e.g., Course B may be taken after course A, but A may not be taken after credit has been received for B; whereas if credit were never possible for both A and B, then A and B are mutually exclusive). Where credit can only be given when courses are taken in a specific order (sequence), this must be stated specifically in the note for the affected course(s).

Maximum Credit
58.00 Students cannot repeat any course for credit unless specifically stated in the University Calendar. Courses designed to allow offerings with variable content that may be repeated for credit must always include the statement “on different topics”. Normally where repetition for credit is allowed, a maximum number of units is provided. Once a student has reached any maximum credit limit (whether specifically designated, or by default one enrolment) the student’s next registration in the course will appear on the record automatically as Duplicate, with no credit awarded.

Unit Value
59.00 Units may be assigned only in multiples of 0.5 except in the case of a 0.75 unit course. Courses that can be offered with variable units must list the range of possible units. When a unit value of an undergraduate course other than a variable unit course changes, a new course number is to be assigned.

Contact Hours
60.00 Contact hours for courses offered in a conventional face-to-face format must be listed, including the number of hours per week for lecture, required laboratory sessions, and required tutorial sessions. Contact hours normally are not listed for online-only courses unless students are required to participate in regularly scheduled online sessions at specific times. In this context, “lecture” refers to any regularly scheduled classroom contact time with the main instructor (or instructors, in team-taught courses), not the pedagogical design of the course. Laboratory or tutorial sessions held within lecture sessions are not listed separately. Normally a one-term 1.5 unit course has three hours of lecture weekly. Contact hours per week are listed in the following format:
Mutually-Exclusive (MX) Designation

61.00 Mutually-exclusive courses are courses for which there is sufficient overlap in content or core course concepts that students may not gain credit for more than one offering of the courses in question. An MX course note must be entered in each course description where a mutually-exclusive course association exists due to course content overlap, to identify clearly for students situations where course overlap will result in credit not being granted for the second course taken.

62.00 An MX course note is always applied when a course is renumbered to ensure a student cannot get credit for the same course under the previous and new course numbers. The existence of a 'Formerly' reference in the course heading does not replace the requirement for an MX Note. MX entries remain permanently even when the course is no longer offered. When a course is deleted, its Mutually Exclusive (MX) designations in other courses are never removed.

63.00 Cross-listed courses must always have an MX note.

64.00 Faculty Curriculum Committees are responsible for determining when the MX designation should be applied to courses in cases where all the courses in question are offered by Units within that Faculty, subject to approval by the Senate Curriculum Committee and Senate.

65.00 The Senate Curriculum Committee is responsible for determining when the MX designation should be applied to courses in cases where the courses in question are offered by more than one Faculty, subject to approval by Senate.

66.00 If an MX refers to courses offered by more than one Unit (either within or across Faculties), the Units must coordinate their MX Calendar entries. Where mutually exclusive entries are added, changed, or deleted and a course from another Unit is referenced in the MX note, the other Unit(s) must be consulted to co-ordinate the change for the same session. The other Unit(s) must include the appropriate addition or change in their course description and curriculum submission.

Prerequisites, Corequisites, and Enrolment Restrictions

67.00 A course prerequisite is another course for which a student must have credit before being permitted to register in the course in question. A student registered in a prerequisite course for one term will be assumed to have met that prerequisite for a course in a later term of that session; if the student subsequently does not get credit for the prerequisite course, he or she will be deregistered from the course for which that course is a prerequisite.

67.01 A course may have more than one prerequisite. A prerequisite statement may also specify the grade or score a student must have achieved in the prerequisite course before being permitted to register in the course in question.
68.00 A **course co-requisite** is another course that must be taken in the same term as the course in question. A course may have more than one co-requisite.

69.00 Another course that must be taken either before, or in the same term as, the course in question will be listed as “prerequisite or co-requisite”.

70.00 An **enrolment restriction** is an element of a student’s program which determines whether a student will be permitted to register in a particular course. Any enrolment restriction to a course must be specified in the course note. Enrolment restrictions may be based on any or all of the following elements: Faculty, major, year of standing, degree, and/or program. Enrolment restrictions can be applied to all sections of a course or different restrictions can be applied to different sections.

   69.01 The University of Victoria’s registration system does not permit Units to require a student to meet *either* an enrolment restriction *or* have credit for a prerequisite. Similarly, it is not possible to specify that a student meet *either* one type of enrolment restriction *or* another type of enrolment restriction.

**Grading method**

71.00 Calendar entries for courses where the standard University percentage and letter grades are used do not need any reference to grading method.

72.00 Calendar entries for courses where a non-standard grading method is used must specify this using the appropriate combination of the following categories specified in the Calendar: INC, COM, N, F, INP. Students registered in a course with an INP grading option have until the end of the winter session following the term in which the course is offered to complete coursework.
# APPENDIX A

## Curriculum Submission Timeline and Key System Dates

<table>
<thead>
<tr>
<th>Action</th>
<th>Timeframe/Key Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cycle 1</strong></td>
<td></td>
</tr>
<tr>
<td>Unit level curriculum planning</td>
<td>Summer</td>
</tr>
<tr>
<td>Engage in Consultation</td>
<td>Prior to consideration by Faculty Curriculum Committee</td>
</tr>
<tr>
<td>Submit Curriculum Submissions to Associate University Librarian and/or Co-op and Career Services as required</td>
<td>Prior to consideration by Faculty Curriculum Committee</td>
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<tr>
<td>Submit Cross-Faculty Interdisciplinary Program Curriculum Submissions to chair of Faculty Curriculum Committee</td>
<td>October 1 September 15</td>
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<tr>
<td>Submit Curriculum Submissions to Faculty Curriculum Committee(s)</td>
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<tr>
<td>Faculty Curriculum Committee meeting(s)</td>
<td>At least two weeks before Faculty meeting at which submission will be approved</td>
</tr>
<tr>
<td>Forward Curriculum Submissions recommended for approval to line Faculty, to Faculty of Grad Studies (if involving graduate curriculum), and to OREG</td>
<td>At least one week before Faculty meeting</td>
</tr>
<tr>
<td>Curriculum Submissions and date of Faculty meeting posted online by OREG for information and review</td>
<td>At least one week before Faculty meeting</td>
</tr>
<tr>
<td>Line Faculty and Faculty of Graduate Studies Approval</td>
<td>No later than second week of November</td>
</tr>
<tr>
<td>Forward Final Docket of Curriculum Submissions, including changes approved at Faculty meeting, to OREG</td>
<td>Third Friday in November</td>
</tr>
<tr>
<td>Senate Committee on Curriculum Meeting</td>
<td>Early December</td>
</tr>
<tr>
<td>SCC-requested revisions completed and returned to OREG</td>
<td>Third Friday in December</td>
</tr>
<tr>
<td>Senate meeting</td>
<td>First Friday in February</td>
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<tr>
<td>Calendar proofs circulated for review</td>
<td>February</td>
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<td>Cycle 2</td>
<td>Action</td>
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<tr>
<td></td>
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<td>Senate meeting</td>
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<tr>
<td></td>
<td>Calendar proofs circulated for review</td>
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<td>Curriculum Submissions published in University Calendar</td>
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<td>Cycle 3</td>
<td>Action</td>
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<td>Event</td>
<td>Date</td>
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</tr>
<tr>
<td>Calendar proofs circulated for review</td>
<td>October</td>
</tr>
<tr>
<td>Curriculum Submissions published in University Calendar</td>
<td>Published January, effective January 1</td>
</tr>
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</table>
In January, and as part of a broader response plan to the increasing prevalence of H1N1 in our community, Senate approved an omnibus motion permitting the implementation of short-term adjustments to the application of academic policy and regulations when deemed necessary by the Provost during the period between January 10, 2014 and April 30, 2014. This “Omnibus” motion provided the flexibility necessary to deal with academic issues arising from the flu virus. Any relaxing or alteration of academic standards would be on a time limited and be undertaken in consultation with appropriate Senate Committees. Any short-term modifications would also be reported to relevant Senate Committees and Senate. Any longer term or permanent changes to academic policy or regulations arising from or necessitated by the impact of influenza would be brought forward to the Senate Committee on Academic Standards and/or other Senate committees as appropriate, and then through Senate as per existing regulations.

I have reviewed whether any modifications to our academic standards, short term or otherwise, were necessary during the past three months with Dr. Katy Mateer our AVP Academic Planning and she reported to me that she is not aware of any.

We believe that this is in large measure due to the measures the university and the health authority put in place to blunt the spread and impact of H1N1 in our community.

The health authority managed the community communications and media strategy as well as a much broader distribution of the flu vaccine, ordering more from the Public Health Agency of Canada as necessary.

For its part, an advisory committee at UVic rolled out communication directly to instructors and students about influenza management and prevention and established a website to house instructions and FAQs for the students, staff and faculty.

Two key messages recommended by Health Services were:
1. That anyone who believes they are sick with influenza should isolate themselves and not come to campus. Special isolation directions for our student living in residence were developed and distributed by Residence Services as well.

2. In order to reduce the number of students who are ill but do not require medical treatment from visiting the health clinic or their physicians, and to reduce the number of ill students visiting Health Services only to obtain a concession note, instructors were asked to relax requirements for medical documentation of illness for periods of less than two weeks.

Other steps taken at UVic included:

- Residence Services initiated enhanced cleaning procedures.
- We purchased and deployed temporary hand sanitizer stations across campus. Departments were encouraged to purchase sanitizers for their teams.
- Vaccines were available at Health Services.
- We also made use of our digital signage network to promote Flu related issues and prevention

Health Services reports that these efforts appear to have had a positive effect on the number of students presenting with influenza like illnesses and the very low number of confirmed H1N1 cases among students. The actual numbers are not known because students were also accessing physicians and medical clinics in the community.
To: Senate

From: Carmen Charette, Vice-President External Relations
Mary Jo Hughes, Director of University Art Collections

Date: May 1, 2014

Re: Art Collections Policy (BP3310)

The Art Collections Policy (BP3310) replaces the Maltwood Art Museum and Gallery Collecting Policy dated 1978. The revised policy was presented to Senate for approval in March. While there was overall support for the policy, members of the Senate brought forward several questions and suggestions. Further revisions have now been made to the policy and associated procedures to take into account the March discussion. These are highlighted in the attached documents.

The proposed Art Collections Policy and its associated Art Collections Procedures establish the principles and processes for the development, refinement, access, and care of the permanent collection in a consistent and professional manner according to the requirements of the Canadian Cultural Property Export Review Board (CCPERB) and national and international museum standards. The policy reiterates that the permanent collection exists to support the university’s academic and outreach missions and is intended to be accessible to audiences today while preserved as a cultural trust for the benefit of future generations.

In response to the helpful feedback received by Senate, the following outlines revisions to the policy and procedures and other steps to be taken to address issues around broader consultation and access.

1. Decision making process for Campus Loans

The following change addresses the suggestion for more consultation on Campus loans:

22.00 Decisions for loans of Artwork either from the Legacy Permanent Collection or to the Legacy from other collections or institutions are made in accordance with the standards outlined in Procedures for Art Collections and in consultation with the Advisory Committee (described in section 11.00 of the Museum Policy – 3305).

2. The importance of capturing the role of the Art on Campus program in teaching and messaging broader values

Policy wording was modified to underscore this principle:

22.01 A select number of Artworks from Legacy’s Permanent Collection will be available for temporary loan on campus to enhance working and learning environments. These will also serve as statements expressing UVic’s values on a continual basis.
3. **Need for a broad consultative process regarding deaccessioning and acquisitions**

A clause was added to 20.00 of Procedures for Art Collection to ensure consultation is always part of the process:

20.00 Artworks for Deaccessioning are determined and presented with a full justification to the Committee by the director or curator. The justification must contain explanation of criteria for the Deaccessioning, **demonstrate consultation with UVic stakeholders such as faculty, staff, and donors who may hold an interest in artworks proposed for deaccessioning, and a declaration of the intention for disposal.**

A clause has been added to 7.00 of Procedures to ensure there is consultation when developing the scope of collecting areas considered by the committee for acquisitions:

7.00 Careful consideration must be given to embarking on new areas of collecting, and therefore an assessment of the direction and strengths of the Permanent Collection shall be conducted annually with the Committee **including consultation with academic stakeholders.**

**How consultation will happen:**

In order to ensure we are reaching possible academic users of the collection and receiving from them information about academic and research needs for the collection, we will:

A. Send an annual message from VP External Relations to Deans and Chairs and Directors to alert faculty to the services we offer related to teaching and research and to encourage those interested in using the collection to contact the Legacy Director to:
   - Ensure Legacy is aware of particular interests and needs when considering acquisitions and deaccessions in the context of the scope of the collection;
   - Be added to an e-mail list whereby they will receive notifications of possible deaccessions soliciting feedback regarding potential use value.

B. Increase membership of the Art Collections Committee, which is appointed to represent needs of campus and community regarding acquisitions and deaccessions;

C. Create an **Advisory Committee** by June 2014 which will include a broad membership of cross-disciplinary stakeholders from campus and community with the following mandate outlined in the Museum Policy:

   **11.00 An Advisory Committee shall exist as a consultative body that advises and supports Legacy with respect to strategic directions related to its major functions. In its advisory capacity this committee will provide leadership and support in the advancement and prioritization of how the collection will best serve UVic in its academic and community missions. It will also provide another avenue for communication between Legacy and its stakeholders.**
4. **Accessibility of the collection and definition of public space**

Access to the Collection remains a cardinal principle within the Art Collections Policy:

1.00 This policy establishes the provisions for the successful development, refinement, access, and care of the Permanent Collection of the University of Victoria Legacy Art Galleries.

12.00 Legacy will support local, provincial, national and international access to the Permanent Collection through research and study, exhibition, publication, Internet access, and loans of Artwork on campus and to other public museums based on resource availability and according to Procedures for Art Collections.

Ways in which Legacy provides access to the Collections include:

- Multiple exhibition venues on and off campus with rotating exhibition programs
- Art made available in class or for study and research
- Publically accessible database
- Publications and on-line projects
- Art on Campus, which provides:
  - Learning and Teaching Opportunities
  - Statement of UVic’s Values
  - Enlivened cultural and working environment

The Art on Campus program is a priority for Legacy in its efforts to provide access to the collection:

- UVic has more art on campus display than any other university in Canada (currently 2200 objects).
- Although a Federal compliancy issue requires us to remove Cultural Property artworks from non-museum spaces, most of these artworks have been replaced with new artworks, with a priority for public spaces.
- Refinement of how the Art on Campus program effectively provides access to the collection will be one of the first items for discussion by the new Advisory Committee. The Committee will revisit priorities for the scope of the program and develop a definition of “public space” that meets the needs of the university community.

**Recommended Motion:**

That Senate approve, and recommend to the Board of Governors that it approve, the Art Collections Policy (BP3310).
Purpose

1.00 This policy establishes the provisions for the successful development, refinement, access, and care of the Permanent Collection of the University of Victoria Legacy Art Galleries (hereinafter “Legacy”).

Definitions

For the purposes of this policy:

2.00 University refers specifically to the University of Victoria.

3.00 Artwork refers to a physical object considered to be an artistic creation.

4.00 Permanent Collection encompasses the University's art collections, which are entrusted to Legacy, having entered its care through the formal process of Acquisition as detailed Procedures for Art Collections.

5.00 Acquisition refers to an Artwork that has entered the Permanent Collection.

6.00 Deaccessioning refers to the permanent removal of one or more Artworks from the Permanent Collection.

7.00 Commissioning refers to the act of hiring and paying for the creation of an Artwork.

8.00 Repatriation refers to the legal return of Artwork to original or former owners including individuals, institutions, or communities.
SCOPE
9.00 This policy and its associated procedures apply to the Artwork entrusted to Legacy in its Permanent Collection. This policy does not apply to the varied collections of art and artifacts that may exist at the University and its divisions outside of the jurisdiction of Legacy.

POLICY
10.00 The Permanent Collection exists to support the University’s academic use in research and teaching and community outreach mission. It is intended to be accessible to audiences today while being preserved as a cultural trust for the benefit of future generations.

11.00 The future development of the Permanent Collection shall be founded upon principles of quality and artistic merit, building upon existing strengths and relating to the University’s academic use in research and teaching.

12.00 Legacy will support local, provincial, national and international access to the Permanent Collection through research and study, exhibition, publication, Internet access, and loans of Artwork on campus and to other public museums based on resource availability and according to Procedures for Art Collections.

13.00 In all collection activities Legacy will meet the highest professional standards in compliance with international museological principles and ethics, following provincial, national and international laws, agreements and treaties.

14.00 The Legacy director and employees are responsible for the care of the Permanent Collection. Only Legacy employees shall handle Artwork or authorize its handling.

Art Collections Committee
15.00 There will exist a standing committee called the Art Collections Committee (hereinafter called the “Committee”), which will make decisions with respect to Acquisition and Deaccessioning of Artwork for the Permanent Collection. The composition, roles, and activities of the Committee are detailed in the Terms of Reference for Art Collections Committee (Appendix A), which are approved by the Vice President External Relations.

Acquisition and Deaccessioning
16.00 Legacy develops the Permanent Collection through Acquisition, including donations (gifts and bequests), exchange, purchase and Commissioning, and through Deaccessioning, including Repatriation when appropriate.

16.01 Acquisitions to and Deaccessioning from the Permanent Collection will be done in accordance with this policy, the Procedures for Art Collections and the Fundraising and Gift Acceptance Policy.
17.00 All Acquisition and Deaccessioning activity by Legacy is undertaken in an arm’s-length relationship with the parties involved.

18.00 All donations of Artwork to Legacy are irrevocable upon formal transfer of title to the University determined by the date of countersigning on the deed of gift.

19.00 Deaccessioning is undertaken at Legacy to refine and improve the quality and appropriateness of the Permanent Collection.

19.01 Deaccessioning shall be approached with caution on a case-by-case basis, following a rigorous process for Deaccessioning and disposal, and will not be governed by current fashion or individual taste of Legacy staff members.

20.00 At no time shall a University employee, member of the Board of Governors, or anyone connected with the University in any formal way, including membership on a committee or under contract, be permitted to acquire a Deaccessioned Artwork directly from the University.

21.00 Deaccessioning shall not serve as a means for generating operating funds.

**Loans**

22.00 Decisions for loans of Artwork either from the Legacy Permanent Collection or to the Legacy from other collections or institutions are made in accordance with the standards outlined in *Procedures for Art Collections* and in consultation with the Advisory Committee (described in section 11.00 of the Museum Policy – BP3305).

22.01 A select number of Artworks from Legacy’s Permanent Collection will be available for temporary loan on campus to enhance working and learning environments. These will also serve as statements expressing UVic’s values on a continual basis.

22.02 No Artwork certified as Cultural Property shall go out on loan to campus buildings that are not designated as Category A facilities.

22.03 No loans of Artwork will be made to private individuals.

**Records**

23.00 Legacy will maintain a comprehensive system of records associated with each Artwork in its care in perpetuity according to *Procedures for Art Collections*.

**Reproduction and copyright**

24.00 Legacy complies with all Canadian copyright legislation pertaining to the reproduction of artists’ Artwork in the Permanent Collection and on loan.
AUTHORITIES AND OFFICERS
i) Approving Authority: Board of Governors
ii) Designated Executive Officer: Vice-President External Relations
iii) Procedural Authority: Vice-President External Relations
iv) Procedural Officer: Director, Legacy

RELEVANT LEGISLATION
Income Tax Act

RELEVANT POLICIES AND DOCUMENTS
University of Victoria Strategic Plan
Fundraising and Gift Acceptance Policy (ER4105)
Records Management Policy (IM7700)
Protection of Privacy Policy (GV0235)
Canadian Museum Association Ethical Guidelines
ICOM Code of Professional Ethics
Cultural Property Export and Import Act, 1985
Copyright Act (R.S.C., 1985, c. C-42)
PURPOSE
1.00 These procedures set out the processes for the successful development, refinement, access, and care of the Permanent Collection of the University of Victoria Legacy Art Galleries (hereinafter “Legacy”).

DEFINITIONS
For the purposes of these procedures:

2.00 The definitions contained within the Art Collections Policy (BP3310) apply to these procedures.

3.00 **Fair Market Value** means the highest price, expressed in a dollar amount, that the property would bring, in an open and unrestricted market, between a willing buyer and a willing seller who are both knowledgeable, informed, and prudent, and who are acting independently of each other.

4.00 **Public Art** refers to Artwork in any media that has been planned and executed with the specific intention of being sited in a public space either outdoors or in publically accessible buildings.

PROCEDURES

Acquisitions
5.00 Proposed Acquisitions (donations, exchanges, and purchases) are presented to the Art Collections Committee (hereinafter the “Committee”) and recommended for Acquisition by the director or curator.

6.00 The Committee members have authority to vote on whether each proposed Acquisition of Artwork should enter the Permanent Collection. The Committee may reject a proposed Acquisition if any one of the following criteria is not met:
   a) Artwork is relevant to the Permanent Collection, present and future, and to the Legacy’s mission to support the University’s academic use in research and teaching;
b) Artwork is in a condition suitable for exhibition relevant to its age;
c) Artwork has artistic merit;
d) Artwork meets a standard of quality, which is measured in terms of the total production of an artist within the pertinent area and the substance of the particular Artwork;
e) Artwork is deemed authentic in the academic opinion of the director;
f) Artwork demonstrates a use value, which is measured in terms of how the Artwork will be used in the future in the context of exhibitions, programs, and research;
g) Legacy has adequate resources for the acquisition, maintenance, conservation, storage, access for research and display of the Artwork;
h) The provenance of the Artwork is known and there is proof that the donor has clear legal title to it;
i) The donation of the Artwork is made with unrestricted terms, free of any conditions imposed by the donor, including, but not limited to, the condition of Legacy achieving a certain appraised value, or Legacy committing to permanent display.

7.00 Careful consideration must be given to embarking on new areas of collecting, and therefore an assessment of the direction and strengths of the Permanent Collection shall be conducted annually with the Committee and following consultation with academic stakeholders.

8.00 Following ratification at a formal Committee meeting, each Artwork entering the Permanent Collection shall be recorded in the official meeting minutes and shall be assigned a permanent accession number.

9.00 If a donor requires a tax receipt for a donation in a given year, the Artwork must be offered to Legacy in writing by October 1 and presented to the Committee before the final Committee meeting of the year, normally the end of October.

10.00 In certain instances for purchases or donations from outside the Capital Region, the Committee may assess the Artwork first in photographic image to determine an expression of interest prior to shipping the Artwork to Legacy.

11.00 Artwork must be in Legacy’s possession by December 31 to qualify as an Acquisition for that tax year as per Canada Revenue Agency (hereinafter “CRA”) requirements.

12.00 While donor expectations concerning tax credits and other fiscal considerations such as Fair Market Value are appropriately respected, such expectations do not drive Legacy’s collecting practices, nor will Legacy deviate from best practice standards in order to meet any such expectations.

13.00 The director is responsible for determining whether a gift has appropriate qualifications to be eligible for application to Canadian Cultural Property Export and Import Review Board (hereinafter “CCPERB”) for certification. Legacy will prepare and submit the application.
14.00 In the case where a CCPERB receipt is desired, certification will be for the tax year in which the gift is formally accepted by the Committee into the Permanent Collection even if the CCPERB certification meeting occurs in the subsequent calendar year. However neither the Committee nor the Legacy staff can guarantee approval of certification by CCPERB.

15.00 Expenses associated with a donor’s gift (e.g. appraisals, shipping) shall in most cases be paid by the donor.

16.00 Legacy staff may make in-house appraisals for Artwork with a Fair Market Value up to $1,000 per Artwork as per CRA Summary Policy CSP-F07, Appraisal.

17.00 When offered a donation, Legacy staff will notify the Development Office, to determine if there is an existing relationship with the donor and if a development officer needs to be involved to manage the donor relationship.

18.00 In the rare circumstance when Legacy considers Commissioning an Artwork for the Permanent Collection, an ad hoc committee including the Director and Collections Committee chair and other campus stakeholders, will create and approve the terms and conditions of the commission and make the selection of a short-list, if necessary, and of the final Artwork. Professional standards for Commissioning an Artwork shall be followed.

19.00 All Commissioning of Public Art intended to be accessioned into the Permanent Collection shall include a fund to install and assist with ongoing upkeep of the Artwork in order that Legacy does not suffer a financial burden in the future.

Deaccessioning

20.00 Artworks for Deaccessioning are determined and presented with a full justification to the Committee by the director or curator. The justification must contain explanation of criteria for the Deaccessioning, demonstrate consultation with UVic stakeholders such as faculty, staff, and donors who may hold an interest in artworks proposed for deaccessioning, and a declaration of the intention for disposal.

21.00 Artworks may be considered for Deaccessioning from the Permanent Collection based on any one or more of the following criteria:
   a) Irrelevance to the Permanent Collection;
   b) Duplication;
   c) Inferior quality;
   d) Poor condition;
   e) Public safety concerns;
   f) Inability for Legacy to meet standards of care or storage requirements;
   g) Questionable authenticity, attribution, or provenance;
   h) Political and legal concerns.
22.00 Prior to Deaccessioning, the Artwork shall be researched thoroughly, documented, and photographed, and the process of Deaccessioning thoroughly documented including the justification. The records related to the deaccessioned Artwork shall be maintained by Legacy on a permanent basis.

23.00 Prior to the Committee meeting Legacy staff shall ascertain that there are no legal, time-related or other restrictions against disposal of the Artwork and that the disposal will not contravene CCPERB regulations or other legislation.

24.00 Legacy will work with the relevant University development officer to make every reasonable effort to advise donors or their immediate family or any other appropriate interested parties about plans for Deaccessioning.

25.00 In the case of an Artwork by a living Canadian artist, the director or curator shall contact the artist prior to making any recommendations.

26.00 In cases when an Artwork has been accidently destroyed or permanently lost, the Artwork will be deaccessioned from the Permanent Collection. Any funds derived from this loss, such as payment from insurance, will be credited to Legacy for purchase of Artwork for the Permanent Collection or for use for conservation or care of Artwork in the Permanent Collection.

Disposal of Deaccessioned artworks

27.00 The director shall recommend the means of disposal of deaccessioned artworks.

28.00 Means of disposal of Artwork may include:
   a) Donation to or exchange with another qualified donee;
   b) Sale;
   c) Intentional destruction; or
   d) Repatriation.

29.00 When an Artwork has been disposed of, the director will ensure that the relevant documents are sent to the office of Finance and Operations to ensure the disposal is recorded in the financial records of the University.

30.00 In circumstances other than accidental destruction or loss, the manner of disposal should be in the best interest of the University, the community it serves, and the public trust placed in it.

31.00 In the case where Artworks are in suitable condition, every effort should be made to ensure that the Artwork remains in the public domain. As a result, sale at Fair Market Value to or exchange with another public institution that can provide the highest degree of care for and make the most appropriate use of the Artwork will be the first course of action pursued. The University will do its utmost to ensure that a deaccessioned Artwork which is significant to Canadian cultural heritage is retained in Canada.
32.00 If disposal is by outright sale, sale by public auction is preferable.

33.00 Artwork can be intentionally destroyed if it is determined:
  a) To be inauthentic, such as a forgery or reproduction, and of no archival
     or documentary value; or
  b) To substantially lack physical integrity to the point that it cannot
     reasonably be preserved.

34.00 Where disposal involves the transfer of ownership, appropriate legal documents
  shall be obtained.

Use of Deaccession Proceeds
35.00 All proceeds realized from disposal will be credited to Legacy for purchase of
  Artwork or use for conservation of Artwork in the Permanent Collection.

36.00 If the funds for an Acquisition come from the disposal of a donation, and if it is
  appropriate, the name of the donor should be attached to the Artwork so
  acquired.

Repatriation
37.00 With regard to questions concerning legitimate title or discovery that an Artwork
  is stolen, legal counsel will be sought.

38.00 In order avoid the future need to repatriate Artwork in the Permanent Collection
  Legacy will:
  a) Maintain research of origins and titles of artworks;
  b) Maintain knowledge of up-to-date information on international and
     national inventories of lost and stolen Artwork;
  c) Refuse cultural objects from any occupied country;
  d) Maintain complete documentation related to repatriation or questions
     about legal ownership of Artworks in the Permanent Collection.

Care of collections
39.00 Legacy will uphold museum standards of care for Artworks involving the
  following fundamental elements:
  a) Security (e.g. protection against theft, vandalism, fire, flood and other
     disasters);
  b) Environmental controls (e.g. temperature, relative humidity, intensity and
     quality of lighting, and airborne contaminants);
  c) Appropriate methods and conditions for handling and storing Artworks
     that are in line with indefinite preservation.

40.00 It is the responsibility of the director to ensure that professional standards are
  met in the methods and conditions under which the following activities occur:
  a) Display and providing study access to Artwork;
  b) Installation and de-installation of Artwork in exhibitions;
  c) Exhibition lighting;
  d) Matting and framing of Artwork;
e) Transportation of Artwork on or off campus;  
f) Storage of Artwork.

41.00 Artwork on loan to Legacy will be subject to the same standard of care as Artwork in Legacy’s Permanent Collection.

42.00 Artwork certified as Cultural Property through CCPERB shall only be stored or displayed in facilities granted Category A status through the CCPERB designation process.

43.00 All permanent members of Legacy staff will have the appropriate level of training for handling Artwork and any temporary employees involved with handling Artwork will be trained by Legacy staff to the appropriate level for the safe handling of Artwork.

44.00 The director is responsible for initiating any conservation action on an Artwork. Such work will not be undertaken without consultation with a member of Legacy staff.

45.00 The director will work with the office of the VP Finance and Operations to ensure that the Artwork is appropriately insured.

**Loans: Temporary Loans (Out)**

46.00 Official requests for loans must be made in writing to the director whose final authority it is to approve or deny the loan based on borrower’s ability to meet standards of care.

47.00 Borrowers must sign a loan agreement prepared by Legacy staff and assume all costs related to loans including packing, crating, shipping, insurance, customs fees, conservation and other necessary costs as agreed to between the borrower and Legacy.

48.00 Loans of Artwork outside of the University will only be made to public institutions that can insure that professional standards of care will be met.

49.00 Only institutions designated as Category A by the Movable Cultural Property Program through the Department of Canadian Heritage shall borrow Artwork certified by CCPERB as cultural property from the Legacy’s Permanent Collection.

50.00 Legacy staff will ensure that all Artwork selected for loan is in sound condition, fully documented, and capable of the required transport.

51.00 Loans from the Permanent Collection to other institutions are considered for the following reasons:

a) As part of a traveling exhibit prepared by Legacy or partner for public display;  
b) As part of an exhibition or project, which is deemed by Legacy director to hold curatorial research and interpretation as a priority.
52.00 Any damage or change in condition of loans will be reported to Legacy staff as soon as possible.

53.00 No conservation work, framing or unframing will be undertaken by the borrower without written authorization from Legacy director.

54.00 Loans will be secured for a period not exceeding one year, with the possibility for renewal.

Loans: On Campus

55.00 Before loans are approved for campus locations, the director and/or Legacy staff will assess the appropriateness of the location for the Artwork as per the criteria set out in the Art on Campus Guidelines with regard to light levels, quality of light, environmental conditions and security and the ability for Legacy staff to be able to adequately care for the Artwork while on loan.

56.00 Handling fees will be charged for Artwork on loan as agreed upon by borrower and Legacy.

57.00 Loan Agreements prepared by Legacy staff shall be signed by the borrower prior to installation of Artwork.

58.00 Loan agreements shall be reviewed annually with possibility of renewal, however Legacy reserves the right to recall a loan at any time if conditions of display are deemed to be of risk to the Artwork or if Artwork is required for one Legacy’s exhibitions or research projects.

Loans: (In)

59.00 Loans to Legacy are considered if the Artwork is deemed by the director to be useful for in-house or traveling exhibitions or research.

60.00 Loans receive appropriate levels of documentation and are accompanied by signed agreements defining the time frame of the loan, agreed upon costs, the use of the objects and their images, reproduction rights, insurance coverage and all other terms and conditions of the loan including shipping and handling conditions and requirements.

61.00 Conservation, restoration, or other treatment of loans may be carried out only with the expressed written authorization from the lender.

Long-term Loans: (In)

62.00 All Artwork on loan to Legacy except for exhibition or short-term research purposes shall come before the Committee for ratification. These Artworks are considered Long-term loans.

63.00 Long-term loans must meet the following criteria:
a) Fall within the collecting parameters of Legacy;
b) Not cause any resource hardship to Legacy and its operations in terms of budget, storage or human resources;
c) Legacy must have the ability to display or store the loaned Artwork meeting standards of care outlined above;
d) Legacy shall have permission to use the Artwork on Long-term loan as if they were in the collection.

64.00 The owner of the Artwork on Long-term loan shall pay costs of storage and insurance as determined by Legacy staff, unless waived by the agreement of the Committee.

65.00 All Long-term loan agreements shall be reviewed annually.

Access to the Collection
66.00 Access to Artwork in the collection shall be achieved through a combination of museum practice and collaboration and cooperation with internal and external researchers, organizations and institutions.

67.00 Whenever practical or possible Legacy will arrange special consultation with the Artwork, and will make accessible associated documentation, and will support and encourage loans or the publication of current research related to the Artwork.

68.00 The safety of Artwork will take priority over access when it is not reasonable within the resources and facilities of Legacy to provide access.

Records
69.00 Legacy will maintain a comprehensive system of records that includes but is not limited to the following:
a) Documentation pertaining to the provenance and legal title of an Artwork;
b) All correspondence, documents, and other materials pertaining to an accessioned object;
c) Accession and cataloguing data;
d) Photographic documentation;
e) Condition and conservation history;
f) Current and former locations including loan records; and

g) Deaccessioning information.

70.00 Confidential aspects of the records (such as, but not limited to, donor information and insurance values) will be kept confidential and separate from aspects of records shared with researchers following the University Records Management Policy and Procedures (IM7700).

71.00 Working with the University’s office of VP Finance and Operations, Legacy will maintain insurance records for the Permanent Collection.
Office of the President and Vice-Chancellor  
PO Box 1700 STN CSC  
Victoria British Columbia V8W 2Y2 Canada  
Tel 250-721-7002  Fax 250-721-8654  
E-mail pres@uvic.ca  www.uvic.ca/president/  

MEMO

Date: April 15, 2014

To: Members of the Senate

From: Jamie Cassels, QC  
President and Vice-Chancellor

Re: University Orators

As you know, citations for the honorary graduands for whom the Senate approves degrees are written and read at Convocation by the university’s orators. The citations convey to those attending Convocation what the individuals have achieved and why we are recognizing them. In addition, they communicate the university’s recognition and appreciation to the honorands. The terms of reference for orators are attached.

Since 2011, UVic’s orators have been led by Prof. Juliana Saxton, who was first appointed as an orator over 20 years ago. Prof. Saxton has made a superb contribution in the lead role, assigning citations to other orators and providing guidance, coaching and editorial assistance to them, as well as writing and giving citations herself. As Prof. Saxton steps down from the role of University Orator, to be succeeded by Deputy University Orator Dr. Andrew Rippin, I’m sure you will join me in thanking her for all her work in that role. Typical of her generosity, Prof. Saxton has offered to continue to assist Dr. Rippin and the other orators and has therefore agreed to accept another three-year appointment as a regular orator.

Many thanks are also due to the other orators for their contributions to the recognition of our honorands and to our Convocation ceremonies.

The following orators are recommended for appointment and re-appointment:

**MOTION:**  
*THAT the Senate re-appoint the following:*

1. Dr. Bradley Anholt as Orator for a term from July 1, 2014 until June 30, 2017;
2. Dr. John Archibald as Orator for the term from July 1, 2014 until June 30, 2017;
3. Dr. Frederick Bell as Orator for the term from July 1, 2014 until June 30, 2017;
4. Dr. Anthony Jenkins as Orator for a term from July 1, 2014 until June 30, 2017;
5. Prof. Evert Lindquist as Orator for a term from July 1, 2014 until June 30, 2017;
6. Prof. John McLaren as Orator for the term from July 1, 2014 until June 30, 2017;
7. Dr. Carole Miller as Orator for the term from July 1, 2014 until June 30, 2017;
8. Dr. Christina Kieka Mynhardt as Orator for a term from July 1, 2014 until June 30, 2017;
9. Dr. Brock Smith as Orator for a term from July 1, 2014 until June 30, 2017;
10. Dr. Michael Prince as Orator for a term from July 1, 2014 until June 30, 2017;
11. Prof. Judith Terry as Orator for a term from July 1, 2014 until June 30, 2017;
12. Dr. Nancy Turner as Orator for a term from July 1, 2014 until June 30, 2017; and

MOTION:
That the Senate appoint the following:

1. Dr. Andrew Rippin as University Orator for a term from July 1, 2014 until June 30, 2017;
2. Prof. Mary Sanseverino as Deputy Orator for the term from July 1, 2014 until June 30, 2017;
3. Dr. Elizabeth Grove-White as Orator for a term from July 1, 2014 until June 30, 2017; and
4. Dr. Monica Prendergast as Orator for a term from July 1, 2014 until June 30, 2017.

Attachment
c. Prof. Juliana Saxton, University Orator
   Dr. Robert Anthony, Chair of the Convocation Committee
TERMS OF REFERENCE

The Senate of the University of Victoria recognizes and honours individuals for their outstanding achievements by awarding them honorary degrees. Such degrees are presented at Convocation. Orators play a vital role in recognizing and celebrating the recipients. They research, write and deliver citations that articulate for both a general and an academic audience, the reasons why the honorary degree is being granted.

The University maintains a roster of orators, appointed by the Senate, that includes a University Orator, a Deputy University Orator and other orators.

I University Orator

The University Orator will:

1. research and write citations for honorary graduands and read those citations at Convocation;
2. provide instruction and advice to other orators;
3. assign orators to work on particular citations;
4. edit draft citations; and
5. assist in the recruitment and orientation of new orators.

II Deputy University Orator

The Deputy University Orator will:

1. research and write citations for honorary graduands and read those citations at Convocation; and
2. act for the University Orator when he or she is absent.

III Orators

The Orators will:

1. research and write citations for honorary graduands and read their citations at Convocation.
PROCEDURES

1. The University Orator, Deputy University Orator and other Orators will be appointed by the Senate upon the recommendation of the President. The Chair and Vice-Chair of the Convocation Committee will advise the President on such appointments.

2. The Chair and Vice-Chair of the Convocation Committee will seek to appoint as orators members of the university community who:

   - are excellent public speakers;
   - are able to shape biographical materials into a portrait which explains the achievements and qualities of the recipient of the honorary degree (i.e. not a mere c.v.);
   - are available at the times of Convocation (spring, fall); and
   - enjoy seeing students convocate and participating in Convocation.

2. The term of appointment will normally be three years, renewable, from July 1 to June 30.

NOTES

1. Service as an orator is deemed to be service to the university under the Framework Agreement (Joint Committee on the Administration of the Framework Agreement Annual Report 2006).

2. An individual who has not yet been appointed as an orator by the Senate may be invited by the University Orator to prepare and deliver a citation.
Attached for information is the final report on the Sustainability Action Plan, which was presented to the Board of Governors at its March meetings.

/Attachment
SUBMISSION TO THE UVIC BOARD OF GOVERNORS

FOR INFORMATION

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

Meeting Date: April 01, 2014

Basis for Jurisdiction: Committee’s Terms of Reference

Background:

In 2008, the Sustainability Action Plan: Campus Operations 2009 – 2014 was prepared to guide the university’s path toward greater sustainability in its operations. Along with its goals and actions, the plan referenced the need to develop measurement indicators and provide for regular reporting on implementation activities related to its eight topic areas:

1. energy and climate
2. transportation
3. purchasing
4. governance, decision-making and sustainability resources
5. buildings and renovations
6. grounds, food and urban agriculture
7. waste management
8. water management

Since that time attention has been given to reporting through annual Carbon Neutral Action Reports prepared for the BC Climate Action Secretariat and annual reports on plan-related activities and outcomes to the campus Sustainability Advisory Committee. In addition, a major
progress report on the action plan for the period 2009 to 2011 was published and distributed widely to the campus community in early 2012.

The purpose of this memo is to highlight the key results from the final report on the action plan. They are outlined below, along with an update on the process that is underway to renew the plan and to set new directions for advancing sustainability on campus for the next five year period.

Final Report

The complete Final Report - Sustainability Action Plan: Campus Operations 2009 - 2014 is attached. A reporting framework with the categories of achieved, in progress and not achieved is utilized to report on the progress that has been made on each of the plan’s 46 goals. Under each goal, a status update on the progress to date, a listing of steps taken to address that goal and any relevant statistics are outlined.

Significant progress has been made between 2009 and 2014 in advancing the goals outlined in the plan. The report highlights that 26 goals have been achieved, 13 are in progress and 7 have not been achieved and will be assessed as part of the process to renew the Action Plan. The review also highlighted the variety of goals in the plan and the measurement parameters that range from the achievement of specific actions through to broad outcomes with longer timelines and resource allocation implications.

Another reporting system that the university committed to in 2012 was the Sustainability Tracking, Assessment and Rating System (STARS) developed by the Association for the Advancement of Sustainability in Higher Education (AASHE). It provides a common standard of measurement for sustainability and a framework for measuring success and continual improvement.

In January the UVic submission received a Gold level rating based on its strong performance related to the reporting categories of: Academics, Engagement, Operations, Planning & Administration and Innovation. The report serves to highlight the progress that has been achieved in advancing sustainability in a range of different forms, across campus. UVic is only the fifth post-secondary institution to receive a Gold rating in Canada. Of the three hundred universities who have participated in the STARS system ~ 18% have received a Gold rating.

The STARS framework also provided a consistent and uniform approach to data collection and reporting that can be carried forward to future sustainability reporting initiatives. New ideas and approaches to campus sustainability were also identified for possible consideration and inclusion in the renewal of the 2009 – 2014 Sustainability Action Plan.

Lastly in addition to the accomplishments noted in the final report, a wide range of initiatives have been undertaken across campus to advance sustainability within the framework of collaboration, shared understanding and actions outlined in the plan.

Renewal of the Sustainability Action Plan

Work is underway to renew the Action Plan for the next five year period with attention currently focused on engagement activities with the campus community to generate ideas and perspectives to include in the new plan. The following table outlines the stages of the renewal process:
Information has been exchanged at open house sessions and at meetings held with students and the campus community to assist in obtaining input on sustainability and ways to make UVic a more sustainable campus. Meetings have also been held with operational departments on campus and an online survey is available on the sustainability website.

The third and final phase of the plan renewal process provides for a new draft Action Plan to be prepared in April, with a final plan approval targeted for completion in May. It is anticipated that the plan will provide new and updated goals on strategic topics for campus sustainability, identified from campus consultations that require attention for the next five years and beyond. The framework for future reporting on sustainability performance will also be a key part of the plan.

Conclusion

The university holds an important leadership position as one of the most sustainable campuses in Canada. Reporting plays a key role in operational planning that addresses and responds to the goals that are outlined in the Action Plan.

The Final Report - Sustainability Action Plan: Campus Operations 2009 - 2014 summarizes the efforts that have been made to implement the plan over the last five years and the outcomes achieved relative to the plan’s 46 goals. It, along with the information obtained as part of the UVic STARS report, provides a strong foundation for the work that is being undertaken to renew the plan and to set new directions for advancing sustainability on campus.
Next Steps

A renewed Sustainability Action Plan will be prepared and brought to the Board of Governors for information at the June meeting.

FINAL REPORT

SUSTAINABILITY ACTION PLAN:
CAMPUS OPERATIONS 2009 - 2014
EXECUTIVE SUMMARY

In 2008, the Sustainability Action Plan: Campus Operations 2009 – 2014 was prepared to guide the university’s path toward sustainability in its operations, in conjunction with extensive consultation with students, staff and faculty, as well as community members. Over the last five years, Plan implementation has been coordinated through the Office of Campus Planning and Sustainability, with ongoing close collaboration between all of the operational departments at UVic.

Along with the 2009 – 2011 progress report on the plan, more recent reporting on sustainability has included a submission in January 2014 to the Sustainability Tracking, Assessment and Rating System (STARS) administered by the Association for the Advancement of Sustainability in Higher Education (AASHE) and the achievement of a Gold level rating.

Attention in reviewing the Action Plan was given to the progress achieved in attaining the 46 goal statements in the different topic areas of the plan:

1. Energy and Climate (5)
2. Transportation (6)
3. Purchasing (5)
4. Governance, Decision-making and Sustainability Resources (6)
5. Buildings and Renovations (5)
6. Grounds, Food and Urban Agriculture (10)
7. Waste Management (5)
8. Water Management (4)

The reporting framework indicates that 26 goals have been achieved, 13 are in progress and 7 which were not achieved for various reasons will be reassessed as part of the process to renew the plan. The review also highlighted the variety of goals in the plan and the measurement parameters that range from the achievement of specific actions through to broad outcomes with longer timelines and resource allocation implications.

The Final Report provides more detailed information on the various activities which have contributed to the assessment of progress relative to each of the plan goals. In total, plan implementation measures between 2009 and 2014 have resulted in significant changes that have advanced sustainability in campus operations.

The new Action Plan will address updated directions for those goals that are in progress and for those that have not been achieved. Ideas and input generated from the campus community as part of the plan renewal process will also assist in developing the new plan.
BACKGROUND – HOW WE GOT HERE

In 2008 the University of Victoria (UVic) embarked on an ambitious campus and community consultation process to create a plan with a set of goals and actions related to how the university could pursue sustainability in its operations. The result was the *Sustainability Action Plan: Campus Operations, 2009-2014* (SAP), approved by the Board of Governors in March 2009. At the same time, the university also adopted a Sustainability Policy framework. Both documents are available at: [https://www.uvic.ca/sustainability/operations/publications/index.php](https://www.uvic.ca/sustainability/operations/publications/index.php).

The SAP is organized around eight operational areas (energy & climate, transportation, purchasing, governance, buildings, grounds/food/urban agriculture, waste management and water management), each one with clearly defined goals and suggested actions necessary to achieve those goals. The SAP also includes six foundational goals (the creation of a communications strategy, a revolving sustainability fund, an advisory committee, sustainability action teams, an awards program and indicator reporting) determined to be necessary to support the overall creation of a culture of sustainability in operations at the university.

The implementation of the SAP has been coordinated through the Office of Campus Planning and Sustainability (OCPS), with extensive collaboration between all of the operational departments at UVic including Facilities Management, Parking and Transportation Services, Food Services and Purchasing Services. The OCPS also collaborates with student groups and other departments not directly associated with operations.

In early 2011 the OCPS published an interim *Progress Report on the Sustainability Action: Campus Operations, 2009-2014 – Sustainability Highlights 2009-2011*. This document is a report on progress made to achieve the goals and actions from the SAP in the first half of its term. It concludes with an outline of the path forward to continue the pursuit of sustainability in the operations of the university, including more detailed indicator reporting and the pursuit of a sustainability ranking under the Sustainability Tracking, Assessment and Rating System (STARS) developed by the Association for the Advancement of Sustainability in Higher Education (AASHE).

INTRODUCTION – WHERE WE STAND NOW

Sustainability continues to be a strategic focus of the university. In the 2012 UVic Strategic Plan, Objective 35 states: To demonstrate leadership in sustainability through the continued development and implementation of innovative operational practices and their integration with institutional planning activities. Key strategies outlined are:

1. Develop, implement and enhance the ecological sustainability initiatives set out in the *Sustainability Action Plan*, further boosting UVic’s leadership in transportation demand management, energy management, lifecycle costing and environmental stewardship.
2. Develop tools to measure sustainability performance in all our activities.
3. Design and operate campus systems in a manner that allows for the integration of academic, teaching and research activities as appropriate.
4. Promote the use of LEED (Leadership in Energy and Environmental Design) or similar green building standards in the construction of new facilities.
At UVic we see sustainability as a shared responsibility. The many achievements of the past five years listed in this report are the result of staff, students, faculty and the community working together around the many common goals created to lighten the environmental footprint of our campus. They have also helped establish UVic as a role model of sustainability for students, staff and faculty, in our community and amongst our peers.

Together over the past five years we have learned much and enhanced the integration of sustainability values throughout UVic’s operations, teaching, research and governance structures. As this report indicates, we have a lot to be proud of, but still have much to learn and accomplish.

**STARS Gold Rating**

In early 2014, UVic achieved a Gold rating in the Sustainability, Tracking, Assessment and Rating System (STARS) from the Association for the Advancement of Sustainability in Higher Education, AASHE (www.aashe.org). STARS is an independent, standardized framework developed to assess the overall sustainability of a post-secondary institution in its operations, teaching, research, planning, administration, engagement and investments. At the time, UVic was only the fifth university in Canada to achieve a STARS Gold rating – another indication of our shared success in promoting sustainability throughout the institution.

**PROGRESS ON KEY GOALS – HOW HAVE WE DONE?**

Indicators for each of the goal areas listed below are classified according one of the following categories along with details of how the status was determined:

<table>
<thead>
<tr>
<th>Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieved</td>
<td>The goal was achieved (within 10% where the goal is a quantifiable number).</td>
</tr>
<tr>
<td>In Progress</td>
<td>The goal has not yet been met, but significant progress has been made and the goal is still actively being pursued.</td>
</tr>
<tr>
<td>Not Achieved</td>
<td>The goal has not been achieved as of the end of the 2013/14 fiscal year and it will be reassessed, in conjunction with the renewal of the Action Plan.</td>
</tr>
</tbody>
</table>

### 1.0 Energy and Climate

**Vision:** A campus that utilizes renewable energy sources for all of its energy needs.

**Goal 1.1:** Become carbon neutral by 2010  
**Status:** Achieved

UVic officially became “carbon neutral” at the end of 2010 as part of the Province of British Columbia’s carbon neutral government strategy which includes performing an annual greenhouse gas inventory to measure campus emissions, reducing energy use where possible, and purchasing carbon offsets for the remaining emissions. The province also requires that UVic produce an annual Carbon Neutral Action Report to report on actions taken to reduce emissions. These annual reports are available online at: [www.uvic.ca/sustainability/operations/energy/index.php](http://www.uvic.ca/sustainability/operations/energy/index.php).

**Goal 1.2:** Reduce campus electricity consumption by 20% by 2015
Status: In Progress

Between 2008 and 2012, overall campus\(^1\) electricity consumption increased by 4.5%, however there was a reduction of approximately 1% between 2010 and 2012, with a continuing downward trend for 2013. In addition, when the energy consumption data for the Enterprise Data Centre (EDC2), which currently consumes over 6% of total campus electricity use, is excluded, the total consumption went down by just over 2%. See Chart 1 below.

![Chart 1 – Total electricity consumption with and without data from the Enterprise Data Centre (EDC2)](chart)

Electricity savings have been achieved largely through the upgrading of lighting fixtures and controls in buildings, and replacing outdoor lights around campus with induction lighting. Also, a new carbon monoxide censor system was installed in the University Centre underground parkade that only kicks in when required, instead of running 24/7.

In addition, our Sustainability Action Team program has raised awareness in offices, student residences, classrooms and labs on the important role building users’ play in energy conservation through various behaviour change programs such as shutting off lights in unoccupied rooms, powering down computers and printers when not in use, and shutting off fume hoods in labs when not being used.

Despite the relatively high electrical usage of the EDC2 facility, efficiency programs have been undertaken including the consolidation of servers, the replacement of older servers with energy efficient ones, and a shift from physical to virtual servers. In January 2013, an upgrade to the facility’s firmware software was implemented with funding from the Revolving Sustainability Fund. The energy efficiencies achieved on campus are also reflected in the electrical energy intensity ratios for the period 2008-2012 when the EDC2 is both included and excluded. See Chart 2 below.

\(^1\) These figures are for the Gordon Head campus only, not any of the external properties owned or operated by UVic.
UVic is a research-intensive university needing to balance research and teaching imperatives with operational goals around reducing energy use and greenhouse gas emissions. Over the past four years UVic has consistently reduced overall energy consumption and greenhouse gas emissions while at the same time our campus grew. While we did not meet our ambitious 20% reduction targets, between 2010 and 2012 we reduced total greenhouse gas emissions for the main campus and all external properties owned and operated by UVic by close to 8% with a continuing downward trend expected for 2013. See Chart 3 below:

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2 Between 2010 and 2013, two new campus buildings, the Enterprise Data Centre and the South Tower residence building, were completed. Over the same period, the total campus population rose by approximately 1,000.
Chart 3: Total greenhouse gas emissions. Note the year 2010 is used as a baseline as this was the first year UVic performed a comprehensive, institution-wide greenhouse gas inventory consistent with the provincial government’s standardized methodology and emissions factors. Total energy use includes the Gordon Head campus, as well as external properties owned and operated by UVic off campus.

The use of natural gas to heat our buildings is by far the largest contributor to the emissions profile of the university, as shown in the Greenhouse Gas Emissions Profile for 2012 in Chart 4 below:

Chart 4: 2012 Greenhouse Gas Emissions Profile

Between 2010 and 2012 UVic reduced total natural gas use by 9%. This reduction is largely due to the success of the Continuing Optimization Program in which a detailed building energy audit is conducted and cost-effective improvements to the building’s HVAC systems are implemented, increasing the building’s energy efficiency an average of 10%. To date, 6 buildings have completed with program, with another 6 scheduled for 2014, and a final 7 for 2015.

Other reductions in campus natural gas usage have been accomplished by completing major maintenance to the pipes on the main gas boiler system in the Engineering Lab Wing building, and performing a winter holiday vacation temperature set back program every December for the past 3 years.

Goal 1.4: Increase our renewable Energy Portfolio
Status: Not Achieved

In 2012 UVic completed a campus Integrated Energy Master Plan that identified a series of renewable energy options and recommendations for campus that could reduce total energy use, greenhouse gas emissions and save money over the long term. We continue to review these options for consideration and implementation in the years to come, including options for the replacement of the aging hot water natural gas boiler system that provides heat to the district energy heat loop on campus.

Goal 1.5: Quantify risks to university resources and infrastructure associated with global climate change by 2015
Status: Not Achieved
This topic is currently informally considered as part of building operations and in energy planning in broad terms as part of the campus Integrated Energy Master Plan.

In the future, the probable impacts of climate change on our campus may be more formally considered by Facilities Management and other departments in their planning exercises. Plans could include monitoring and taking into account the findings and initiatives on the topic from on campus research entities such as PICS and the Pacific Climate Impacts Consortium.

### 2.0 Transportation

**Vision:** A campus that has sustainable travel options for every campus community member and acts as a hub in a regional transportation network.

**Goal 2.1:** Increase bus use, cycling and carpooling to 70% of campus modal split by 2014.

**Status:** In Progress

Since the first comprehensive travel mode study was completed in 1996, the modal share of people traveling to campus by means other than by single occupancy vehicle has increased from 42.5% to 60.3%, an increase of 42%. This translates into roughly an additional 3,560 students, staff, faculty and visitors using transit, cycling, carpooling or walking to campus (based on an estimate of 20,000 campus users per day). See Chart 5 below.

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<tbody>
<tr>
<td>Transit Riders</td>
<td>11.3%</td>
<td>17.8%</td>
<td>26.2%</td>
<td>27.4%</td>
<td>31.1%</td>
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<tr>
<td>Cyclists</td>
<td>6.9%</td>
<td>5.5%</td>
<td>6.0%</td>
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<td>7.1%</td>
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<tr>
<td>Pedestrians</td>
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<td>11.3%</td>
<td>8.7%</td>
<td>11.2%</td>
<td>11.2%</td>
<td>15.9%</td>
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<td>Skateboarders/Rollerblades</td>
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<tr>
<td>Carpool</td>
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<td>12.8%</td>
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<tr>
<td><strong>Subtotal</strong></td>
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<td>45.6%</td>
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<td>55.9%</td>
<td>62.5%</td>
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<td>60.3%</td>
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<tr>
<td>Single Occupancy Vehicles</td>
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<td>44.1%</td>
<td>37.5%</td>
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<td>39.8%</td>
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<tr>
<td><strong>Total</strong></td>
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**Chart 5:** Transportation modal splits by survey year.

The increases in people choosing to travel by sustainable modes was achieved primarily with the introduction of a student UPass system in 1999 that gives students taking at least one class unlimited access to the regional transit system included in their regular student fees. Staff and faculty who do not have a parking permit can take advantage of a subsidized employee monthly bus pass at over 50% off of the regular price. UVic has also worked closely with BC Transit to improve the frequency and reliability of transit service to campus with the introduction of two new express services and increased service hours at peak times on the busiest routes.

All employees and residents of the Family Student Housing Complex who do not have a parking permit may also join the Victoria Car Share Co-op for no charge as part of a partnership UVic maintains with the co-op. A discounted membership is also available to graduate students. The car share co-op keeps three vehicles in the local fleet parked on campus for convenient access, although UVic members also have access to all of the vehicles in the fleet.
UVic has supported the cycling community with improvements to cycling infrastructure including the creation of a new Campus Bike Centre (with covered racks and lockers for over 200 bikes, plus equipment lockers), the installation of more racks and lockers around campus, the building of a self-service bike repair kiosk (the “Bike Kitchen”) and hosting an annual Bike to Work Week program. UVic also supports the SPOKES bicycle program that provides used bikes refurbished by volunteers to the campus community and guests at minimal cost.

UVic will continue to work to improve sustainable transportation options for the campus community in the years to come. These efforts will include an expanded bus exchange scheduled to be completed in late 2014 that will provide bays for 10 additional buses. The progress that may be achieved relates to the multi-faceted challenges in modifying travel behaviours.

**Goal 2.2:** Reduce the number of fleet vehicles that consume fossil fuels to 40% of vehicle fleet.

*Status:* In Progress

Of the 94 vehicles owned and operated by UVic, 22 or 23% are 100% electric powered gators used by Facilities Management on campus grounds. The campus fleet also now includes 3 gasoline-electric, non-plug-in hybrid vehicles and 4 diesel power vehicles fueled with a locally-sourced B5 biofuel blend.

Overall, efforts are made to purchase the most fuel-efficient, low emission vehicles at the best price with the lowest ongoing operation and maintenance costs.

**Goal 2.3:** Quantify emission generated by university business-travel annually starting in 2012 to assist in developing reduction strategies.

*Status:* Not achieved

The quantification of emissions from business travel by staff, faculty and students is currently not required as part of the provincial carbon neutral requirements for public sector organizations in BC, including the post-secondary sector. While emissions associated with travel contribute significantly to the overall carbon footprint of the university, attention has been initially focused on measuring, reducing and reporting on energy use from campus building operations.

UVic will continue to work with other public sector organizations to investigate the possibility of developing a standardized method of recording and measuring emissions from travel, and the purchase of offsets in the years ahead.

**Goal 2.4:** Increase support for persons with a disability as it relates to travel, parking and transportation choice.

*Status:* Achieved

UVic is committed to creating a campus that is accessible for all. UVic’s Parking Services responds to ongoing requests for increased disability parking on campus on an as needed basis. We currently have 72 disability parking spaces, both metered and in general parking areas. This is an increase from 66 in 2006, and 51 in 2001.

Free training is available through BC Transit’s Community Travel Training Program for students and staff with disabilities on how to use the transit system in greater Victoria, including the use of the low-floor
accessibility services on buses and tips on how to get on and off the bus safely. All buses that come to campus have low-floor accessibility and drivers will assist people with disabilities to access the service.

**Goal 2.5:** Work with neighbouring municipalities on linked transportation strategies to more than double the per capita proportion of bicycle use by 2014.

**Status:** In Progress

UVic participated in consultations during the creation of the CRD’s Pedestrian and Cycling Master Plan in 2010 and 2011. UVic has collaborated with the District of Saanich on the creation of bike lanes along McKenzie Avenue leading into campus and supported the creation of bike lanes along Henderson Avenue with the Oak Bay Active Transportation group. We are invited to make presentations to the Saanich Bicycle and Pedestrian Mobility Advisory Committee, as required.

**Goal 2.6:** Build a foundation for greater co-operation and co-ordination of sustainable transportation initiatives in the region.

**Status:** Achieved

Ongoing relationships have been established with BC Transit, other post-secondary institutions, local governments and other community interest groups involved in planning for and advancing regional sustainable transportation options.

### 3.0 Purchasing

**Vision:** All major purchasing decisions are made using a triple bottom line decision-making framework.

**Goal 3.1:** Utilize a triple bottom line framework for major purchasing decisions by 2010.

**Status:** Achieved

Included in Purchasing Services’ [Supply Management Social Responsibility and Sustainability](#) is the objective “To develop a framework of measurable practices that balance economic priorities with environmental, ethical and social values and considerations...” Socially and environmentally responsible procurement practices have been implemented and utilized in all purchasing decisions over the past few years. For example, the carbon footprint and waste reduction practices of a potential supplier contract are considered as part of the overall factors.

**Goal 3.2:** By 2012, establish a regional or provincial purchasing initiative to incubate ideas and support for sustainability purchasing policies and practice.

**Status:** In Progress

UVic is part of a provincial post-secondary collaborative that includes purchasing, with UVic holding the co-chair position on the procurement subcommittee. The subcommittee is developing terms of reference and the various procurement documents that will include strong sustainability and fair trade language designed to promote sustainable procurement policy and practice province-wide.

**Goal 3.3:** Serve fair trade certified products that are readily available in 100% of food outlets on campus.

**Status:** Achieved
All of the food outlets on campus and catering serve only 100% organic, fair trade certified coffee. UVic also became the first “Beyond Fair Trade” campus in Canada with the introduction of Doi Chaang coffee, which is 50% grower owned, available at some outlets. All outlets also feature a selection of fair trade teas and chocolate.

**Goal 3.4:** Design purchasing agreements that accommodate different sizes and types of businesses.  
*Status: Achieved*

UVic invites suppliers of all sizes and types to provide goods and services to our campus. Where possible, the quantities specified for purchase are organized in a manner that allows for a competitive cross section of vendors to participate in the procurement process. The campus purchasing policy is inclusive of all sized businesses.

**Goal 3.5:** Increase purchasing of local goods and services.  
*Status: Achieved*

The purchase of local goods and services is a priority for Purchasing Services and Food Services, where supplies exist. Included in the Social Responsibility and Sustainability Objectives of UVic Purchasing Services is a section that clearly states one principle is to "engage in procurement of locally purchased products where practical and economically feasible to reduce GHG emissions..." UVic also gives local suppliers the advantage in applications for a Strategic Alliance or Preferred Vendor Status application; see section 10.6 in this document.

UVic is a recognized leader in local food procurement. Food Services estimates that roughly half of all of our food purchased is sourced locally including produce, poultry, eggs, baked goods and pizza. Currently 20 out of 24 of our food suppliers are from either Vancouver Island or the Lower Mainland. UVic’s preferred supplier of computer equipment is a locally owned and operated company, as is the supplier of printers and copiers, and all cycling racks and lockers.

### 4.0 Governance, Decision-Making and Sustainability Resources

**Vision:** A university that integrates sustainability issues into decision making and utilizes innovative funding mechanisms to further advance sustainability efforts.

**Goal 4.1:** Implement a campus sustainability communications strategy by the end of 2009.  
*Status: Achieved*

A sustainability communications strategy was developed and approved by the Vice President of Finance and Operations in May 2011. The strategy guides the communications work of the Office of Campus Planning and Sustainability that aims to:

- Position, emphasize and enhance UVic’s reputation as a local and national leader in sustainability.
- Elevate sustainability to a level of campus-wide awareness and action.
- Communicate to internal and external stakeholders, sustainability initiatives implemented as a result of the Sustainability Policy and Sustainability Action Plan.
- Engage the campus and broader stakeholder communities in sustainability issues and initiatives.
Goal 4.2: Publish a sustainability report card with quantitative indicators annually beginning in 2011.

Status: Achieved


Goal 4.3: Provide organizational systems and resources to implement and monitor this Action Plan.

Status: Achieved

UVic’s Office of Campus Planning and Sustainability operates under the prevue of the Vice-President Finance and Operations. The office has three full time staff; two Sustainability Coordinators and a Director of Campus Planning and Sustainability. In addition to these positions, the university employs other operational staff who work primarily on sustainability issues including an Energy Manager, Waste Reduction Coordinator, Surplus Assets Coordinator and Parking and Transportation Coordinator. Staff in these positions are dedicated to reducing the environmental impact of the university and have direct relations to the outcomes listed in this plan.

In addition to human resources, UVic has also made substantial monetary investments in the advancement of sustainability. Some of the bigger projects include providing the capital to establish the Revolving Sustainability Loan Fund, installing energy monitoring software in most buildings, installing standardized recycling and composting bins inside buildings, constructing a Campus Bike Centre, installing electric vehicle charging stations, hosting numerous sustainability awareness events, hiring consultants to advise on how to meet goals (e.g., the campus energy master plan was prepared by a contracted engineering consulting firm), and providing funding to undertake campus upgrades such as the lighting replacement program and the Continuous Optimization Program.

Regular reports on the progress the university is making towards its sustainability goals are provided to the Sustainability Advisory Committee and the Campus Planning Committee, both of which meet three to four times per year.

Goal 4.4: Host special events which promote the exchange of sustainability knowledge among our campus community members.

Status: Achieved

The Office of Campus Planning and Sustainability has hosted and co-hosted numerous special events, lectures, open houses and seminars promoting a wide assortment of sustainability-related topics since 2009. These range from climate change to food security to the protection of the world’s oceans.

Goal 4.5: Promote triple bottom line perspectives in decision-making across the institution.

Status: In Progress

The UVic Sustainability Policy states, “The university recognizes that one of the great challenges of our time is to make decisions that simultaneously consider and advance Ecological Balance, Economic Prosperity and Social Development” and that “Sustainability Activities will require balanced use of resources within budgetary parameters and will utilize life cycle assessments.” To these ends, triple bottom line decision-making, whereby environmental and social criteria are given equal weight to
financial ones, has been incorporated into some aspects of different university practices, such as in the evaluation criteria set out by Purchasing Services for procurement decisions.

Consideration as to how the goal may be more formally operationalized or adjusted will be part of the work undertaken to renew the Action Plan.

**Goal 4.6: Increase participation in the Community Green Map system.**

*Status: Achieved*

UVic’s Office of Campus Planning and Sustainability is a partner in the Community Green Mapping Collaborative which is hosted by UVic’s Institute Studies and Innovation in Community-University Engagement. The Collaborative’s mission is to create a series of regional green maps, including an update to the campus green map.

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## 5.0 Buildings and Renovations

*Vision: A campus where all facilities are built or renovated to meet current green building standards and act as physical tools of education for both the campus and broader community.*

**Goal 5.1: 100% of all capital building projects and major renovations will utilize an integrated approach to building planning, design, construction and operations.**

*Status: Achieved*

Since 2006, UVic has followed a set of sustainable development guidelines to assist decision-making related to sustainability in new buildings and renovations. These guidelines provide options for meeting the academic mission of the university in a manner that is socially, economically and environmentally sustainable.

The guidelines promote green buildings, which emphasize responsible construction and building practices, feature recycled materials and renewable resources, minimize impacts on natural areas, accommodate more floor space within a smaller building footprint, utilize systems that emphasize water and energy conservation and efficiency, and enhance indoor environmental air quality. Additionally, the template Request for Proposal (RFP) process for professional architectural and engineering services has a section dedicated to the integrated design process for both new construction and renovations.

The approach to operations in our buildings on campus is an ongoing evolutionary process. All buildings on campus are cleaned with green cleaning supplies and are currently undergoing energy and water system optimizations. Other building programs include the Sustainability Action Teams focused on behavior change within buildings and the green office program which provides information to building occupants on how to conserve energy and water.

**Goal 5.2: 100% of all new buildings will be constructed and certified as LEED Gold facilities.**

*Status: Achieved*

All buildings constructed since 2008 have achieved a LEED Gold rating – First Peoples House and South Tower Residence.
**Goal 5.3:** 50% of all major renovation projects registered in the LEED Existing Buildings program.  
**Status:** Not Achieved

Renovation projects cover a range of building maintenance activities and adjustments to different building components. Although sustainable building practices are advanced by the Facilities Management Department for building renovations, the LEED system has not been utilized for any projects. Only new capital development projects target LEED certification under the guidelines for LEED New Construction (NC). The LEED Operations and Maintenance (O and M) certification standard applies to buildings which are undergoing improvement work or little to no new construction. Given the wide variety and scope of building renovation work on campus and the nature of the LEED system, certification of sustainable renovation practices will be only advanced for major renovation projects as defined under the province’s high performance building policy.

**Goal 5.4:** 100% of all building spaces are cleaned with green cleaning techniques and products by 2011.  
**Status:** Achieved

All cleaning products used by Janitorial Services in student residences, offices, classrooms and public spaces are certified ‘green’ cleaning products. The Green Cleaning program utilizes cleaning products that meet or exceed Green Seal GS37 or Environmental Choice ECP 33 certification programs. Regular cleaning products are used where and when necessary to remove stubborn stains from carpets and walls. The program also employs a micro-fibre cleaning system that reduces the need to use some chemical cleaning altogether.

**Goal 5.5:** To maintain and maximize the utilization of our physical infrastructure.  
**Status:** Achieved

The average age of buildings on campus is over 30 years. A two year renewal project for six of the older buildings was completed in March 2011 with funding from the Knowledge Infrastructure Program. A building conditions assessment and a campus Integrated Energy Master Plan have both been commissioned in the last couple of years. They provide much needed information on priority renewal areas for future capital plans including necessary seismic upgrades and energy efficiency improvements.

### 6.0 Grounds, Food and Urban Agriculture

**Vision:** An organically landscaped and managed campus that enhances biodiversity and offers healthy, local and diverse food choices.

**Goal 6.1:** Develop a process to review the protection of natural areas outlined in the 2003 Campus Plan.  
**Status:** Not Achieved

The 2003 Campus Plan provides for the Mystic Vale and Haro Woods areas of the campus to be protected from development in perpetuity. Other natural areas including South Woods, Finnerty Gardens, the Bowker Creek wetlands, the Garry Oak Meadow and the area west of the Engineering/Computer Science building are designated for a 10 year moratorium on any form of
development. The status of these areas will be considered as part of the overall Campus Plan review process which is scheduled to take place in late 2014.

The Natural Features Study completed in 2008 entailed inventory data collection and mapping of the natural areas of the Gordon Head campus. It was undertaken to supply important information to guide future planning on the campus as part of the Campus Plan implementation program. It will also be an important resource for the work to be undertaken as part of the Campus Plan review.

Goal 6.2: Eliminate toxic chemicals from routine landscape management by 2012.

Status: Achieved

UVic employs an Integrated Pest Management approach that eliminates non-essential use of pesticides on university property. However, in some cases, small applications are required for isolated site specific landscape management purposes.

Goal 6.3: Reduce the amount of impermeable surfaces on campus.

Status: Not Achieved

The 2004 Stormwater Management Plan for the University of Victoria calculated that 23.5% of campus was covered by impervious area such as roofs, roads, sidewalks, and parking lots. It also stated that the impermeable surface area in 1956 was 6.5%. No updated information for changes, with new campus development since 2004 is available.

Goal 6.4: Restore unhealthy natural areas on campus.

Status: In Progress

There are two major natural areas on campus: Mystic Vale (including Hobbs Creek) and the Bowker Creek Watershed. The Bowker Creek Watershed located on the west side of campus by the University Club, is the headwaters for Bowker Creek. The area is heavily treed and lightly used by pedestrians and vehicles. A community group called the Bowker Creek Initiative has developed a 100 year Bowker Creek Blueprint. The university recognizes the sound principles recommended in this document. Mystic Vale is located on the southeast corner of campus. The area is heavily treed and contains a ravine and Hobbs creek. This area is in need of restoration due to stream bank erosion caused by heavy human use. As well, it is currently overrun in certain sections with English Ivy, an invasive species.

A watershed assessment and a 5 year restoration plan were prepared for both Mystic Vale and Hobbs Creek in 2009. To date, a number of initiatives have been undertaken including; increased signage, invasive species removal, and the addition of log weirs in the creek.

Goal 6.5: Increase accessibility to healthy and diverse food options.

Status: Achieved

The UVic Food Services group and UVic Students Society endeavor to ensure the campus community is offered healthy and diverse food options at all the food outlets on campus. UVic was recently named one of the most vegetarian-friendly campuses in Canada (www.peta2.com) for the wide variety of vegetarian options available across campus. Almost all of the food served is prepared onsite by UVic staff, who strive to create healthy soups, stews, stir-frys, pastas, salads and sandwiches from fresh local ingredients. UVic stopped using trans fats in cooking over 12 years ago, and purchases local and organic ingredients whenever possible, with 20 out of 24 of our regular food suppliers being from either
Vancouver Island or the Lower Mainland. In 2012 UVic received a [Golden Carrot Award](#) for being one of the first “Farm to University” programs in BC.

UVic food outlets also feature a wide variety of ethnic foods reflective of our diverse campus population. We offer many varieties of sushi, noodles and Asian baked goods, plus curries and freshly made dhal. To continue to improve standards on food diversity, quality, and menus customized to the region, the Board of Governors has recently approved a $7 million renewal and expansion of the campus’ main retail dining facility in the University Centre scheduled for opening in September 2014.

**Goal 6.6:** Review and assess the opportunities for locally produced and other “low impact” food options to be made available on campus.

**Status:** Achieved

The UVic Food Services, Purchasing Services, UVic Students Society and the UVic Bookstore have all incorporated purchasing practices that support local food producers and suppliers from Vancouver Island and in other parts of BC.

An audit of purchasing contracts revealed that almost half of all food served is locally sourced from either Vancouver Island or the Lower Mainland of BC, including most of the fresh produce, supplies permitting. All of the pizza comes from local pizzerias that use local ingredients (where possible) in the toppings, and all of the baked goods (bread, muffins, cakes, pastries, bagels, etc.) sold on campus come from local bakeries. UVic recently started purchasing all poultry from Vancouver Island farms and all eggs used are “cage-free.” We are continually increasing the selection of local cheeses, and meats from Vancouver Island farms. UVic also sells 100% organic, fair trade coffee, most of which is roasted and packaged locally.

These practices support local farmers and businesses creating employment and a stable tax base in the region. They also reduce the environmental footprint and greenhouse gases normally associated with food distribution.

**Goal 6.7:** Create a program to coordinate and support academic study and research in our campus landscapes by 2010.

**Status:** Not Achieved

The campus is occasionally utilized by students and faculty for various academic and research projects on an informal basis, although no formal programs have been established. The goal will be revisited as part of the renewal of the Action Plan.

**Goal 6.8:** Ensure that 75% of all new plants installed on campus are native.

**Status:** Achieved

The campus standard set by the Facilities Management Department provides for native species to be utilized for new landscaping projects and updates. In 2009 and 2010, 100% of the plants installed on campus by Grounds staff were native species.

**Goal 6.9:** Ensure that 50% of natural areas on campus are healthy natural areas.

**Status:** Achieved

The intent of this goal is to ensure that the natural areas on campus are managed in such a way as to minimize human impacts, to maintain ecosystem function, and to allow the natural environment to
thrive. Unfortunately, UVic does not currently have a methodology to measure the health of the natural areas on campus.

In lieu of measuring the percentage of campus that is considered healthy, UVic has instead developed and is working to implement restoration programs for those areas in need of work on campus and proper stewardship plans for other areas on campus. In early 2014 a Tree Assessment and Tree Management Report was prepared that reviewed the health of trees on campus and made recommendations for ongoing management and planning for trees.

Goal 6.10: Increase spending on organic and fair trade food and beverages.

Status: Achieved

Since 2009, 100% of all coffee sold on campus, approximately 50% of tea and a small amount of chocolate and sugar products are organic or fair trade certified. A historical measure of spending on these products is not available. However, UVic is constantly searching for ways to improve the quality of food options on campus and organic or fair trade food and beverages are an important focus in that goal.

7.0 Waste Management

Vision: A zero waste institution.

Goal 7.1: A streamlined, standardized and consolidated waste management operating model by 2010.

Status: Achieved

In 2009, UVic’s Facilities Management Group created the Waste Reduction Unit whose sole purpose is to manage and consolidate all the waste and recycling operations on campus. The unit is responsible for the collection of all landfill waste, recyclable materials including mixed paper, cardboard, and bottles/cans/hard plastics from the student residence area (previously handled by a private company) as well as across the rest of campus.

As part of the new model, equipment has been upgraded at the campus transfer station, and all waste and recycling bins, and associated signage on campus, were standardized. A new truck was purchased in 2012 to improve efficiencies in the collection of waste on campus. The unit also developed a framework for calculating the university’s landfill diversion rate and a framework for calculating the cost to the university to service the campus’s waste, recycling and composting needs.

Our waste hauling company has adjusted their campus pickups from a scheduled program to an on demand program that has reduced the traffic to and on the campus, as well as tipping costs. We no longer pay to have nearly empty bins dumped, saving time, money and greenhouse gas emissions.

Goal 7.2: A waste diversion rate of 75% by 2012.

Status: In Progress

The overall campus landfill waste diversion rate for 2013 was 68.45%, up from 64.23% in 2011. This increase was mainly due to an expanded food waste composting program and improved product stewardship programs for electronics, small appliances and batteries. Other initiatives include:
- Made significant changes to classroom building recycling systems by removing all bins from classrooms and lecture theatres and replacing them with expanded waste stations in hallways and common areas.
- Launched a successful office recycling pilot program in five buildings where blue recycling bins for mixed paper were removed from individual offices requiring the occupant to bring their recycling to centralized sorting stations that include mixed paper and mixed containers.
- Closed garbage chutes in student residence buildings.
- Expanded the collection system for batteries and personal cell phones.
- Upgraded 75 water fountains on campus and installed several new ones in food service areas to allow for easy refilling of personal water bottles. A portable outdoor water bottle filling station was purchased and used at athletic and public events to reduce the amount of bottled water being purchased. Sales of bottled water are down by 11% in 2013 compared to 2012.
- Printers in computer labs, the library and offices default to double-sided printing and many administrative reports and class materials are available exclusively online giving the user the option to print or not. Paper purchased for use on campus has decreased by approximately 10% per year since 2011.

Goal 7.3: Achieve a construction demolition waste diversion rate of greater than 75%.

*Status: In Progress*

The LEED green building certification program awards credits for construction of buildings that have achieved a waste diversion rate of greater than 75%. Since 2009, all new buildings constructed on campus have been LEED gold certified and all achieved or surpassed this goal including both the Administrative Services and the David Turpin (formerly Social Sciences and Math) buildings that achieved waste diversion rates of greater than 95%.

The 2010 Knowledge and Infrastructure Program (KIP) allotted funding for the renovation of six buildings on campus. Of the six renovations, only the Cornett building upgrade was measured for its waste diversion rate as waste diversion measurement is not standard among contractors. The final waste diversion rate for Cornett was 84.95%.

Waste diversion rates for smaller renovation projects on campus are not currently available. Therefore, reporting on this goal is limited to larger projects where measurement was feasible. Methodologies for measuring waste diversion, to capture information from a larger proportion of capital development projects, will be investigated in partnership with our contractors.

Goal 7.4: Ensure 100% of all electronic waste is recycled domestically.

*Status: Achieved*

All of UVic’s electronic waste (computers, monitors, printers, fax machines) is recycled through the provincial Return-It Electronics program. All recyclers processing material through this program are audited according to Electronic Product Stewardship Canada’s (EPSC) Environmental Recycling Standard. This standard prohibits the export of any equipment or part to developing nations and the improper handling and disposal of hazardous material, as well as the transport of any unwanted items to the landfill. Electronic media such as disks and CDs are shredded for confidentiality reasons, and recycled through the same Return-It Electronics program.
Goal 7.5: Measure the amount of hazardous waste we produce annually.

Status: Achieved

UVic’s Occupational Health, Safety and Environment department is responsible for the collection, measurement, and disposal of hazardous waste on campus. The department has a ‘zero waste down the drain’ policy and provides yearly educational training for new and continuing staff about hazardous waste policy and practices. All hazardous waste is measured and disposed of using the strictest safety standards, including auditing of all 3rd party contractors.

8.0 Water Management

Vision: The university is an innovator in water use reduction, recovery, reuse, and stewardship practices.

Goal 8.1: Reduce water consumption by 25% through conservation and innovation by 2015.

Status: In Progress

Between 2008/2009 and 2012/2013, UVic decreased its overall water consumption by 20.1%, from 762,487 m³ to 609,115 m³. See Chart 6 below.

This was achieved through a combination of changes to irrigation practices including less watering of grounds in the summer months, to conservation and efficiency measures in buildings. For example, the mechanical cooling system for walk in freezers and coolers in the Student Union Building that used to require a constant flow of water was upgraded to an electronic system, resulting in water savings of approximately 20,000 m³ of water per year. Also, old aspirators that required a constant flow of water in the labs in the Department of Chemistry were replaced with portable electric vacuum pumps, greatly reducing the use of water.
Goal 8.2: Decrease rainwater runoff by 10% by 2012.

Status: In Progress

In 2004 UVic commissioned an Integrated Stormwater Management Plan that included estimates of total campus rainwater runoff. Since then UVic has utilized low impact development practices on all new buildings and landscaping projects that help reduce rainwater and stormwater runoff. These practices include the extensive use of porous pavers around buildings and has been used on one parking lot (Lot A). Campus wide stormwater measurements will be completed as part of the updating of the Stormwater Management Plan. Some monitoring data is available for the east side of the campus with the measurement of runoff originating from Parking Lot #1.

Goal 8.3: Increase campus community access to public water for drinking.

Status: Achieved

A total of 75 drinking water fountains across campus have been retrofitted with bottle filler spouts for easy refilling of personal water bottles. New water fountains were installed in high traffic food outlets including the Biblio Café and Finnerty Express. A portable outdoor water bottle filling station was purchased and used at athletic and public events to reduce the amount of bottled water being purchased.

Goal 8.4: Expand the system and the use of treated waste water on campus.

Status: In Progress

UVic uses treated waste water from the Outdoor Aquatic Research Facility in six campus buildings (Bob Wright Centre, Engineering/Computer Science, Medical Sciences, David Turpin, Administrative Services and First Peoples House) by recycling it through toilets and urinals. The treated waste water also provides energy in the form of heat to the water-to-water heat pump used to supplement the heating requirements in the Engineering/Computer Science building. The new Centre for Athletics, Recreation and Special Abilities (CARSA) complex, scheduled for completion in 2015, will also be connected to the waste water system. Other future building connects will be considered in conjunction with the operational status and availability of water from the Research Facility.
The Senate Rules and Procedures state that:

55.00 The composition of the Senate Committee on Agenda and Governance will include members of Senate only and will be determined in part through an election conducted on the floor of Senate. Two members of Senate who are not students or convocation members will be elected to the Senate Committee on Agenda and Governance by Senate at the May meeting.

There is an upcoming vacancy for an elected position on the Senate Committee on Agenda and Governance for a three year term from July 1, 2014 to June 30, 2017. Nominations for the position will be accepted on the floor of the May 2, 2014 Senate meeting. If required, an election will take place at the meeting.