The next open meeting of the Senate of the University of Victoria is scheduled for Friday, December 6, 2013 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. November 1, 2013 [SEN-DEC 6/13-1]

   Motion: That the minutes of the open session of the meeting of the Senate held on November 1, 2013 be approved and that the approved minutes be circulated in the usual way.

3. BUSINESS ARISING FROM THE MINUTES

4. REMARKS FROM THE CHAIR
   a. University Rankings
      Tony Eder, Director of Institutional Planning and Analysis has been invited to attend.
   b. Budget Update – R. Tremblay
   c. President’s Report
   d. Other Matters

5. CORRESPONDENCE
   a. Campus Planning Committee – R. Tremblay and G. Gorrill, Co-Chairs
      i. Semi-annual Report [SEN-DEC 6/13-2]

      Motion: That Senate receive the 2012/2013 semi-annual report of the Campus Planning Committee for information.
6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

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

i. University of Victoria Grading Patterns Report/Reporting Portal
   [SEN-DEC 6/13-3] ACTION

   Motion: That Senate receive the 2013 University of Victoria Grading Patterns Report for information.

ii. Revisions to Grading Scales Wording in the Academic Calendar
    [SEN-DEC 6/13-4] ACTION

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

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

iii. Undergraduate Grading Descriptors [SEN-DEC 6/13-5] ACTION

    Motion: That Senate approve the revised undergraduate grading descriptors for inclusion in the undergraduate academic calendar, effective May 1, 2014.
b. Senate Committee on Admission, Re-registration and Transfer—Dr. Adam Monahan, Chair

i. Proposed changes to Faculty of Humanities Admission Requirements [SEN-DEC 6/13-6]  

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

And

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

c. Senate Committee on Agenda and Governance—Prof. Jamie Cassels, Chair


Motion: That Senate approve the Emergency Protocol for Senate Operations, effective immediately.

ii. Revisions to the Rules to Govern the Conduct of Senate Procedures [SEN-DEC 6/13-8]  

Motion: That Senate approve the revisions to the Rules to Govern the Conduct of Senate Procedures, effective immediately.

iii. Revisions to the Terms of References for the Senate Committees [SEN-DEC 6/13-9]  

Motion: That Senate approve the revisions to the terms of reference for the Senate Committee on Appeals, as recommended by the Senate Committee on Agenda and Governance.

Motion: That Senate approve the revisions to the terms of reference for the Senate Committee on University Budget, as recommended by the Senate Committee on Agenda and Governance.

Motion: That Senate approve the revisions to the terms of reference for the Senate Committee on Honorary Degrees and Other Forms of Recognition, as recommended by the Senate Committee on Agenda and Governance.
Motion: That Senate approve the revisions to the terms of reference for the Senate Committee on Agenda and Governance, as recommended by the Senate Committee on Agenda and Governance.

Motion: That Senate approve the revisions to the terms of reference for the Senate Committee on Academic Standards, as recommended by the Senate Committee on Agenda and Governance.

Motion: That Senate approve the revisions to the terms of reference for the Senate Committee on Planning, as recommended by the Senate Committee on Agenda and Governance.

Motion: That Senate approve the revisions to the terms of reference for the Senate Committee on Awards, as recommended by the Senate Committee on Agenda and Governance.

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

i. New and Revised Awards

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

- English Faculty Bursary (revised)*
- Kalman Award for International Heritage Studies (new)*
- Best Master’s Project in Community Development Scholarship (new)
- Cameron M. Hay Scholarship (new)*
- Neena Chappell Scholarship (revised)*
- Dr. David Chuenyan Lai Scholarship (revised)*
- James A. & Laurette Agnew Memorial Scholarship (new)*
- Joey Weisbrodt Memorial Basketball Award (new)*

*Administered by the University of Victoria Foundation
a. Senate Committee on Planning - Dr. Catherine Mateer, Chair

i. Proposal for Addition of Option to an Existing Program: Master
   in Music Performance – Emphasis in String Quartet
   (SEN-DEC 6/13-11)

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

7. PROPOSALS AND REPORTS FROM FACULTIES

8. OTHER BUSINESS

9. ADJOURNMENT
A meeting of the Senate of the University of Victoria was held on November 1, 2013 at 3:30 p.m. in the Bob Wright Centre, Room A104.

1. **APPROVAL OF THE AGENDA**

   **Motion:** (M. Purkis/A. Roudsari)
   That the agenda be approved as circulated.

   **CARRIED**

2. **MINUTES**

Ms. Andersen said the motion welcoming Prof. Cassels to Senate had been omitted from the minutes. She said the minutes would be revised to include this motion.

   **Motion:** (R. Lipson/S. Lewis Hammond)
   That the minutes of the open session of the meeting of the Senate held on October 4, 2013 be approved as amended and that the approved minutes be circulated in the usual way.

   **CARRIED**

3. **BUSINESS ARISING FROM THE MINUTES**

   There were none.

4. **REMARKS FROM THE CHAIR**

   a. **President’s Report**

   Prof. Cassels reported on the annual general meeting of the Association of Universities and Colleges of Canada (AUCC), which had taken place the previous week. He commented on AUCC’s advocacy strategy for research support.

   In response to a question, Prof. Cassels remarked on the lobbying underway by the U15. Members of Senate engaged in a brief discussion on this topic.

   Prof. Cassels commented on the recently released Macleans’ ranking and said Mr. Eder would be joining Senate at a future meeting to provide a more fulsome report.

   On the provincial front, Prof. Cassels commented that the university’s budget for this year had been confirmed.
Prof. Cassels said the university had been advised that it would be required to participate in the core review process being mandated by the provincial government.

Dr. Mateer reported on a meeting held that day with the Assistant Deputy Minister of Advanced Education, during which quality assurance oversight and initiatives had been discussed.

Prof. Cassels provided members of Senate with a report on a recent meeting of Vancouver Island post-secondary presidents, at which opportunities for collaboration had been discussed.

With respect to news on campus, Prof. Cassels encouraged members of Senate to look at the Faces of UVic Research videos that were recently released. He provided a brief report on the Centre for Athletics, Research and Special Abilities, which he said was proceeding on time and budget. Prof. Cassels noted that the Vice-President Research search was now underway. He also provided an update on recent Campus Conversations he had engaged in.

b. **Update on enrolment**

Dr. Tremblay provided an update on enrolment. She said overall it was a successful year, particularly for international enrolment, and that the university continued to exceed its overall Ministry target. Dr. Tremblay reported on domestic undergraduate enrolment noting that, although numbers were up, the university had fallen below its target. Dr. Tremblay said this was balanced by robust graduate enrolment and a continued increase in international enrolment.

Dr. Tremblay reported on increased numbers of undergraduate applications and registrations. She commented that there was continued focus on meeting enrolment targets while enhancing quality. With respect to undergraduate applicants, Dr. Tremblay noted that the majority of students continue to come from BC high schools, with approximately 70% of registrants coming from outside Greater Victoria. She noted that out-of-province first registrations were at 21.5%.

Dr. Tremblay commented on the strategies and initiatives being undertaken to meet enrolment targets while enhancing quality. She commented on continued efforts to enhance scholarship programs. Dr. Tremblay discussed successes achieved by enhanced coordination between student recruitment and the faculties. She also spoke about targeted recruitment efforts in various provinces.

With respect to enrolment trends across Canada, Dr. Tremblay noted that they were generally positive, although enrolment declines were being noted in specific regions, including the Maritimes and central Canada.

Dr. Stahl asked if the university had any insights on retention. In response, Mr. Tony Eder commented that the university had seen a period of growth in recent years and noted the retention challenges associated with a large first year class. He added that the university had a great retention rate for students with averages over 80%. Dr. Tremblay also commented on strategies in place to support retention.

In response to a question from Mr. Arora, Dr. Tremblay commented on the sections of the Strategic Plan regarding the size of the institution, noting that the university was not looking to
grow significantly. Prof. Cassels added that this did not reduce the importance of recruitment efforts.

Dr. Ulysses expressed concern about the impact of budget cuts on sessional instructors. She commented that while the institution focuses on research and enrolments, she was concerned about the value placed on teaching. Dr. Ulysses commented on the lack of support provided to sessional instructors, many of whom are deeply committed to students and the university. On behalf of the university, Prof. Cassels acknowledged the incredible importance of sessional instructors, and said he had heard Dr. Ulysses’ concerns.

5. CORRESPONDENCE

There was none.

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

   a. Senate Committee on Academic Standards

      i. Annual Report

Dr. Webb commented that it had been a number of years since the Senate Committee on Academic Standards had undertaken an examination of grading standards. He expressed a concern about the possibility of an erosion of grading standards in the competition for enrolment. Dr. Webb said he hoped the committee would examine grading standards this year.

      Motion: (N. Bassi/S. Beam) That Senate receive the 2012/13 annual report of the Senate Committee on Academic Standards for information. CARRIED

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

      i. Annual Report

      Motion: (S. Blackstone/K. Gillis) That Senate receive the 2012/13 annual report of the Senate Committee on Admission, Re-registration and Transfer for information. CARRIED
c. Senate Committee on Agenda and Governance

i. Appointments to the 2013/2014 Senate Standing Committees

Motion: (K. Gillis/M. Purkis)
That Senate approve the appointments to the 2013/2014 Senate standing committees for the terms indicated in the attached document, as recommended by the Senate Committee on Agenda and Governance.

CARRIED

ii. Appointments to the Joint Senate Board Retreat Committee

Motion: (M. Kennedy/R. Lanning)
That Senate approve the appointment of Jared Burnett-Mccreery to the Joint Senate Board Retreat Committee effective immediately and ending June 30, 2013, as recommended by the Senate Committee on Agenda and Governance.

CARRIED

iii. Appointments to the Search Committee for the Chancellor

Motion: (K. Gillis/M. Webb)
That Senate approve the appointments of Rebecca Grant and Gina Starblanket to the Search Committee for the Chancellor, as recommended by the Senate Committee on Agenda and Governance.

CARRIED

iv. Consultation on a Proposed Emergency Protocol for Senate Operations

Ms. Andersen provided members of Senate with an overview of the proposal. She said the document was being presented at this time for feedback and asked members of Senate for their comments.

Dr. Beam suggested that reporting to Senate in the event of a catastrophic emergency should take place in a timelier manner.

v. Consultation on Revisions to the Rules to Govern the Conduct of Senate Procedures

Ms. Andersen provided members of Senate with an overview of the proposal to revise the Rules to Govern the Conduct of Senate Procedures. She said the document was being presented at this time for feedback and asked members of Senate for their comments.

A couple of suggestions for clarifications were proposed. A brief discussion of the closed nature of Senate meetings was undertaken.
d. Senate Committee on Awards

Dr. Driessen asked how the types and amounts of scholarships available compared to other institutions. Ms. Lori Nolt said this information was reviewed annually and that UVic is in the top 20% in terms of amount awarded.

i. New and Revised Awards

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

- Dean’s Science Fair Scholarship (new)
- Robert G. Lawrence Theatre in Canada Scholarship (new)*
- Dr. Chi Shing (CS) Wong Memorial Scholarship (new)*
- Churchill Foundation Vancouver Island’s Shirley Burstall Scholarship (new)*
- Jean Dey Bursary (new)*
- Jean Dey Scholarship (new)*
- Victoria International Running Society Award (new)*
- Maurice Williams Summerhayes Memorial Scholarship (revised)*

* Administered by the University of Victoria Foundation

CARRIED

ii. Undergraduate Financial Aid and Undergraduate Scholarships, Medals and Prizes

Motion: (A. Lepp/S. Blackstone)
That Senate approve revisions to the Undergraduate Financial Aid and Undergraduate Scholarships, Medals and Prizes section of the Undergraduate Academic Calendar, as set out in the attached document.

CARRIED

iii. Annual Report

Dr. Keller suggested it would be useful to have a column with totals showing per-FTE by faculty or unit, as appropriate.

Motion: (A. Lepp/E. Sangster-Gormley)
That Senate receive the 2012/2013 annual report of the Senate Committee on Awards for information.

CARRIED
e. Senate Committee on Planning

i. Proposal to Move Music Education (Secondary) Teaching Area From Curriculum and Instruction, Faculty of Education to School of Music, Faculty of Fine Arts

Motion: (S. Blackstone/P. Kostek)
That Senate approve moving the Music Education Program from the Faculty of Education, Department of Curriculum and Instruction to the Faculty of Fine Arts, School of Music.

CARRIED

ii. Discontinuation of the Professional Specialization Certificate in Heritage Conservation Planning

Motion: (M. MacDonald/S. Blackstone)
That Senate approve, and recommend to the Board of Governors that it also approve, the discontinuation of the Professional Specialization Certificate in Heritage Conservation Planning.

CARRIED

iii. Discontinuation of the Diploma in Fine Arts

Motion: (M. MacDonald/S. Blackstone)
That Senate approve, and recommend to the Board of Governors that it also approve, the discontinuation of the Diploma in Fine Arts.

CARRIED

7. PROPOSALS AND REPORTS FROM FACULTIES

There was none.

8. OTHER BUSINESS

a. Joint Senate Board Retreat

Prof. Cassels announced that the Joint Senate Board Retreat would be held Saturday, March 1, 2014.

There being no other business the meeting was adjourned at 4:19 p.m.
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MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA
Effective July 1, 2013

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

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

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

MEMBERS ELECTED BY THE FACULTY - Members (continued)
Susan Lewis Hammond – FINE (30/6/14)
Adam Monahan – SCIE (30/6/14)
Leslee Francis Pelton – EDUC (30/6/14)
Ann Stahl – SOSC (30/6/16)
Victoria Wyatt – FINE (30/6/16)
Margot Wilson – SOSC (30/6/15)

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

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

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

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

BY INVITATION - Seated with specified speaking rights
Assoc. V.P. International – Andrew Marton
Assoc. V.P. Student Affairs: Jim Dunsdon
Assoc. V.P. Academic Planning: Catherine Mateer
Registrar: Lauren Charlton
Associate University Secretary: Carrie Andersen
Date: November 18, 2013  
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 December 6, 2013 meeting.

Reeta Tremblay  
Vice-President, Academic and Provost  

Gayle Gorrill  
Vice-President, Finance and Operations
1.0 Continuing Studies Building Addition

An addition to the Continuing Studies Building was approved as a university capital project at the Board of Governors meeting in May. It will provide expanded space for the English Language Centre and the Pathway Program for international students. As well, Continuing Studies currently has a shortage of space for other program offerings that will be accommodated with the addition and building renovations. The project will increase the size of the current building, which was opened in 2003, by approximately 72%.

A program of requirements, which outlines the building spaces, uses and services was completed in the spring and reviewed by the Campus Planning Committee (CPC). As part of the community engagement process for the project, a drop in open house meeting was held in the Student Union Building on October 8th. It provided information on the project and the development approval process for the addition, given the need for variances from the District of Saanich for parking (63 spaces) and the building height (13m).

At the November 5th Campus Planning Committee meeting a recommendation for approval of the schematic design for the project was forwarded to the President. The addition will be constructed at the northwest side of the building, next to playing field no. 3 and will provide an atrium over the courtyard between the two existing wings of the building. It will have a lower level with two storeys above grade and will accommodate thirteen new classrooms, computer language labs, four offices and student and instructor support space. The design of the addition allows for the integration of the new uses with the existing building configuration.

The schematic design for the project is scheduled to be considered by the Board at its November meeting. With schematic design approval the architect will proceed to detailed design development and completion of the working drawings. Construction of the project is tentatively scheduled to start in the spring of next year (depending upon District of Saanich regulatory approvals), with completion for the summer of 2015.

2.0 Campus Bike Centre

The new campus bike centre located in the lower level of the University Centre building is scheduled to open on November 19th. It provides cyclists with secure and sheltered parking space for over 250 bikes, along with 48 clothing lockers, 46 bike lockers and other support facilities. Additional space is also available for the SPOKES operation. The construction of an entranceway to the centre next to the adjacent multiuse pathway between the University Centre and the Business and Economics Building will facilitate access from cyclists across campus. The centre has been designated as a university 50th Anniversary legacy project that will celebrate and advance UVic’s interests in cycling and sustainable transportation into the future.
3.0 Transit Exchange Expansion project

The provision of additional bus bay capacity on campus to allow for improved transit service and functioning of the current exchange is one of the key recommendations in the Campus Transit Plan. The Sustainability Action Plan and the Campus Plan also refer to improving the transit infrastructure on campus and increasing bus use as a travel option.

At the May 23, 2013 CPC meeting, parking lot no. 14, next to the Student Union Building (SUB) and across from the main bus terminal was identified as the preferred option for additional bus bay capacity on campus that would meet shorter term needs and help improve the functioning of the current exchange. It would consolidate the exchange in one area of the campus and minimize bus traffic on Ring Road, which is a BC Transit objective, given their operational considerations and the conflicts with pedestrian crossings and other vehicle traffic.

Planning work, in conjunction with BC Transit, is underway to assist in finalizing a design. Feedback on the project was received at an open house meeting on campus on November 7th. Items under review include the displacement of 20 parking spaces and the need for a variance permit, funding and the projected construction costs, a review of pedestrian, cyclist and traffic circulation impacts and potential impacts for users of the SUB, Halpern Centre and other adjacent campus facilities. It is anticipated that final approvals for the project will be set in conjunction with BC Transit for early in the new year, with construction completion targeted for the fall of 2014.

4.0 Campus Wayfinding / Signage Program completion

The campus signage system has been updated over the past four years as follow-up to the wayfinding strategy that was approved by the CPC in 2009. Coverage of the campus will be substantially complete by the end of this year, with the wrap up of the signage implementation program.

Sign installations have included the two major gateway signs, five directory kiosks, pedestrian oriented map directories, street blades and numerous free standing and mounted building identification signs. Other parking lot and directional signs are also included as part of the overall wayfinding strategy. Many of the signs were in place for the fall of 2012 and the university’s 50th anniversary celebration and the Congress event in June 2013. As part of the final phase of the program, directional and building identification signage for the campus facilities located along the McKenzie Avenue corridor will be installed by the end of the year. It will be undertaken after the road upgrades and final landscaping and tree planting work by Saanich is completed. Gateway signs will also be installed in the roundabout at the McKenzie – Finnerty intersection.

Future sign placements and adjustments will be undertaken as necessary to meet any new identified wayfinding needs across campus and in conjunction with new campus developments.

5.0 Carbon Neutral Action Report – 2012

The University of Victoria, along with other Public Sector Organizations, has been legislated to be carbon neutral since 2010 as part of the Greenhouse Gas Reductions Targets Act and the Carbon Neutral Government Regulation. It involved measuring operational greenhouse gas emissions, reducing as much as possible and offsetting the remainder.
The 2012 report references that the overall greenhouse gas (GHG) emissions for the university at 14,167.1tCO2e, were down 8% in 2012 compared to 2011. The total offset payment forwarded to the Pacific Carbon Trust was $368,442.50.

Major initiatives for 2012 that are linked to carbon and energy reductions relate to the implementation of recommendations from the campus Integrated Energy Master Plan. In particular, the university’s active involvement in BC Hydro’s Continuous Optimization Program provided support for energy efficiency improvements that resulted in significant paybacks in six campus buildings. Work is also underway on a Biomass Feasibility study and a study of alternative solutions for the campus’s district heating system that is targeted for completion in the new year.

6.0 Campus Cellphone Service Improvement project

For many years, cellphone coverage on campus has been average and the quality has been consistently declining with the growing popularity of wireless products that use data. The project involves the placement of new cellphone antennas on the roof line of the Bob Wright Centre building. They will supplement the existing communications infrastructure that is in place and will improve service for everyone on campus using Rogers, TELUS and Bell wireless service, with particular improvements to the south and east sides of the campus. The project will meet all regulatory approvals, including all safety requirements, as set out by Industry Canada, and is scheduled for completion in the first part of 2014.

7.0 Campus Traffic Survey – 2012

A comprehensive survey of campus traffic for a typical weekday period was conducted by Bunt and Associates Engineering in October 2012. Similar surveys have been conducted since 1996. To ensure consistency with the previous surveys, the approach and methodology was largely replicated. The 2012 modal split results and how they compare to the previous surveys is outlined in the Table below.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Drivers</td>
<td>57.5%</td>
<td>54.4%</td>
<td>47.1%</td>
<td>44.1%</td>
<td>37.5%</td>
<td>38.8%</td>
<td>39.8%</td>
</tr>
<tr>
<td>Auto Passengers</td>
<td>15.6%</td>
<td>11.0%</td>
<td>11.8%</td>
<td>11.9%</td>
<td>12.8%</td>
<td>10.0%</td>
<td>10.1%</td>
</tr>
<tr>
<td>Transit Passengers</td>
<td>11.3%</td>
<td>17.8%</td>
<td>26.2%</td>
<td>27.4%</td>
<td>31.0%</td>
<td>26.0%</td>
<td>27.7%</td>
</tr>
<tr>
<td>Cyclists</td>
<td>6.9%</td>
<td>5.5%</td>
<td>6.0%</td>
<td>5.3%</td>
<td>7.1%</td>
<td>8.9%</td>
<td>7.9%</td>
</tr>
<tr>
<td>Pedestrians</td>
<td>8.7%</td>
<td>11.3%</td>
<td>8.7%</td>
<td>11.2%</td>
<td>11.2%</td>
<td>15.9%</td>
<td>14.5%</td>
</tr>
<tr>
<td>Skateboards/ rollerbladers</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.2%</td>
<td>0.1%</td>
<td>0.3%</td>
<td>0.4%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

The Traffic Survey provides up to date supporting information for parking management purposes and the planning for new developments on campus, along with liaison with the two municipalities on new capital project approvals and on roadway, traffic, cycling and parking issues. TDM activities have played a key role in reducing parking demand as reflected in the survey results.
At its September 12, 2013 and November 14, 2013 meetings, the Senate Committee on Academic Standards reviewed the 2013 University of Victoria Grading Patterns Report, which includes a report on the new grading patterns reporting portal. This report is now being presented to Senate for information.

Over the course of the year, the Senate Committee on Academic Standards will be undertaking an examination of the report, with a view to identifying whether grading guidelines can be developed to support grading practices across the institution. The committee will also be identifying questions to guide an examination of the data included in the 2013 report.

As members of Senate will see from the report, information about grading patterns is now available on demand. Unlike in previous years where data was only available regarding undergraduate grading patterns, the portal now also provides data about graduate patterns. In order to ensure continued oversight of grading patterns, a summary report will be presented to the Senate Committee on Academic Standards and Senate each fall.

Respectfully submitted,

2013/14 Senate Committee on Academic Standards

Heather Raven (Chair), Faculty of Law
Stan Bardal, Division of Medical Sciences
Sara Beam, Faculty of Graduate Studies
Maureen Bradley, Faculty of Fine Arts
Lauren Charlton, Registrar
David Harrington, Faculty of Science
Susan Karim, Student Senator
Norah McaRae, Director, Coop and Career
Michael Nowlin, Faculty of Humanities
Tim Pelton, Faculty of Education
Abdul Roudsari, Faculty of HSD
Brock Smith, Peter B. Gustavson School of Business
Carrie Andersen, Associate University Secretary (Secretary)

Bert Annear, Director, Graduate Admissions and Records
Nav Bassi, Convocation Senator
Kathleen Boland, Associate Registrar
Rosaline Canessa, Faculty of Social Sciences
Nikolai Dechev, Faculty of Engineering
Cindy Holder, Associate Dean Academic Advising
Catherine Mateer, Associate Vice-President Academic Planning
Ariel Mishkin, Undergraduate Student
Yianni Pappas-Acreman, Student Senator
Brian Pollick, Graduate Student
Richard Rush, Division of Continuing Studies
Reeta Tremblay, Vice-President Academic and Provost
The purpose of the grading reports is to document patterns of grades awarded at the university, faculty, and school or department levels over a five-year period for undergraduate, graduate, and law courses at the University of Victoria. Previous paper reports were prepared every two years for the Senate Committee on Academic Standards and the Vice-President Academic and Provost, with relevant sections distributed to interested parties, such as deans and chairs.

In 2013, the system was revamped to be more comprehensive, timely, detailed, and available online. Access is via the Office and Institutional Planning and Analysis website (www.inst.uvic.ca). Full instructions on how to access and navigate the system as well as reports at the following levels are attached to this memorandum.

Attached Reports:
- Overall Undergraduate
- Overall Graduate
- Faculty of Law
- Faculty of Education
- Faculty of Engineering
- Faculty of Fine Arts
- Faculty of Human and Social Development
- Faculty of Humanities
- Faculty of Medical Sciences
- Faculty of Science
- Faculty of Social Sciences
- PB Gustavson School of Business

For the university as a whole, the five academic years with complete information show that the grade distributions have remained relatively constant, with GPAs ranging from 6.05 to 6.09 although A”s have risen from 7.4 to 9.9 percent and 2nd class grades have fallen from ~41% to 32.7%. Expanding the academic years into individual terms shows, however, that grade
performance during the summer is consistently better than during the fall and spring terms, with
better GPAs, first class results, and fail rates. Perhaps not surprisingly, performance in
undergraduate courses by level is better as the level goes up. For example, in 2011/12 the
average GPA for 100, 200, 300, and 400 level courses were 5.1, 5.5, 6.1, and 6.9 respectively.

These reports are intended to be descriptive rather than analytical or prescriptive. There are
numerous possible explanations for changes in grade distributions over time, for differences in
grade distributions across sections of a course, and for variations in grade distributions among
departments and faculties. These reports document general time-series trends and grading
anomalies, but do not (nor should they) attempt to explain them.

Attachments:
  Appendix A – Grading reports
  Appendix B – Accessing and navigating the Grading Reports
Section Grading Patterns - UVic

Program Course Level

PROGRAM_COURSE_LEVEL: Undergraduate

ALL COURSE LEVELS

Applied filters: Time 5 years ending with the last year (currently 2012) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Mean 9Point Grade</th>
<th>% A+</th>
<th>% 1st Class</th>
<th>% 2nd Class</th>
<th>% Pass</th>
<th>% Fail</th>
<th>Gradeable Headcount</th>
<th>% Drop</th>
<th>Total Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>6.06</td>
<td>7.6%</td>
<td>40.3%</td>
<td>40.9%</td>
<td>13.8%</td>
<td>5.0%</td>
<td>117,629</td>
<td>4.4%</td>
<td>127,652</td>
</tr>
<tr>
<td>2009</td>
<td>6.06</td>
<td>7.4%</td>
<td>39.6%</td>
<td>41.1%</td>
<td>14.0%</td>
<td>5.3%</td>
<td>123,098</td>
<td>4.2%</td>
<td>133,381</td>
</tr>
<tr>
<td>2010</td>
<td>6.07</td>
<td>7.7%</td>
<td>40.5%</td>
<td>41.0%</td>
<td>13.7%</td>
<td>4.9%</td>
<td>126,352</td>
<td>4.2%</td>
<td>136,998</td>
</tr>
<tr>
<td>2011</td>
<td>6.05</td>
<td>7.8%</td>
<td>39.9%</td>
<td>41.2%</td>
<td>14.1%</td>
<td>4.8%</td>
<td>126,167</td>
<td>4.5%</td>
<td>137,433</td>
</tr>
<tr>
<td>2012</td>
<td>6.07</td>
<td>9.9%</td>
<td>43.1%</td>
<td>32.7%</td>
<td>19.6%</td>
<td>4.7%</td>
<td>126,457</td>
<td>4.5%</td>
<td>137,697</td>
</tr>
</tbody>
</table>

By Course Level

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2012)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Mean 9Point Grade</th>
<th>% A+</th>
<th>% 1st Class</th>
<th>% 2nd Class</th>
<th>% Pass</th>
<th>% Fail</th>
<th>Gradeable Headcount</th>
<th>% Drop</th>
<th>Total Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>5.29</td>
<td>6.7%</td>
<td>31.4%</td>
<td>40.3%</td>
<td>19.7%</td>
<td>8.6%</td>
<td>33,521</td>
<td>6.4%</td>
<td>35,872</td>
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<tr>
<td>2009</td>
<td>5.13</td>
<td>6.5%</td>
<td>30.3%</td>
<td>40.2%</td>
<td>20.3%</td>
<td>9.2%</td>
<td>36,964</td>
<td>5.3%</td>
<td>39,139</td>
</tr>
<tr>
<td>2010</td>
<td>5.22</td>
<td>6.4%</td>
<td>30.0%</td>
<td>41.8%</td>
<td>19.9%</td>
<td>8.2%</td>
<td>38,773</td>
<td>5.5%</td>
<td>41,163</td>
</tr>
<tr>
<td>2011</td>
<td>5.12</td>
<td>6.6%</td>
<td>30.0%</td>
<td>42.5%</td>
<td>19.8%</td>
<td>7.7%</td>
<td>38,099</td>
<td>6.0%</td>
<td>40,627</td>
</tr>
</tbody>
</table>

Note:

* **1st Class**: Includes grades A+, A, and A-
* **2nd Class**: Includes grades B+, B, and B-
* **Pass**: Includes grades C+, C, and D
* **Fail**: Includes grades E, F, and N
* **Headcounts**: Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.
## Section Grading Patterns - UVic

### Program Course Level

#### PROGRAM_COURSE_LEVEL: Undergraduate

**BY COURSE LEVEL**

**Applied filters:** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level  
AND Time 5 years ending with the last year (currently 2012)

<table>
<thead>
<tr>
<th>Course Year Level</th>
<th>Academic Year</th>
<th>Mean 9Point Grade</th>
<th>% A+</th>
<th>% 1st Class</th>
<th>% 2nd Class</th>
<th>% Pass</th>
<th>% Fail</th>
<th>Gradeable Headcount</th>
<th>% Drop</th>
<th>Total Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 Level</td>
<td>2012</td>
<td>5.07</td>
<td>8.7%</td>
<td>34.3%</td>
<td>31.5%</td>
<td>26.4%</td>
<td>7.8%</td>
<td>37,362</td>
<td>5.9%</td>
<td>39,842</td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>5.52</td>
<td>7.5%</td>
<td>35.6%</td>
<td>41.4%</td>
<td>16.6%</td>
<td>6.3%</td>
<td>25,268</td>
<td>4.5%</td>
<td>26,977</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>5.53</td>
<td>7.2%</td>
<td>34.6%</td>
<td>42.3%</td>
<td>16.6%</td>
<td>6.6%</td>
<td>25,793</td>
<td>4.5%</td>
<td>27,732</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>5.58</td>
<td>7.4%</td>
<td>34.8%</td>
<td>42.7%</td>
<td>16.6%</td>
<td>6.0%</td>
<td>26,071</td>
<td>4.7%</td>
<td>28,082</td>
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<tr>
<td></td>
<td>2011</td>
<td>5.54</td>
<td>7.4%</td>
<td>34.6%</td>
<td>41.6%</td>
<td>17.9%</td>
<td>5.9%</td>
<td>26,978</td>
<td>4.8%</td>
<td>29,369</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>5.51</td>
<td>8.7%</td>
<td>37.5%</td>
<td>31.6%</td>
<td>25.0%</td>
<td>5.9%</td>
<td>27,148</td>
<td>5.6%</td>
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<td>200 Level</td>
<td>2008</td>
<td>6.08</td>
<td>7.0%</td>
<td>43.1%</td>
<td>43.1%</td>
<td>11.0%</td>
<td>2.8%</td>
<td>39,934</td>
<td>3.7%</td>
<td>42,997</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>6.06</td>
<td>6.8%</td>
<td>43.0%</td>
<td>43.4%</td>
<td>10.7%</td>
<td>2.9%</td>
<td>41,405</td>
<td>3.7%</td>
<td>44,682</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>6.09</td>
<td>7.9%</td>
<td>45.1%</td>
<td>42.1%</td>
<td>10.0%</td>
<td>2.7%</td>
<td>41,500</td>
<td>3.6%</td>
<td>44,789</td>
</tr>
<tr>
<td></td>
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<td>43.1%</td>
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<td>2.9%</td>
<td>41,072</td>
<td>3.9%</td>
<td>44,230</td>
</tr>
<tr>
<td></td>
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<td>9.5%</td>
<td>45.8%</td>
<td>35.8%</td>
<td>15.7%</td>
<td>2.7%</td>
<td>42,543</td>
<td>4.1%</td>
<td>46,010</td>
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<td>300 Level</td>
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<td>11%</td>
<td>56.5%</td>
<td>36.3%</td>
<td>5.7%</td>
<td>1.5%</td>
<td>18,669</td>
<td>2.5%</td>
<td>21,120</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>6.85</td>
<td>10%</td>
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<td>36.2%</td>
<td>5.4%</td>
<td>1.5%</td>
<td>18,705</td>
<td>2.7%</td>
<td>21,264</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>6.82</td>
<td>11%</td>
<td>58.7%</td>
<td>34.6%</td>
<td>5.2%</td>
<td>1.5%</td>
<td>19,709</td>
<td>2.7%</td>
<td>22,254</td>
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<tr>
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<td>6.86</td>
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<td>34.3%</td>
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<td>1.5%</td>
<td>19,778</td>
<td>2.7%</td>
<td>22,607</td>
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<td>2012</td>
<td>6.99</td>
<td>15%</td>
<td>61.7%</td>
<td>29.6%</td>
<td>7.4%</td>
<td>1.3%</td>
<td>19,163</td>
<td>2.4%</td>
<td>21,840</td>
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<td>31.2%</td>
<td>1.3%</td>
<td>1.7%</td>
<td>237</td>
<td>0.3%</td>
<td>686</td>
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<tr>
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<td>2009</td>
<td>5.35</td>
<td>6.1%</td>
<td>67.1%</td>
<td>29.4%</td>
<td>1.3%</td>
<td>2.2%</td>
<td>231</td>
<td>0.9%</td>
<td>564</td>
</tr>
<tr>
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<td>2010</td>
<td>5.65</td>
<td>3.7%</td>
<td>56.2%</td>
<td>40.8%</td>
<td>2.0%</td>
<td>1.0%</td>
<td>299</td>
<td>0.4%</td>
<td>710</td>
</tr>
<tr>
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<td>2011</td>
<td>6.20</td>
<td>1.7%</td>
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<td>28.3%</td>
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<td>0.8%</td>
<td>240</td>
<td>0.7%</td>
<td>600</td>
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<td>9.5%</td>
<td>69.3%</td>
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<td>1.2%</td>
<td>241</td>
<td>0.2%</td>
<td>561</td>
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</tbody>
</table>

**Note:**

* **1st Class:** Includes grades A+, A, and A-  
* **2nd Class:** Includes grades B+, B, and B-  
* **Pass:** Includes grades C+, C, and D  
* **Fail:** Includes grades E, F, and N  
* **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.  
* **Official Reporting:** Please verify with Institutional Planning & Analysis.
Section Grading Patterns - UVic

Program Course Level: PROGRAM_COURSE_LEVEL: Graduate

ALL COURSE LEVELS

Applied filters: Time 5 years ending with the last year (currently 2012) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Mean 9Point Grade</th>
<th>% A+</th>
<th>% 1st Class</th>
<th>% 2nd Class</th>
<th>% Pass</th>
<th>% Fail</th>
<th>Gradeable Headcount</th>
<th>% Drop</th>
<th>Total Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>7.66</td>
<td>18%</td>
<td>82.6%</td>
<td>16.5%</td>
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<td>0.5%</td>
<td>6,048</td>
<td>2.3%</td>
<td>12,260</td>
</tr>
<tr>
<td>2009</td>
<td>7.68</td>
<td>19%</td>
<td>81.6%</td>
<td>17.7%</td>
<td>0.3%</td>
<td>0.4%</td>
<td>6,839</td>
<td>2.0%</td>
<td>14,602</td>
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<tr>
<td>2010</td>
<td>7.54</td>
<td>15%</td>
<td>80.7%</td>
<td>18.1%</td>
<td>0.4%</td>
<td>0.8%</td>
<td>7,626</td>
<td>1.6%</td>
<td>16,479</td>
</tr>
<tr>
<td>2011</td>
<td>7.68</td>
<td>17%</td>
<td>81.3%</td>
<td>17.9%</td>
<td>0.4%</td>
<td>0.5%</td>
<td>7,862</td>
<td>1.8%</td>
<td>17,338</td>
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<td>0.8%</td>
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<td>1.8%</td>
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BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2012)

<table>
<thead>
<tr>
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<th>Academic Year</th>
<th>Mean 9Point Grade</th>
<th>% A+</th>
<th>% 1st Class</th>
<th>% 2nd Class</th>
<th>% Pass</th>
<th>% Fail</th>
<th>Gradeable Headcount</th>
<th>% Drop</th>
<th>Total Headcount</th>
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</thead>
<tbody>
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<td>17%</td>
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<td>16.8%</td>
<td>0.4%</td>
<td>0.6%</td>
<td>5,793</td>
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<td>2009</td>
<td>7.67</td>
<td>18%</td>
<td>81.3%</td>
<td>18.0%</td>
<td>0.3%</td>
<td>0.4%</td>
<td>6,528</td>
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<td>12,231</td>
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<td>15%</td>
<td>80.5%</td>
<td>18.4%</td>
<td>0.4%</td>
<td>0.7%</td>
<td>7,256</td>
<td>1.8%</td>
<td>13,529</td>
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<tr>
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<td>2011</td>
<td>7.66</td>
<td>17%</td>
<td>80.9%</td>
<td>18.2%</td>
<td>0.4%</td>
<td>0.5%</td>
<td>7,530</td>
<td>2.0%</td>
<td>14,026</td>
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</tbody>
</table>

Note:
* **1st Class**: Includes grades A+, A, and A-
* **2nd Class**: Includes grades B+, B, and B-
* **Pass**: Includes grades C+, C, and D
* **Fail**: Includes grades E, F, and N
* **Headcounts**: Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.
Section Grading Patterns - UVic

Program Course Level: PROGRAM_COURSE_LEVEL: Graduate

BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level
AND Time 5 years ending with the last year (currently 2012)

<table>
<thead>
<tr>
<th>Course Year Level</th>
<th>Academic Year</th>
<th>Mean 9Point Grade</th>
<th>% A+</th>
<th>% 1st Class</th>
<th>% 2nd Class</th>
<th>% Pass</th>
<th>% Fail</th>
<th>Gradeable Headcount</th>
<th>% Drop</th>
<th>Total Headcount</th>
</tr>
</thead>
<tbody>
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<td>500 Level</td>
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<td>7.71</td>
<td>21%</td>
<td>82.1%</td>
<td>16.2%</td>
<td>0.9%</td>
<td>0.8%</td>
<td>7,172</td>
<td>2.0%</td>
<td>13,592</td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>7.69</td>
<td>33%</td>
<td>91.0%</td>
<td>8.6%</td>
<td>0.4%</td>
<td>.</td>
<td>255</td>
<td>1.0%</td>
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<td>2009</td>
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<td>33%</td>
<td>86.5%</td>
<td>11.9%</td>
<td>.</td>
<td>1.6%</td>
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<td>2,371</td>
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<tr>
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<td>86.2%</td>
<td>11.4%</td>
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<td>370</td>
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<td>25%</td>
<td>88.3%</td>
<td>10.2%</td>
<td>0.3%</td>
<td>1.2%</td>
<td>332</td>
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<tr>
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<td>0.7%</td>
<td>1.1%</td>
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<td>0.7%</td>
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Note:
* **1st Class**: Includes grades A+, A, and A-
* **2nd Class**: Includes grades B+, B, and B-
* **Pass**: Includes grades C+, C, and D
* **Fail**: Includes grades E, F, and N
* **Headcounts**: Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.
Section Grading Patterns - UVic

Program Course Level: PROGRAM_COURSE_LEVEL: Law

ALL COURSE LEVELS

Applied filters: Time 5 years ending with the last year (currently 2012) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Mean 9Point Grade</th>
<th>% A+</th>
<th>% 1st Class</th>
<th>% 2nd Class</th>
<th>% Pass</th>
<th>% Fail</th>
<th>Gradeable Headcount</th>
<th>% Drop</th>
<th>Total Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
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<td>25.0%</td>
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</tr>
<tr>
<td>2009</td>
<td>5.93</td>
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<td>24.8%</td>
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<td>10.1%</td>
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<td>2010</td>
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<td>26.7%</td>
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<td>0.4%</td>
<td>2,668</td>
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<td>2011</td>
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<td>25.7%</td>
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<td>9.0%</td>
<td>0.1%</td>
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</tr>
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<td>0.3%</td>
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BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2012)

<table>
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<th>Academic Year</th>
<th>Mean 9Point Grade</th>
<th>% A+</th>
<th>% 1st Class</th>
<th>% 2nd Class</th>
<th>% Pass</th>
<th>% Fail</th>
<th>Gradeable Headcount</th>
<th>% Drop</th>
<th>Total Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 Level</td>
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<td>5.20</td>
<td>11.9%</td>
<td>80.8%</td>
<td>7.2%</td>
<td></td>
<td></td>
<td>762</td>
<td>2.2%</td>
<td>894</td>
</tr>
<tr>
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<td>2009</td>
<td>5.44</td>
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<td>76.2%</td>
<td>9.8%</td>
<td>0.1%</td>
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<td>788</td>
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<td>2010</td>
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<td>0.6%</td>
<td>19.1%</td>
<td>72.1%</td>
<td>8.7%</td>
<td>0.1%</td>
<td>773</td>
<td>4.5%</td>
<td>927</td>
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<td>2011</td>
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<td>14.9%</td>
<td>77.6%</td>
<td>7.5%</td>
<td></td>
<td>776</td>
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<td>900</td>
</tr>
</tbody>
</table>

Note:
* 1st Class: Includes grades A+, A, and A-
* 2nd Class: Includes grades B+, B, and B-
* Pass: Includes grades C+, C, and D
* Fail: Includes grades E, F, and N
* Headcounts: Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

* Official Reporting: Please verify with Institutional Planning & Analysis.
### Program Course Level: PROGRAM_COURSE_LEVEL: Law

**BY COURSE LEVEL**

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level
AND Time 5 years ending with the last year (currently 2012)

<table>
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<th>Course Year Level</th>
<th>% A+</th>
<th>% 1st Class</th>
<th>% 2nd Class</th>
<th>% Pass</th>
<th>% Fail</th>
<th>Gradeable Headcount</th>
<th>% Drop</th>
<th>Total Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>100 Level</strong></td>
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<td>9.7%</td>
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<td>75.0%</td>
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<td>68</td>
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</tr>
<tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:**

* **1st Class:** Includes grades A+, A, and A-
* **2nd Class:** Includes grades B+, B, and B-
* **Pass:** Includes grades C+, C, and D
* **Fail:** Includes grades E, F, and N
* **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.
* **Official Reporting:** Please verify with Institutional Planning & Analysis.
### Section Grading Patterns by Faculty

**Program Course Level**: Undergraduate  
**Course Faculty**: Faculty of Education

#### FACULTY LEVEL

**Applied filters**: Time 5 years ending with the last year (currently 2012) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Mean 9Point Grade</th>
<th>% A+</th>
<th>% 1st Class</th>
<th>% 2nd Class</th>
<th>% Pass</th>
<th>% Fail</th>
<th>Gradeable Headcount</th>
<th>% Drop</th>
<th>Total Headcount</th>
</tr>
</thead>
<tbody>
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<td>7.0%</td>
<td>58.8%</td>
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<td>9,864</td>
<td>1.7%</td>
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<tr>
<td>2009</td>
<td>6.49</td>
<td>7.4%</td>
<td>57.6%</td>
<td>36.6%</td>
<td>4.8%</td>
<td>1.0%</td>
<td>10,524</td>
<td>2.1%</td>
<td>12,855</td>
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<tr>
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<td>59.2%</td>
<td>35.6%</td>
<td>4.3%</td>
<td>0.9%</td>
<td>11,152</td>
<td>1.9%</td>
<td>13,597</td>
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<tr>
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<td>57.1%</td>
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<td>0.7%</td>
<td>10,196</td>
<td>2.1%</td>
<td>12,510</td>
</tr>
<tr>
<td>2012</td>
<td>6.72</td>
<td>14%</td>
<td>65.2%</td>
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<td>1.0%</td>
<td>10,160</td>
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</table>

#### COURSE YEAR LEVEL

**Applied filters**: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2012)

<table>
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<tr>
<th>Course Year Level</th>
<th>Academic Year</th>
<th>Mean 9Point Grade</th>
<th>% A+</th>
<th>% 1st Class</th>
<th>% 2nd Class</th>
<th>% Pass</th>
<th>% Fail</th>
<th>Gradeable Headcount</th>
<th>% Drop</th>
<th>Total Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 Level</td>
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<td>46.1%</td>
<td>40.2%</td>
<td>11.0%</td>
<td>2.8%</td>
<td>1,950</td>
<td>4.3%</td>
<td>2,038</td>
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<td></td>
<td>2009</td>
<td>5.84</td>
<td>6.6%</td>
<td>44.7%</td>
<td>42.3%</td>
<td>11.1%</td>
<td>1.9%</td>
<td>2,212</td>
<td>5.2%</td>
<td>2,334</td>
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<tr>
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<td>2010</td>
<td>5.73</td>
<td>4.5%</td>
<td>42.7%</td>
<td>43.6%</td>
<td>11.5%</td>
<td>2.1%</td>
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<tr>
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<td>5.71</td>
<td>5.1%</td>
<td>42.6%</td>
<td>45.8%</td>
<td>10.1%</td>
<td>1.6%</td>
<td>2,192</td>
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<td>2,340</td>
</tr>
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<td>2012</td>
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<td>29.0%</td>
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<td>2.0%</td>
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<td>950</td>
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<td>1,209</td>
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<td>9.5%</td>
<td>45.6%</td>
<td>43.9%</td>
<td>8.0%</td>
<td>2.5%</td>
<td>902</td>
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<td>1,302</td>
</tr>
<tr>
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<td>1.7%</td>
<td>947</td>
<td>2.7%</td>
<td>1,206</td>
</tr>
<tr>
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<td>2011</td>
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<td>6.3%</td>
<td>45.2%</td>
<td>47.2%</td>
<td>6.8%</td>
<td>0.8%</td>
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<td>1,278</td>
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<td>9.7%</td>
<td>0.9%</td>
<td>991</td>
<td>2.5%</td>
<td>1,224</td>
</tr>
</tbody>
</table>

**Note:**
- **1st Class**: Includes grades A+, A, and A-
- **2nd Class**: Includes grades B+, B, and B-
- **Pass**: Includes grades C+, C, and D
- **Fail**: Includes grades E, F, and N
- **Headcounts**: Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.
- **Official Reporting**: Please verify with Institutional Planning & Analysis.
### Section Grading Patterns by Faculty

Program Course Level: Undergraduate  
Course Faculty: Faculty of Education

### Course Year Level

**Applied filters:** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2012)

<table>
<thead>
<tr>
<th>Course Year Level</th>
<th>Academic Year</th>
<th>Mean Grade</th>
<th>% A+</th>
<th>% 1st Class</th>
<th>% 2nd Class</th>
<th>% Fail</th>
<th>Gradeable Headcount</th>
<th>% Drop</th>
<th>Total Headcount</th>
</tr>
</thead>
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<td>57.1%</td>
<td>39.7%</td>
<td>2.8%</td>
<td>0.4%</td>
<td>1.4%</td>
<td>4,273</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>6.49</td>
<td>6.3%</td>
<td>57.6%</td>
<td>38.4%</td>
<td>3.5%</td>
<td>0.5%</td>
<td>1.3%</td>
<td>4,945</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>6.63</td>
<td>7.9%</td>
<td>62.0%</td>
<td>34.8%</td>
<td>2.8%</td>
<td>0.4%</td>
<td>1.6%</td>
<td>4,753</td>
</tr>
<tr>
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<td>2011</td>
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<td>55.3%</td>
<td>41.7%</td>
<td>2.6%</td>
<td>0.4%</td>
<td>1.4%</td>
<td>4,077</td>
</tr>
<tr>
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<td>2012</td>
<td>6.65</td>
<td>11%</td>
<td>63.9%</td>
<td>30.7%</td>
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<td>0.9%</td>
<td>1.9%</td>
<td>4,143</td>
</tr>
<tr>
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<td>72.8%</td>
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<td>0.8%</td>
<td>3,855</td>
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<tr>
<td></td>
<td>2009</td>
<td>7.12</td>
<td>9.0%</td>
<td>70.4%</td>
<td>28.1%</td>
<td>1.1%</td>
<td>0.4%</td>
<td>1.2%</td>
<td>3,710</td>
</tr>
<tr>
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<td>2010</td>
<td>6.87</td>
<td>6.5%</td>
<td>69.8%</td>
<td>28.9%</td>
<td>0.9%</td>
<td>0.4%</td>
<td>0.7%</td>
<td>4,559</td>
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<td>1.1%</td>
<td>0.4%</td>
<td>0.6%</td>
<td>4,215</td>
</tr>
<tr>
<td></td>
<td>2012</td>
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<td>21.5%</td>
<td>1.5%</td>
<td>0.5%</td>
<td>0.8%</td>
<td>3,824</td>
</tr>
<tr>
<td>700 Level</td>
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<td>65.8%</td>
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<td>1.3%</td>
<td>1.7%</td>
<td>0.3%</td>
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<td>67.1%</td>
<td>29.4%</td>
<td>1.3%</td>
<td>2.2%</td>
<td>0.9%</td>
<td>564</td>
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<td>56.2%</td>
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<td>2.0%</td>
<td>1.0%</td>
<td>0.4%</td>
<td>710</td>
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<td>6.20</td>
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<td>70.4%</td>
<td>28.3%</td>
<td>0.4%</td>
<td>0.8%</td>
<td>0.7%</td>
<td>600</td>
</tr>
<tr>
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<td>2012</td>
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<td>69.3%</td>
<td>29.0%</td>
<td>0.4%</td>
<td>1.2%</td>
<td>0.2%</td>
<td>561</td>
</tr>
</tbody>
</table>

**Note:**  
* **1st Class:** Includes grades A+, A, and A-  
* **2nd Class:** Includes grades B+, B, and B-  
* **Pass:** Includes grades C+, C, and D  
* **Fail:** Includes grades E, F, and N  
* **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.  
* **Official Reporting:** Please verify with Institutional Planning & Analysis.
## Section Grading Patterns by Faculty

Program Course Level: PROGRAM_COURSE_LEVEL: Undergraduate  
Course Faculty: COURSE_FACULTY_1: Faculty of Education

### DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2012) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

<table>
<thead>
<tr>
<th>Course Department</th>
<th>Mean 9Point Grade</th>
<th>% A+</th>
<th>% 1st Class</th>
<th>% 2nd Class</th>
<th>% Pass</th>
<th>% Fail</th>
<th>Gradeable Headcount</th>
<th>% Drop</th>
<th>Total Headcount</th>
</tr>
</thead>
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<td>4.2%</td>
<td>.</td>
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<td>28.5%</td>
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<td>8.0%</td>
<td>0.4%</td>
<td>1,172</td>
</tr>
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</table>

Note:  
* **1st Class**: Includes grades A+, A, and A-  
* **2nd Class**: Includes grades B+, B, and B-  
* **Pass**: Includes grades C+, C, and D  
* **Fail**: Includes grades E, F, and N  

* **Headcounts**: Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.  
Section Grading Patterns by Faculty

Program Course Level: Undergraduate
Course Faculty: Faculty of Engineering

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2012) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Mean 9Point Grade</th>
<th>% A+</th>
<th>% 1st Class</th>
<th>% 2nd Class</th>
<th>% Pass</th>
<th>% Fail</th>
<th>Gradeable Headcount</th>
<th>% Drop</th>
<th>Total Headcount</th>
</tr>
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<tbody>
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<td>2008</td>
<td>6.29</td>
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<td>35.6%</td>
<td>13.6%</td>
<td>4.9%</td>
<td>9,497</td>
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<td></td>
</tr>
<tr>
<td>2009</td>
<td>6.17</td>
<td>12%</td>
<td>43.8%</td>
<td>37.2%</td>
<td>13.6%</td>
<td>5.4%</td>
<td>10,046</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>6.25</td>
<td>12%</td>
<td>42.6%</td>
<td>39.4%</td>
<td>13.7%</td>
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<tr>
<td>2011</td>
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COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2012)

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<th>Course Year Level</th>
<th>Academic Year</th>
<th>Mean 9Point Grade</th>
<th>% A+</th>
<th>% 1st Class</th>
<th>% 2nd Class</th>
<th>% Pass</th>
<th>% Fail</th>
<th>Gradeable Headcount</th>
<th>% Drop</th>
<th>Total Headcount</th>
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<td>10.3%</td>
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<tr>
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<td>5.41</td>
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<td>43.0%</td>
<td>35.2%</td>
<td>11.7%</td>
<td>10.0%</td>
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<td>6.1%</td>
<td>2,811</td>
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<tr>
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<td>2010</td>
<td>5.21</td>
<td>6.7%</td>
<td>33.6%</td>
<td>43.0%</td>
<td>15.4%</td>
<td>8.0%</td>
<td>2,902</td>
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<td>3,110</td>
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<td>37.2%</td>
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<td>7.0%</td>
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<td>26.9%</td>
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<td>5.79</td>
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<td>40.1%</td>
<td>42.2%</td>
<td>13.9%</td>
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<td>39.9%</td>
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<td>2,249</td>
<td>6.1%</td>
<td>2,418</td>
</tr>
</tbody>
</table>

Note:
* 1st Class: Includes grades A+, A, and A-
* 2nd Class: Includes grades B+, B, and B-
* Pass: Includes grades C+, C, and D
* Fail: Includes grades F, E, and N
* Headcounts: Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.
* Official Reporting: Please verify with Institutional Planning & Analysis.
### Course Faculty: Faculty of Engineering

#### Course Year Level

**Applied filters:** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2012)

<table>
<thead>
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<th>Course Year Level</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tr>
<td>300 Level</td>
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<tr>
<td>Mean 9 Point Grade</td>
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<td>5.45</td>
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<td>5.80</td>
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<td>13%</td>
<td>12%</td>
<td>14%</td>
</tr>
<tr>
<td>% 1st Class</td>
<td>40.8%</td>
<td>39.3%</td>
<td>40.7%</td>
<td>42.4%</td>
<td>42.7%</td>
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<tr>
<td>% 2nd Class</td>
<td>38.3%</td>
<td>38.4%</td>
<td>39.4%</td>
<td>40.1%</td>
<td>30.3%</td>
</tr>
<tr>
<td>% Pass</td>
<td>17.5%</td>
<td>17.9%</td>
<td>16.7%</td>
<td>13.9%</td>
<td>23.8%</td>
</tr>
<tr>
<td>% Fail</td>
<td>3.5%</td>
<td>4.4%</td>
<td>3.2%</td>
<td>3.6%</td>
<td>3.2%</td>
</tr>
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<td>2,679</td>
<td>3,313</td>
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<tr>
<td>% Drop</td>
<td>3.6%</td>
<td>3.7%</td>
<td>4.3%</td>
<td>4.5%</td>
<td>4.1%</td>
</tr>
<tr>
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<td>3,468</td>
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<tr>
<td>Mean 9 Point Grade</td>
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<td>6.97</td>
<td>6.99</td>
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<td>6.93</td>
</tr>
<tr>
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<td>21%</td>
<td>23%</td>
<td>21%</td>
<td>20%</td>
</tr>
<tr>
<td>% 1st Class</td>
<td>56.1%</td>
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<td>60.8%</td>
<td>62.9%</td>
<td>60.8%</td>
</tr>
<tr>
<td>% 2nd Class</td>
<td>34.5%</td>
<td>31.3%</td>
<td>30.8%</td>
<td>26.5%</td>
<td>31.3%</td>
</tr>
<tr>
<td>% Pass</td>
<td>8.3%</td>
<td>7.5%</td>
<td>7.4%</td>
<td>9.6%</td>
<td>7.4%</td>
</tr>
<tr>
<td>% Fail</td>
<td>1.1%</td>
<td>0.9%</td>
<td>1.0%</td>
<td>0.9%</td>
<td>1.0%</td>
</tr>
<tr>
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<td>2,002</td>
<td>2,004</td>
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<td>2,273</td>
</tr>
<tr>
<td>% Drop</td>
<td>2.4%</td>
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<tr>
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<td>2,051</td>
<td>2,063</td>
<td>2,203</td>
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</tr>
</tbody>
</table>

**Note:**
- **1st Class:** Includes grades A+, A, and A-
- **2nd Class:** Includes grades B+, B, and B-
- **Pass:** Includes grades C+, C, and D
- **Fail:** Includes grades E, F, and N
- **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.
- **Official Reporting:** Please verify with Institutional Planning & Analysis.
**Section Grading Patterns by Faculty**

Program Course Level: **Undergraduate**

**Course Faculty:** **Faculty of Engineering**

**DEPARTMENT LEVEL**

**Applied filters:** Time 5 years ending with the last year (currently 2012) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

### Course Faculty: Faculty of Engineering

#### Course Department

<table>
<thead>
<tr>
<th>Course Department</th>
<th>Academic Year</th>
<th>Mean Grade</th>
<th>% 9Point A+</th>
<th>% 1st Class</th>
<th>% 2nd Class</th>
<th>% Pass</th>
<th>% Fail</th>
<th>Gradeable Headcount</th>
<th>% Drop</th>
<th>Total Headcount</th>
</tr>
</thead>
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<td>4.6%</td>
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<td>3.0%</td>
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<td>8.6%</td>
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<td>2.7%</td>
<td>2,067</td>
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</table>

**Note:**
- **1st Class:** Includes grades A+, A, and A-.
- **2nd Class:** Includes grades B+, B, and B-.
- **Pass:** Includes grades C+, C, and D.
- **Fail:** Includes grades E, F, and N.
- **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.
- **Official Reporting:** Please verify with Institutional Planning & Analysis.
Section Grading Patterns by Faculty

Program Course Level: Undergraduate
Course Faculty: Faculty of Fine Arts

### FACULTY LEVEL

**Applied filters:** Time 5 years ending with the last year (currently 2012) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Mean 9Point Grade</th>
<th>% A+</th>
<th>% 1st Class</th>
<th>% 2nd Class</th>
<th>% Pass</th>
<th>% Fail</th>
<th>Gradeable Headcount</th>
<th>% Drop</th>
<th>Total Headcount</th>
</tr>
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<td>2.8%</td>
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</table>

### COURSE YEAR LEVEL

**Applied filters:** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2012)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Mean 9Point Grade</th>
<th>% A+</th>
<th>% 1st Class</th>
<th>% 2nd Class</th>
<th>% Pass</th>
<th>% Fail</th>
<th>Gradeable Headcount</th>
<th>% Drop</th>
<th>Total Headcount</th>
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<tr>
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<td>6.15</td>
<td>9.1%</td>
<td>50.1%</td>
<td>36.4%</td>
<td>8.9%</td>
<td>4.6%</td>
<td>3,287</td>
<td>5.1%</td>
<td>3,463</td>
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<td>3.6%</td>
<td>3,147</td>
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<tr>
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<td>4.0%</td>
<td>2,651</td>
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<td>2,243</td>
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<td>4.7%</td>
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</tr>
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</table>

Note:
* **1st Class:** Includes grades A+, A, and A-
* **2nd Class:** Includes grades B+, B, and B-
* **Pass:** Includes grades C+, C, and D
* **Fail:** Includes grades E, F, and N
* **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.
* **Official Reporting:** Please verify with Institutional Planning & Analysis.
Section Grading Patterns by Faculty

Program Course Level: PROGRAM_COURSE_LEVEL: Undergraduate
Course Faculty: COURSE_FACULTY_1: Faculty of Fine Arts

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2012)

<table>
<thead>
<tr>
<th>Course Year Level</th>
<th>Academic Year</th>
<th>Mean 9Point Grade</th>
<th>% A+</th>
<th>% 1st Class</th>
<th>% 2nd Class</th>
<th>% Pass</th>
<th>% Fail</th>
<th>Gradeable Headcount</th>
<th>% Drop</th>
<th>Total Headcount</th>
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<td>5.2%</td>
<td>2.3%</td>
<td>3,482</td>
<td>3.3%</td>
<td>3,628</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>6.70</td>
<td>9.4%</td>
<td>56.2%</td>
<td>35.9%</td>
<td>5.9%</td>
<td>2.0%</td>
<td>3,308</td>
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<td>58.9%</td>
<td>34.1%</td>
<td>5.0%</td>
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<td>3,515</td>
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<td>3,674</td>
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<td>61.8%</td>
<td>30.5%</td>
<td>4.9%</td>
<td>2.7%</td>
<td>2,999</td>
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<td>27.1%</td>
<td>2.9%</td>
<td>1.2%</td>
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<td>997</td>
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<td>27.5%</td>
<td>2.6%</td>
<td>1.0%</td>
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<td>2.2%</td>
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<td>954</td>
</tr>
</tbody>
</table>

Note:
* 1st Class: Includes grades A+, A, and A-
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* Fail: Includes grades E, F, and N
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* Official Reporting: Please verify with Institutional Planning & Analysis.
### Section Grading Patterns by Faculty

**Program Course Level**: PROGRAM_COURSE_LEVEL: Undergraduate  
**Course Faculty**: COURSE_FACULTY_1: Faculty of Fine Arts

#### DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2012) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

<table>
<thead>
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<th>Academic Year</th>
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<th>% 1st Class</th>
<th>% 2nd Class</th>
<th>% Pass</th>
<th>% Fail</th>
<th>Gradeable Headcount</th>
<th>% Drop</th>
<th>Total Headcount</th>
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<td>2.1%</td>
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<td>2.0%</td>
<td>1,810</td>
<td>3.7%</td>
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</table>

**Note:**  
* **1st Class**: Includes grades A+, A, and A-  
* **2nd Class**: Includes grades B+, B, and B-  
* **Pass**: Includes grades C+, C, and D  
* **Fail**: Includes grades E, F, and N  
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Section Grading Patterns by Faculty

Program Course Level: PROGRAM_COURSE_LEVEL: Undergraduate
Course Faculty: COURSE_FACULTY_1: Faculty of Human & Social Dev.

### FACULTY LEVEL

**Applied filters:** Time 5 years ending with the last year (currently 2012) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Mean 9Point Grade</th>
<th>% A+</th>
<th>% 1st Class</th>
<th>% 2nd Class</th>
<th>% Pass</th>
<th>% Fail</th>
<th>Gradeable Headcount</th>
<th>% Drop</th>
<th>Total Headcount</th>
</tr>
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<td>3.9%</td>
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<td>8,307</td>
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<td>8,204</td>
<td>3.6%</td>
<td>10,493</td>
</tr>
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<td>2012</td>
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<td>1.6%</td>
<td>7,837</td>
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</table>

Note:
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* **Official Reporting:** Please verify with Institutional Planning & Analysis.
Section Grading Patterns by Faculty

Program Course Level: Undergraduate
Course Faculty: Faculty of Human & Social Dev.

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2012)

<table>
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<tr>
<th>Course Year Level</th>
<th>Academic Year</th>
<th>Mean 9Point Grade</th>
<th>% A+</th>
<th>% 1st Class</th>
<th>% 2nd Class</th>
<th>% Pass</th>
<th>% Fail</th>
<th>Gradeable Headcount</th>
<th>% Drop</th>
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Note:
* 1st Class: Includes grades A+, A, and A-
* 2nd Class: Includes grades B+, B, and B-
* Pass: Includes grades C+, C, and D
* Fail: Includes grades E, F, and N
* Headcounts: Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.
* Official Reporting: Please verify with Institutional Planning & Analysis.
### Section Grading Patterns by Faculty

**Program Course Level**: Undergraduate  
**Course Faculty**: Faculty of Human & Social Dev.

#### DEPARTMENT LEVEL

**Applied filters**: Time 5 years ending with the last year (currently 2012) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

#### Faculty of Human & Social Dev.

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<th>% 1st Class</th>
<th>% 2nd Class</th>
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<th>% Fail</th>
<th>Gradeable Headcount</th>
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**Note:**  
- **1st Class**: Includes grades A+, A, and A-  
- **2nd Class**: Includes grades B+, B, and B-  
- **Pass**: Includes grades C+, C, and D  
- **Fail**: Includes grades E, F, and N  
- **Headcounts**: Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.  
- **Official Reporting**: Please verify with Institutional Planning & Analysis.
### Section Grading Patterns by Faculty

**Program Course Level**

*PROGRAM_COURSE_LEVEL: Undergraduate*

**Course Faculty**

* COURSE_FACULTY_1: Faculty of Humanities*

#### FACULTY LEVEL

**Applied filters:** Time 5 years ending with the last year (currently 2012) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

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<th>Mean 9Point Grade</th>
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<th>% Fail</th>
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#### COURSE YEAR LEVEL

**Applied filters:** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2012)

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<th>% 1st Class</th>
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<td>36.1%</td>
<td>18.9%</td>
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<td>5.6%</td>
<td>6,089</td>
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</table>

Note:

* **1st Class:** Includes grades A+, A, and A-
* **2nd Class:** Includes grades B+, B, and B-
* **Pass:** Includes grades C+, C, and D
* **Fail:** Includes grades E, F, and N
* **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.
* **Official Reporting:** Please verify with Institutional Planning & Analysis.
### Section Grading Patterns by Faculty

**Program Course Level**. PROGRAM_COURSE_LEVEL: Undergraduate  
Course Faculty. COURSE_FACULTY_1: Faculty of Humanities

#### COURSE YEAR LEVEL

**Applied filters:** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2012)

<table>
<thead>
<tr>
<th>Course Year Level</th>
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<th>2011</th>
<th>2012</th>
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<td>5.92</td>
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<table>
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<th>% 1st Class</th>
<th>% 2nd Class</th>
<th>% Pass</th>
<th>% Fail</th>
<th>Gradeable Headcount</th>
<th>% Drop</th>
<th>Total Headcount</th>
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**Note:**  
* 1st Class: Includes grades A+, A, and A-  
* 2nd Class: Includes grades B+, B, and B-  
* Pass: Includes grades C+, C, and D  
* Fail: Includes grades E, F, and N  
* Headcounts: Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.  
* Official Reporting: Please verify with Institutional Planning & Analysis.
Section Grading Patterns by Faculty

Program Course Level: PROGRAM_COURSE_LEVEL: Undergraduate
Course Faculty: COURSE_FACULTY_1: Faculty of Humanities

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2012) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

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<th>% 1st Class</th>
<th>% Pass</th>
<th>% Fail</th>
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<th>Total Headcount</th>
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<td>3.2%</td>
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Note:
* 1st Class: Includes grades A+, A, and A-
* 2nd Class: Includes grades B+, B, and B-
* Pass: Includes grades C+, C, and D
* Fail: Includes grades E, F, and N
* Headcounts: Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.
* Official Reporting: Please verify with Institutional Planning & Analysis.
Section Grading Patterns by Faculty

Program Course Level: Undergraduate
Course Faculty: Faculty of Humanities

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2012) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

<table>
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<th>Course Department</th>
<th>Academic Year</th>
<th>Mean Grade</th>
<th>Mean % A</th>
<th>Mean % 1st Class</th>
<th>Mean % 2nd Class</th>
<th>Mean % Pass</th>
<th>Mean % Fail</th>
<th>Mean % Gradeable Headcount</th>
<th>Mean % Drop</th>
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</table>

Note:
* 1st Class: Includes grades A+, A, and A-
* 2nd Class: Includes grades B+, B, and B-
* Pass: Includes grades C+, C, and D
* Fail: Includes grades E, F, and N
* Headcounts: Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.
* Official Reporting: Please verify with Institutional Planning & Analysis.
Section Grading Patterns by Faculty

Program Course Level: Undergraduate
Course Faculty: Medical Sciences

Applied filters: Time 5 years ending with the last year (currently 2012) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

<table>
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<th>% A+</th>
<th>% 1st Class</th>
<th>% 2nd Class</th>
<th>% Pass</th>
<th>% Fail</th>
<th>Gradeable Headcount</th>
<th>% Drop</th>
<th>Total Headcount</th>
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<td>4.5%</td>
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<td>9.3%</td>
<td>6.1%</td>
<td>49</td>
</tr>
<tr>
<td>2010</td>
<td>7.70</td>
<td>29%</td>
<td>52.6%</td>
<td>23.7%</td>
<td>23.7%</td>
<td>38</td>
<td>2.5%</td>
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<td>40</td>
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<tr>
<td>2011</td>
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<td>52.9%</td>
<td>20.6%</td>
<td>20.6%</td>
<td>34</td>
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<td>36</td>
</tr>
<tr>
<td>2012</td>
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</table>

Note:
* 1st Class: Includes grades A+, A, and A-
* 2nd Class: Includes grades B+, B, and B-
* Pass: Includes grades C+, C, and D
* Fail: Includes grades E, F, and N
* Headcounts: Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.
* Official Reporting: Please verify with Institutional Planning & Analysis.
Section Grading Patterns by Faculty

Note:
* **1st Class**: Includes grades A+, A, and A-
* **2nd Class**: Includes grades B+, B, and B-
* **Pass**: Includes grades C+, C, and D
* **Fail**: Includes grades E, F, and N
* **Headcounts**: Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.
Section Grading Patterns by Faculty

Program Course Level: PROGRAM_COURSE_LEVEL: Undergraduate
Course Faculty: COURSE_FACULTY_1: Medical Sciences

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2012) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

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<th>% 2nd Class</th>
<th>% Pass</th>
<th>% Fail</th>
<th>Gradeable Headcount</th>
<th>% Drop</th>
<th>Total Headcount</th>
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<tbody>
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<td>4.5%</td>
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<td>49</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>7.70</td>
<td>29%</td>
<td>52.6%</td>
<td>23.7%</td>
<td>23.7%</td>
<td>.</td>
<td>38</td>
<td>2.5%</td>
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<tr>
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<td>52.9%</td>
<td>20.6%</td>
<td>20.6%</td>
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</table>

Note:
* **1st Class**: Includes grades A+, A, and A-
* **2nd Class**: Includes grades B+, B, and B-
* **Pass**: Includes grades C+, C, and D
* **Fail**: Includes grades E, F, and N
* **Headcounts**: Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.
Section Grading Patterns by Faculty

Program Course Level: Undergraduate
Course Faculty: Faculty of Science

### FACULTY LEVEL

**Applied filters:** Time 5 years ending with the last year (currently 2012) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

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<th>% 1st Class</th>
<th>% 2nd Class</th>
<th>% Pass</th>
<th>% Fail</th>
<th>Gradeable Headcount</th>
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<th>Total Headcount</th>
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### COURSE YEAR LEVEL

**Applied filters:** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2012)

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Note:
* **1st Class:** Includes grades A+, A, and A-
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* **Pass:** Includes grades C+, C, and D
* **Fail:** Includes grades E, F, and N
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* **Official Reporting:** Please verify with Institutional Planning & Analysis.
### Section Grading Patterns by Faculty

**Program Course Level**. **PROGRAM_COURSE_LEVEL**: Undergraduate

**Course Faculty**. **COURSE_FACULTY_1**: Faculty of Science

#### COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2012)

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<th>% 1st Class</th>
<th>% 2nd Class</th>
<th>% Pass</th>
<th>% Fail</th>
<th>Gradeable Headcount</th>
<th>% Drop</th>
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</tr>
</tbody>
</table>

**Note:**

* **1st Class**: Includes grades A+, A, and A-  
* **2nd Class**: Includes grades B+, B, and B-  
* **Pass**: Includes grades C+, C, and D  
* **Fail**: Includes grades E, F, and N  
* **Headcounts**: Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.  
### Section Grading Patterns by Faculty

**Program Course Level**:
- PROGRAM_COURSE_LEVEL: Undergraduate
- Course Faculty: COURSE_FACULTY_1: Faculty of Science

#### DEPARTMENT LEVEL

Appended filters: Time 5 years ending with the last year (currently 2012) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

<table>
<thead>
<tr>
<th>Course Department</th>
<th>Academic Year</th>
<th>Mean 9Point Grade</th>
<th>% A+</th>
<th>% 1st Class</th>
<th>% 2nd Class</th>
<th>% Pass</th>
<th>% Fail</th>
<th>Gradeable Headcount</th>
<th>% Drop</th>
<th>Total Headcount</th>
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</thead>
<tbody>
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<td>35.2%</td>
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<td>22.4%</td>
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</table>

**Note:**
- **1st Class**: Includes grades A+, A, and A-
- **2nd Class**: Includes grades B+, B, and B-
- **Pass**: Includes grades C+, C, and D
- **Fail**: Includes grades E, F, and N
- **Headcounts**: Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.
- **Official Reporting**: Please verify with Institutional Planning & Analysis.
Section Grading Patterns by Faculty

Program Course Level: Undergraduate
Course Faculty: Faculty of Social Sciences

### FACULTY LEVEL

**Applied filters:** Time 5 years ending with the last year (currently 2012) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

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<th>% 2nd Class</th>
<th>% Pass</th>
<th>% Fail</th>
<th>Gradeable Headcount</th>
<th>% Drop</th>
<th>Total Headcount</th>
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Note:
* 1st Class: Includes grades A+, A, and A-
* 2nd Class: Includes grades B+, B, and B-
* Pass: Includes grades C+, C, and D
* Fail: Includes grades E, F, and N
* Headcounts: Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.
* Official Reporting: Please verify with Institutional Planning & Analysis.
Section Grading Patterns by Faculty

Program Course Level: Undergraduate

Course Faculty: Faculty of Social Sciences

### COURSE YEAR LEVEL

**Applied filters:** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2012)

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Note:
* **1st Class:** Includes grades A+, A, and A-
* **2nd Class:** Includes grades B+, B, and B-
* **Pass:** Includes grades C+, C, and D
* **Fail:** Includes grades E, F, and N
* **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.
* **Official Reporting:** Please verify with Institutional Planning & Analysis.
### Section Grading Patterns by Faculty

Program Course Level: Undergraduate  
Course Faculty: Faculty of Social Sciences

**DEPARTMENT LEVEL**

**Applied filters:** Time 5 years ending with the last year (currently 2012) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

#### Course Faculty.COURSE_FACULTY_1: Faculty of Social Sciences

**Program Course Level.PROGRAM_COURSE_LEVEL:** Undergraduate

**Note:**
- *1st Class:* Includes grades A+, A, and A-
- *2nd Class:* Includes grades B+, B, and B-
- *Pass:* Includes grades C+, C, and D
- *Fail:* Includes grades E, F, and N
- *Headcounts:* Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

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### Appendix A: Grading Reports

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**DEPARTMENT LEVEL**

**Applied filters:** Time 5 years ending with the last year (currently 2012) AND Course Year Level equal to 100 Level, 200 Level, 400 Level, 500 Level, 600 Level, 700 Level
Section Grading Patterns by Faculty

Program Course Level: PROGRAM_COURSE_LEVEL: Undergraduate
Course Faculty: COURSE_FACULTY_1: Faculty of Social Sciences

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2012) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

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<th>% 1st Class</th>
<th>% 2nd Class</th>
<th>% Pass</th>
<th>% Fail</th>
<th>Gradeable Headcount</th>
<th>% Drop</th>
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</table>

Note:
* 1st Class: Includes grades A+, A, and A-
* 2nd Class: Includes grades B+, B, and B-
* Pass: Includes grades C+, C, and D
* Fail: Includes grades E, F, and N
* Headcounts: Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.
* Official Reporting: Please verify with Institutional Planning & Analysis.
Section Grading Patterns by Faculty

Program Course Level: PROGRAM_COURSE_LEVEL: Undergraduate
Course Faculty: COURSE_FACULTY_1: PB Gustavson Schi of Business

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2012) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Mean 9Point Grade</th>
<th>% A+</th>
<th>% 1st Class</th>
<th>% 2nd Class</th>
<th>% Pass</th>
<th>% Fail</th>
<th>Gradeable Headcount</th>
<th>% Drop</th>
<th>Total Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>5.85</td>
<td>4.3%</td>
<td>38.3%</td>
<td>47.7%</td>
<td>12.5%</td>
<td>1.5%</td>
<td>6,378</td>
<td>1.4%</td>
<td>6,710</td>
</tr>
<tr>
<td>2009</td>
<td>6.01</td>
<td>3.6%</td>
<td>40.6%</td>
<td>47.5%</td>
<td>10.9%</td>
<td>1.1%</td>
<td>6,902</td>
<td>1.6%</td>
<td>7,276</td>
</tr>
<tr>
<td>2010</td>
<td>6.12</td>
<td>7.8%</td>
<td>50.8%</td>
<td>39.0%</td>
<td>9.0%</td>
<td>1.3%</td>
<td>6,707</td>
<td>1.6%</td>
<td>7,250</td>
</tr>
<tr>
<td>2011</td>
<td>6.00</td>
<td>5.4%</td>
<td>46.9%</td>
<td>41.6%</td>
<td>10.0%</td>
<td>1.4%</td>
<td>6,933</td>
<td>1.5%</td>
<td>7,540</td>
</tr>
<tr>
<td>2012</td>
<td>6.08</td>
<td>5.1%</td>
<td>44.3%</td>
<td>42.8%</td>
<td>12.1%</td>
<td>0.8%</td>
<td>7,030</td>
<td>0.9%</td>
<td>7,620</td>
</tr>
</tbody>
</table>

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2012)

<table>
<thead>
<tr>
<th>Course Year Level</th>
<th>Mean 9Point Grade</th>
<th>% A+</th>
<th>% 1st Class</th>
<th>% 2nd Class</th>
<th>% Pass</th>
<th>% Fail</th>
<th>Gradeable Headcount</th>
<th>% Drop</th>
<th>Total Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 Level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>5.31</td>
<td>12%</td>
<td>41.9%</td>
<td>30.2%</td>
<td>19.6%</td>
<td>8.2%</td>
<td>291</td>
<td>3.0%</td>
<td>300</td>
</tr>
<tr>
<td>2009</td>
<td>4.88</td>
<td>7.4%</td>
<td>29.2%</td>
<td>34.2%</td>
<td>31.0%</td>
<td>5.6%</td>
<td>284</td>
<td>7.5%</td>
<td>307</td>
</tr>
<tr>
<td>2010</td>
<td>5.70</td>
<td>11%</td>
<td>41.0%</td>
<td>36.7%</td>
<td>17.7%</td>
<td>4.7%</td>
<td>300</td>
<td>3.5%</td>
<td>311</td>
</tr>
<tr>
<td>2011</td>
<td>4.22</td>
<td>4.0%</td>
<td>18.7%</td>
<td>37.7%</td>
<td>39.4%</td>
<td>4.2%</td>
<td>353</td>
<td>3.3%</td>
<td>365</td>
</tr>
<tr>
<td>2012</td>
<td>6.54</td>
<td>6.5%</td>
<td>39.2%</td>
<td>33.5%</td>
<td>24.9%</td>
<td>2.3%</td>
<td>477</td>
<td>2.5%</td>
<td>489</td>
</tr>
<tr>
<td>2020</td>
<td>5.56</td>
<td>6.2%</td>
<td>30.2%</td>
<td>37.7%</td>
<td>28.7%</td>
<td>3.5%</td>
<td>1,040</td>
<td>3.5%</td>
<td>1,301</td>
</tr>
<tr>
<td>2021</td>
<td>5.88</td>
<td>5.9%</td>
<td>37.0%</td>
<td>40.7%</td>
<td>20.0%</td>
<td>2.3%</td>
<td>1,148</td>
<td>3.7%</td>
<td>1,445</td>
</tr>
<tr>
<td>2020</td>
<td>5.31</td>
<td>11%</td>
<td>40.7%</td>
<td>35.1%</td>
<td>20.2%</td>
<td>4.0%</td>
<td>1,121</td>
<td>4.1%</td>
<td>1,699</td>
</tr>
<tr>
<td>2011</td>
<td>5.21</td>
<td>5.4%</td>
<td>35.2%</td>
<td>40.0%</td>
<td>20.2%</td>
<td>4.7%</td>
<td>1,131</td>
<td>3.2%</td>
<td>1,679</td>
</tr>
<tr>
<td>2012</td>
<td>5.01</td>
<td>6.1%</td>
<td>39.1%</td>
<td>37.2%</td>
<td>21.7%</td>
<td>2.0%</td>
<td>1,113</td>
<td>2.6%</td>
<td>1,620</td>
</tr>
</tbody>
</table>

Note:
* 1st Class: Includes grades A+, A, and A-
* 2nd Class: Includes grades B+, B, and B-
* Pass: Includes grades C+, C, and D
* Fail: Includes grades E, F, and N
* Headcounts: Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.
* Official Reporting: Please verify with Institutional Planning & Analysis.
## Section Grading Patterns by Faculty

Program Course Level: Undergraduate  
Course Faculty: PB Gustavson Schol of Business

### COURSE YEAR LEVEL

**Applied filters:** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2012)

<table>
<thead>
<tr>
<th>Course Year Level</th>
<th>Academic Year</th>
<th>Mean 9Point Grade</th>
<th>% A+</th>
<th>% 1st Class</th>
<th>% 2nd Class</th>
<th>% Pass</th>
<th>% Fail</th>
<th>Gradeable Headcount</th>
<th>% Drop</th>
<th>Total Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>300 Level</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td>5.63</td>
<td>2.3%</td>
<td>33.3%</td>
<td>54.6%</td>
<td>11.3%</td>
<td>0.8%</td>
<td>2,680</td>
<td>0.5%</td>
<td>2,724</td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td>5.71</td>
<td>2.2%</td>
<td>35.6%</td>
<td>54.0%</td>
<td>9.8%</td>
<td>0.6%</td>
<td>2,874</td>
<td>0.7%</td>
<td>2,901</td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td>6.30</td>
<td>8.2%</td>
<td>52.1%</td>
<td>40.1%</td>
<td>7.2%</td>
<td>0.5%</td>
<td>2,622</td>
<td>0.8%</td>
<td>2,645</td>
</tr>
<tr>
<td>2011</td>
<td></td>
<td>6.04</td>
<td>5.6%</td>
<td>44.5%</td>
<td>46.9%</td>
<td>8.2%</td>
<td>0.4%</td>
<td>2,735</td>
<td>0.1%</td>
<td>2,738</td>
</tr>
<tr>
<td>2012</td>
<td></td>
<td>5.72</td>
<td>4.0%</td>
<td>37.2%</td>
<td>50.8%</td>
<td>11.7%</td>
<td>0.3%</td>
<td>2,713</td>
<td>0.3%</td>
<td>2,722</td>
</tr>
<tr>
<td><strong>400 Level</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td>6.18</td>
<td>4.8%</td>
<td>47.1%</td>
<td>44.6%</td>
<td>6.0%</td>
<td>0.5%</td>
<td>2,357</td>
<td>1.2%</td>
<td>2,385</td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td>6.34</td>
<td>3.7%</td>
<td>48.8%</td>
<td>44.7%</td>
<td>5.9%</td>
<td>0.6%</td>
<td>2,596</td>
<td>0.9%</td>
<td>2,623</td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td>6.40</td>
<td>5.7%</td>
<td>54.8%</td>
<td>39.8%</td>
<td>5.0%</td>
<td>0.4%</td>
<td>2,664</td>
<td>0.7%</td>
<td>2,685</td>
</tr>
<tr>
<td>2011</td>
<td></td>
<td>6.42</td>
<td>5.5%</td>
<td>58.0%</td>
<td>37.4%</td>
<td>3.6%</td>
<td>0.8%</td>
<td>2,714</td>
<td>1.6%</td>
<td>2,758</td>
</tr>
<tr>
<td>2012</td>
<td></td>
<td>6.46</td>
<td>5.6%</td>
<td>54.3%</td>
<td>38.8%</td>
<td>6.2%</td>
<td>0.6%</td>
<td>2,727</td>
<td>0.4%</td>
<td>2,789</td>
</tr>
</tbody>
</table>

**Note:**  
* **1st Class:** Includes grades A+, A, and A-  
* **2nd Class:** Includes grades B+, B, and B-  
* **Pass:** Includes grades C+, C, and D  
* **Fail:** Includes grades E, F, and N  
* **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.  
* **Official Reporting:** Please verify with Institutional Planning & Analysis.
Section Grading Patterns by Faculty

Program Course Level: PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty: COURSE_FACULTY_1: PB Gustavson Sch of Business

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2012) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

<table>
<thead>
<tr>
<th>Course Department</th>
<th>Academic Year</th>
<th>Mean 9Point Grade</th>
<th>% A+</th>
<th>% 1st Class</th>
<th>% 2nd Class</th>
<th>% Pass</th>
<th>% Fail</th>
<th>Gradeable Headcount</th>
<th>% Drop</th>
<th>Total Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>2008</td>
<td>5.85</td>
<td>4.3%</td>
<td>38.3%</td>
<td>47.7%</td>
<td>12.5%</td>
<td>1.5%</td>
<td>6,376</td>
<td>1.4%</td>
<td>6,710</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>6.01</td>
<td>3.6%</td>
<td>40.6%</td>
<td>47.5%</td>
<td>10.9%</td>
<td>1.1%</td>
<td>6,902</td>
<td>1.6%</td>
<td>7,276</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>6.12</td>
<td>7.8%</td>
<td>50.8%</td>
<td>39.0%</td>
<td>9.0%</td>
<td>1.3%</td>
<td>6,707</td>
<td>1.6%</td>
<td>7,250</td>
</tr>
<tr>
<td></td>
<td>2011</td>
<td>6.00</td>
<td>5.4%</td>
<td>46.9%</td>
<td>41.6%</td>
<td>10.0%</td>
<td>1.4%</td>
<td>6,933</td>
<td>1.5%</td>
<td>7,540</td>
</tr>
<tr>
<td></td>
<td>2012</td>
<td>6.08</td>
<td>5.1%</td>
<td>44.3%</td>
<td>42.8%</td>
<td>12.1%</td>
<td>0.8%</td>
<td>7,030</td>
<td>0.9%</td>
<td>7,620</td>
</tr>
</tbody>
</table>

Note:
* **1st Class**: Includes grades A+, A, and A-
* **2nd Class**: Includes grades B+, B, and B-
* **Pass**: Includes grades C+, C, and D
* **Fail**: Includes grades E, F, and N
* **Headcounts**: Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.
Appendix B: Accessing the SAS Portal

The UVic SAS Reporting System portal can be accessed via:

- Institutional Planning & Analysis homepage
  http://www.inst.uvic.ca
- https://sas.uvic.ca/

1.1 Supported Browsers

Currently, the SAS Portal fully supports:

- Internet Explorer 7.0 (or higher) for the PC
- Firefox 3.6 (or higher) or the PC or for the Mac
- Testing reveals that the portal also works with Safari (although not strictly “supported” by SAS and may not contain all functionality that is present in the other two browsers listed above).

Logging into the Portal

**NOTE:** If you are accessing the portal from off campus, you will need to use our Virtual Private Network client software (http://www.uvic.ca/systems/services/internettelephone/remoteaccess/).

If you are on campus, or have started the VPN client, navigate to the following URL using Internet Explorer (for the PC) or using Firefox (for the Mac):

https://sas.uvic.ca/

Once there, you will see the login screen where you will need to enter your NetlinkID and password.

Once you have successfully logged into the Portal you will see something like the following:
Locating the Grading Reports

From your “Home” tab, you will need to click on the “Courses” tab:

Viewing Each Grading Report

The UVic SAS Reporting System currently contains seven grading reports:

The first report “Grading Patterns – UVic” consists of two tables (and associated graphs) that present, by default, the last five academic years of summary undergraduate grades for the university as a whole, including 1st class (A+, A, and A-), 2nd class (B+, B, B-), pass (C+, C, and D), fail (E, F, N), and dropped, as well as mean grade point averages and headcounts. Note that the dropped percentages are based on initial course enrolment, while the other categories are based on final course enrolment. The second table expands the information by course year level such as, “100 level” or “200 level”.

Selecting the plus icon on the left of any row will expand that table to show the equivalent information on the three terms that make up the academic year. Selecting the down arrow (drill-down) has a filtering effect and will expand the information on only the item selected. Note that, depending on the time of year, not all three terms that make up the most recent academic year may yet be available.
There are two sets of options on the left of this screen. The first allows the user to examine summary grade information by graduate and law programs in addition to undergraduate programs. The second set allows the addition or subtraction of columns from the default tables. For example, the user may wish remove the percentage of A’s displayed and add the percentage of fails instead.

The second home-page report, “Grading patterns – By Faculty”, is similar to the first except that it allows an examination of grades by faculty. The third report “Grading patterns – By Department” does the same for school or department. At the department level, each subject area can be expanded (plus symbol) or drilled-down (down arrow symbol) to the course and course section level of detail.

### Grading Patterns UVic.srx
- Grading patterns at the University level (tables & charts):
  - All course levels
  - By course level

### Grading Patterns By Faculty.srx
- Grading patterns at the Faculty level (tables & charts):
  - All courses at the faculty level
  - All courses by course year level
  - All courses by department

### Grading Patterns By Department.srx
- Grading patterns by Department level:
  - All courses at the department level
  - All courses by course year level
  - All courses by subject (can go all the way down to the individual section level)

The next three reports: “Grading Pattern Distribution – UVic”, “Grading Pattern Distribution – Faculty”, and “Grading Pattern Distribution – Department”, operate in the same way as the first three, the main difference being that actual grades, such as D, C, C+, are displayed. Again, the expanding and drill-down buttons can present course and course section levels of detail.

### Grading Pattern Distribution - UVic.srx
- Grading pattern distributions at the University level:
  - All course levels
  - All courses by PASS, 2nd CLASS, & 1st CLASS grades
  - All courses by course level (PASS, 2nd CLASS, & 1st CLASS)

### Grading Pattern Distribution - Faculty.srx
- Grading pattern distributions at the Faculty level:
  - All courses at the faculty level
  - All courses by PASS, 2nd CLASS, & 1st CLASS grades
  - All courses by course level (PASS, 2nd CLASS, & 1st CLASS)
  - All courses by department (PASS, 2nd CLASS, & 1st CLASS)

### Grading Pattern Distribution - Department.srx
- Grading pattern distributions at the Department level:
  - All courses at the department level
  - All courses by PASS, 2nd CLASS, & 1st CLASS grades
  - All courses by course level (PASS, 2nd CLASS, & 1st CLASS)
The seventh and final report is “Grading Pattern Alerts”, and is designed to show possible grading pattern anomalies for a given school or department over any of the last three academic years. The table allows the user to expand or drill down to the level of a course section for a given term. Grading anomaly criteria were chosen to capture possible grading issues, and include sections with mean GPAs 8.0 or greater, GPAs 2.0 or less, A’s accounting for 33% or more of the grades, A’s accounting for 50% or more of the grades, and failure or drop rates at 20% or more. Any section with an enrolment of 20 or less is flagged with an exclamation mark to indicate that an anomaly may say more about the individuals enrolled than about the characteristics or presentation of the section itself. Such sections should be viewed with even greater than usual circumspection.

**Grading Pattern Alerts.srx** ➔ Possible grading pattern anomalies by department.

This report *only* contains sections that meet at least one of the following criteria:

- Mean GPA: Greater than or equal to 8.0
- Mean GPA: Less than or equal to 2.0
- % Students Receiving an A+: 33% or higher
- % Students Receiving an A: 50% or higher
- % Students Receiving a Fail: 20% or higher
- % Students who Dropped: 20% or higher
- Gradeable Headcount: 20 or less

**Navigating the Reports**

All reports have some common navigation methods:

**Table of Contents**

Use the **Table of Contents** item to directly select a sub-set of data for the report.

For example, in the report “Grading Patterns – By Faculty” the Table of Contents reveals that the data is first subdivided into “Undergraduate”, “Law,” and “Graduate” courses. Then the data is further sub-divided by faculty. Thus, in the example to the right, the data currently selected shows “Undergraduate” sections from the “Faculty of Education.” These selections are also reflected in the report’s red sub-titles.
Reveal More Detailed Data

To reveal more detailed data → click the “Expand” button, the plus sign (+). You will note that it changes to a “minus sign” once clicked.

In this example, you can see that we have “expanded” the “Faculty of Engineering” to reveal the next level of detailed information, while still keeping the rest of the information for the other faculties visible.

View a Subsection of Data (Drill Down)

To view a subsection of data → Use the “Drill Down” button, the down arrow button (↓).

In this example, if you click the drill down arrow for the course subject “A E”, you will change the table to view all “A E” course numbers (to the exclusion of all other data).

When you “drill down” into a subsection of data, a “breadcrumb” trail is formed (see the pink arrow to the right). To return “up” a level, click on the breadcrumb trail text (in this example click on “Subject Org”).
**Export Data**

To export table (or chart) data to MS Excel or MS Word, right-mouse-click over the table data you are interested in and select the “Export Table…” item from the resulting pop-up menu (Item E shown to the right).

**NOTE:** This will *only* export the table (or chart) data. We strongly encourage you to copy/paste the following information to your exported file to ensure that in the future you know where the data came from, along with all filters that were applied:

A. Report title
B. Report section
C. Report sub-section
D. All filters applied to the data

**Print Data**

To print a report to a PDF, select “Print...” from the File menu.

To print landscape or portrait, along with adjusting margin widths, select “Page Setup...” from the File menu.

**SAS Training**

Institutional Planning & Analysis provides regular training for the UVic SAS Reporting System. For a list of upcoming training dates visit [http://www.inst.uvic.ca](http://www.inst.uvic.ca)

To arrange for customized group training, contact Institutional Planning & Analysis.
At its meeting on May 3, 2013 Senate approved revisions to the wording of the Graduate, Undergraduate and Law Grading Scales in the academic calendar, as recommended by the Senate Committee on Academic Standards, and as part of the percentage grading recommendations.

At meetings of the Senate Committee on Academic Standards meeting on May 23, 2013 and November 14, 2013, members, upon recommendation from the Registrar, approved a number of additional changes to the wording that had been previously approved by Senate. Members agreed that clearer wording was needed in the academic calendar about why percentage grading was being added to transcript. The additional revisions do not affect the other motions related to percentage grading that were passed at Senate in May 2013, or the implementation timeline for the entire project. The attachment shows the changes in further detail.

The Senate Committee on Academic Standards recommends that Senate approve the following motion:

**MOTION:**
That Senate approve, as recommended by the Senate Committee on Academic Standards, the revisions to the Graduate, Undergraduate and Law Grading Scales in the academic calendar, effective May 1, 2014, as follows:

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

Respectively submitted,

2012/13 Senate Committee on Academic Standards
Eric Sager (Chair), Humanities
Geraldine Allen, Science
Bert Annear, Graduate Admissions and Records
Eva Baboula, Fine Arts
Stan Bardal, Medical Sciences
Nav Bassi, Convocation Senator
Kathleen Boland, Associate Registrar
Rosaline Canessa, Social Sciences
Lauren Charlton, Registrar
Cindy Holder, Associate Dean Academic Advising (Faculties of Humanities, Science and Social Sciences)
Catherine Mateer, Associate VP Academic Planning
Kelsey Mech, Student Senator
Janet Pivnick, Division of Continuing Studies
Brian Pollick, GSS Representative
Alison Preece, Education
Heather Raven, Law
Emily Rogers, Student Senator
Abdul Roudsari, Human and Social Development
Yang Shi, Engineering
Lincoln Shlensky, Graduate Studies
Brock Smith, Peter B. Gustavson School of Business
Reeta Tremblay, Vice-President Academic and Provost
Ariel Tseng, UVSS Representative
Carrie Andersen, Acting University Secretary
Sally Eshuys, Acting Associate University Secretary (Secretary)

2013/2014 Senate Committee on Academic Standards
Heather Raven (Chair), Faculty of Law
Bert Annear, Director, Graduate Admissions and Records
Stan Bardal, Division of Medical Sciences
Nav Bassi, Convocation Senator
Sara Beam, Faculty of Graduate Studies
Kathleen Boland, Associate Registrar
Maureen Bradley, Faculty of Fine Arts
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)
Catherine Mateer, Associate Vice-President Academic Planning (President’s nominee)
Norah McRae, Director, Cooperative Education and Career Services
Ariel Mishkin, UVSS representative
Michael Nowlin, Faculty of Humanities
Yianni Pappas-Acreman, Student Senator
Tim Pelton, Faculty of Education
Brian Pollick, GSS Representative
Abdul Roudsari, Faculty of Human and Social Development
Richard Rush, Division of Continuing Studies
Brock Smith, Peter B. Gustavson School of Business
Nick Tang, Senate Senator
Reeta Tremblay, Vice-President Academic and Provost
Carrie Andersen (Secretary), Office of the University Secretary

Attachment
Calendar Revisions Related to Grading Scale Notes  - November 2014

Current Wording in 2013-14 calendar (pages 37, 160 and 30(Grad calendar)

* These percentage ranges are standardized and will be used by all instructors in determining letter grades effective May 2012. The percentage is not recorded on the student academic record or displayed on the student official transcript; the official 9 point grading system and letter grades are displayed on the academic record and official transcript. The University Senate has approved transition from the 9 point grading system to a percentage grading system and the implementation is planned to take effect May 2014.

Approved Wording (at Senate May 2013 for inclusion calendar in May 2014)

"The grading scale of the University of Victoria is a percentage scale that translates to a 9 point/letter grade system. Standardized percentage ranges have been established as a basis for the assignment of a letter grade to each course. Academic standing at the university is determined on the basis of the 9 point/letter grade system. Comparative grading information (average grade for the class) is displayed for each course section for which percentage grades are assigned along with the number of students in the class."

Revised Wording recommended by the Senate Committee on Academic Standards

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

<table>
<thead>
<tr>
<th>Passing Grades</th>
<th>Grade Point Value</th>
<th>Percentage for Instructor Use Only *</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90 - 100</td>
<td>Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>85 - 89</td>
<td>Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.</td>
</tr>
<tr>
<td>A-</td>
<td>7</td>
<td>80 - 84</td>
<td>Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.</td>
</tr>
<tr>
<td>B+</td>
<td>6</td>
<td>77 - 79</td>
<td>Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>73 - 76</td>
<td>Conditional supplemental.</td>
</tr>
<tr>
<td>B-</td>
<td>4</td>
<td>70 - 72</td>
<td>Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.</td>
</tr>
<tr>
<td>C+</td>
<td>3</td>
<td>65 - 69</td>
<td>Did not write examination or complete course requirements by the end of term or session; no supplemental.</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>60 - 64</td>
<td>Did not complete course requirements by the end of the term; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>50 - 59</td>
<td>Unsatisfactory performance. Completed course requirements; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Failing Grades</th>
<th>Grade Point Value</th>
<th>Percentage for Instructor Use Only *</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>0</td>
<td>TBD</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0 - 49</td>
</tr>
<tr>
<td>N</td>
<td>0</td>
<td>0 - 49</td>
</tr>
<tr>
<td>N/X</td>
<td>Excluded Grade</td>
<td>N/A</td>
</tr>
<tr>
<td>F/X</td>
<td>Excluded Grade</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Temporary Grade</th>
<th>Grade Point Value</th>
<th>Percentage for Instructor Use Only *</th>
</tr>
</thead>
<tbody>
<tr>
<td>INC</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>DEF</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>INP</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>CIC</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Grade Note

<table>
<thead>
<tr>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEG</td>
</tr>
<tr>
<td>WE</td>
</tr>
</tbody>
</table>

* These percentage ranges are standardized and will be used by all instructors in determining letter grades effective May 2012.

The University Senate has approved transition from the 9 point grading system to a percentage grading system and the implementation is planned to take effect May 2014.
The University Senate has approved transition from the 9 point grading system to a percentage grading system and the implementation is planned to take effect May 2014.

<table>
<thead>
<tr>
<th>Faculty of Law – Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Passing Grades</strong></td>
</tr>
<tr>
<td>A+</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>A-</td>
</tr>
<tr>
<td>B+</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>B-</td>
</tr>
<tr>
<td>C+</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>COM</td>
</tr>
<tr>
<td>CTN</td>
</tr>
</tbody>
</table>

| **Failing Grades** | **Grade Point Value** | **Percentage for Instructor Use Only** | **Narrative Description** |
| F | 0 | 0 – 49 | Unsatisfactory performance. Did not write examination or complete course requirements by the end of term or session; no supplemental exam. In exceptional circumstances, the Faculty may authorize the removal of an F grade and the replacement of it by another grade. In accordance with Senate Regulations, an instructor shall advise students at the beginning of term of the circumstances under which they would be assigned a final grade of F. |
| N | 0 | 0 – 49 | Did not complete course requirements by the end of the term; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages. |
| N/X | Excluded Grade | N/A | Did not complete course requirements by the end of the term; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages. |
| F/X | Excluded Grade | N/A | Unsatisfactory performance. Completed course requirements; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages. |

| **Temporary Grade** | **Grade Point Value** | **Percentage for Instructor Use Only** | **Narrative Description** |
| DEF | N/A | N/A | Deferred examination granted. Used only for courses in which a deferral of course work has been granted because of illness, or other circumstances. |
| WE | N/A | N/A | Withdrawal under extenuating circumstances. The WE registration status will replace a course registration or grade when approved by the Dean following a request for academic concession from a student. This registration status is excluded from the calculation of all grade point averages; it will appear on the official transcript. |

* These percentage ranges are standardized and will be used by all instructors in determining letter grades effective May 2012.

The percentage is not recorded on the student academic record or displayed on the student official transcript; the official 9 point grading system and letter grades are displayed on the academic record and official transcript.

The University Senate has approved transition from the 9 point grading system to a percentage grading system and the implementation is planned to take effect May 2014.
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These percentage ranges are standardized and will be used by all instructors in determining letter grades effective May 2012. The percentage is not recorded on the student academic record or displayed on the student official transcript; the official 9 point grading system and letter grades are displayed on the academic record and official transcript.

The University Senate has approved transition from the 9 point grading system to a percentage grading system and the implementation is planned to take effect May 2014.
At its October 23, 2013 meeting, the Senate Committee on Academic Standards approved the attached proposal to revise the grading descriptors in the undergraduate academic calendar.

**Recommended Motion**

That Senate approve the revised undergraduate grading descriptors for inclusion in the undergraduate academic calendar, effective May 1, 2014.

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

Heather Raven (Chair), Faculty of Law  
Bert Annear, Director, Graduate Admissions and Records  

Stan Bardal, Division of Medical Sciences  
Nav Bassi, Convocation Senator  

Sara Beam, Faculty of Graduate Studies  
Kathleen Boland, Associate Registrar  

Maureen Bradley, Faculty of Fine Arts  
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  

Susan Karim, Student Senator  
Catherine Mateer, Associate Vice-President Academic Planning  

Norah McRae, Director, Coop and Career  
Ariel Mishkin, Undergraduate Student  

Michael Nowlin, Faculty of Humanities  
Yianni Pappas-Acreman, Student Senator  

Tim Pelton, Faculty of Education  
Brian Pollick, Graduate Student  

Abdul Roudsari, Faculty of HSD  
Richard Rush, Division of Continuing Studies  

Brock Smith, Peter B. Gustavson School of Business  
Reeta Tremblay, Vice-President Academic and Provost  

Carrie Andersen, Associate University Secretary (Secretary)
In April 2011 Senate approved the implementation of the transition to a 100-point percentage grading system. Effective May 1, 2012, all instructors were required to use the Senate-approved percentage grading scheme in the assignment of letter grades to students. The conversion table and grading descriptions appear on page 37 of the 2013-14 Undergraduate Calendar. It is the descriptions of levels of performance that serve as the reference points for all grades.

In the Undergraduate Calendar, the grades within each range (e.g., A range, B range, C range) all use a very similar descriptor and just three qualifying words (e.g., exceptional, outstanding and excellent, in the case of grades in the A range – A+, A and A-). Instructors have voiced that they do not find these descriptions useful or sufficient to distinguish between the grades, and some instructors develop their own rubrics/descriptions to convey to students the differences in performance expected at each grade level. This can result in considerable variation across courses and departments.

In contrast to the grading descriptors in the Undergraduate Calendar, the descriptions of performance anticipated at different grading levels is made more explicit is the Gradate Calendar (see attached table).

The Senate Committee on Academic Standards has a primary responsibility for recommendations with respect to grading and grading practices. SCAS tasked a working group to consider whether providing more specific grading descriptors would be useful, and if so, to recommend specific language that could be considered. The working group consisted of Catherine Mateer, Chair, Sikata Banerjee, Kathy Gillis, Kimberly Kerns, Joe Parsons, and Brock Smith.

The working group first undertook a brief review of grading descriptors at other universities. Many published scales seem to leave it at linking percentages to letter grade, and presumably leave it to programs or specific classes to add descriptors if desired. For some Canadian universities, including UBC, SFU, Queens University and the University of Manitoba, there were no centralized descriptors for grades beyond ‘one word’ (e.g., A=Outstanding, etc...).

The working group also recognized quickly that even within the university there were many differences across courses and programs in terms of important elements taken into account in grading. For example, in some courses/programs, class participation is an important component of the grade, whereas in others it is not.

After considerable discussion of whether to provide descriptors for every ‘category of grade’ (e.g., A+, A, etc...) the working group came to an agreement that it worked best to cluster the grades in terms of descriptors and within this providing some distinction for the high grade in each category in a more detailed way.
A proposal was taken to SCAS at its meeting of September 12, 2013. There was general support for the descriptors, with minor revisions. There was also a recommendation from SCAS to retain with the descriptors, the current language with respect to the proportion of students generally anticipated to receive a grade within a particular level. SCAS expressed that a statement with respect to distribution of grades was an important piece of information not only for students, but for instructors and chairs, with respect to ensuring equitable and meaningful grading practices.

The subcommittee also felt that it would be valuable for SCAS to undertake a broader discussion of grading practices, policies and issues, as a number of questions arose in the course of deliberating about grade descriptors. Some of these questions were raised with SCAS at the September 12, 2013 meeting.

Attached are the revised proposed grade descriptions, based on feedback from SCAS, as they would appear in the calendar.

If accepted, I would recommend that the changes to the grading descriptors be included in the 2014-15 Undergraduate Calendar. The change would be communicated broadly with faculty and instructors through Deans, Chairs and Directors.

**Recommended Motion:** That the Senate Committee on Academic Standards approve and recommend to Senate the revised undergraduate descriptors, effective in the calendar year following approval.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter</th>
<th>Grade Point Value</th>
<th>Grade Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>9</td>
<td>An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.</td>
</tr>
<tr>
<td>85-89</td>
<td>A</td>
<td>8</td>
<td>A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student’s full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.</td>
</tr>
<tr>
<td>80-84</td>
<td>A-</td>
<td>7</td>
<td>A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.</td>
</tr>
<tr>
<td>77-79</td>
<td>B+</td>
<td>6</td>
<td>A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.</td>
</tr>
<tr>
<td>73-76</td>
<td>B</td>
<td>5</td>
<td>F is earned by work, which after the completion of all course assignments, is inadequate and unworthy of course credit towards the degree.</td>
</tr>
<tr>
<td>70-72</td>
<td>B-</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>65-69</td>
<td>C+</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>60-64</td>
<td>C</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>50-59</td>
<td>D</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>0-49</td>
<td>F</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
### Undergraduate Grading Scale

<table>
<thead>
<tr>
<th>Passing Grades</th>
<th>Grade Point Value</th>
<th>Percentage for Instructor Use Only</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90 – 100</td>
<td>Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>85 – 89</td>
<td>Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.</td>
</tr>
<tr>
<td>A-</td>
<td>7</td>
<td>80 – 84</td>
<td>Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.</td>
</tr>
<tr>
<td>B+</td>
<td>6</td>
<td>77 – 79</td>
<td>Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>73 – 76</td>
<td>Complete (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.</td>
</tr>
<tr>
<td>B-</td>
<td>4</td>
<td>70 – 72</td>
<td>Continuing. Denotes the first half of a full-year course.</td>
</tr>
<tr>
<td>C+</td>
<td>3</td>
<td>65 – 69</td>
<td>Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>60 – 64</td>
<td>Conditional supplemental.</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>50 – 59</td>
<td>Did not write examination or complete course requirements by the end of term or session; no supplemental.</td>
</tr>
<tr>
<td>COM</td>
<td>Excluded Grade</td>
<td>N/A</td>
<td>Did not complete course requirements by the end of the term; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.</td>
</tr>
<tr>
<td>CTN</td>
<td>Excluded Grade</td>
<td>N/A</td>
<td>Unsatisfactory performance. Completed course requirements; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.</td>
</tr>
<tr>
<td>F/X</td>
<td>Excluded Grade</td>
<td>N/A</td>
<td>Incomplete. Used only for those credit courses designated by the Senate, to be replaced with a final grade by June 1 for Winter Session courses and by October 1 for Summer Session courses. Such courses are identified in the course listings.</td>
</tr>
<tr>
<td>INC</td>
<td>N/A</td>
<td>N/A</td>
<td>Deferred status granted. Used only when deferred status has been granted because of illness, an accident or family affliction. See &quot;Deferred Status&quot;, page 35.</td>
</tr>
<tr>
<td>DEF</td>
<td>N/A</td>
<td>N/A</td>
<td>In Progress. Used only for courses designated by Senate, to be replaced with a final grade by the end of the next Winter Session except for TIED courses (identified in the Calendar). In TIED courses the INC must be replaced with a final grade by the end of the subsequent term (including Summer Session) or, where a COOP Work Term, or other activity approved by the academic unit, intervenes, within eight months. If a student fails to complete the second course of a TIED course sequence, then the final grade will be F.</td>
</tr>
<tr>
<td>INP</td>
<td>N/A</td>
<td>N/A</td>
<td>Co-op Interrupted Course. See &quot;General Regulations: Undergraduate Co-op&quot;, page 46.</td>
</tr>
<tr>
<td>CIC</td>
<td>N/A</td>
<td>N/A</td>
<td>Withdrawal under extenuating circumstances. The WE registration status will replace a course registration or grade when approved by the Dean following a request for academic concession from a student. This registration status is excluded from the calculation of all grade point averages; it will appear on the official transcript.</td>
</tr>
</tbody>
</table>

### Grade Note

<table>
<thead>
<tr>
<th>Grade Note</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEG</td>
<td>Aegrotat. Transcript notation accompanying a letter grade, assigned where documented illness or similar affliction affected the student's performance or prevented completion of all course work.</td>
</tr>
<tr>
<td>WE</td>
<td>Withdrawal under extenuating circumstances. The WE registration status will replace a course registration or grade when approved by the Dean following a request for academic concession from a student. This registration status is excluded from the calculation of all grade point averages; it will appear on the official transcript.</td>
</tr>
</tbody>
</table>

* These percentage ranges are standardized and will be used by all instructors in determining letter grades effective May 2012. The percentage is not recorded on the student academic record or displayed on the student official transcript; the official 9 point grading system and letter grades are displayed on the academic record and official transcript. The University Senate has approved transition from the 9 point grading system to a percentage grading system and the implementation is planned to take effect May 2014.*
Memo

Date: October 28 2013

To: Members of Senate

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

Re: Proposed changes to Faculty of Humanities admission requirements

At present, students applying to UVic from high schools in jurisdictions other than Ontario and Quebec are required to complete a grade 11 second language course in order to be eligible for admission to the Faculty of Humanities. At the October 9, 2013 meeting of SCART, a proposal from the Faculty of Humanities to eliminate this requirement was considered. In order that the proposed change can be communicated to students being recruited for September 2014 admission, it is proposed that these changes be effective immediately. The Committee voted in favour of recommending this change to Senate. No concerns with this proposed change were raised in consultations with the Senate Committee on Academic Standards (which considered the proposed change at its October 23 2013 meeting). Attached are a memo from Dr. Archibald, Dean of Humanities, discussing the rationale for this proposed change; the memo from SCAS acknowledging consultation; and a draft Calendar change addressing the proposed change.

Recommended Motion:

That Senate approve the proposal to remove the requirement of a grade 11 second language course from the admission requirements of the Faculty of Humanities, effective immediately, as recommended by the Senate Committee on Admission, Re-registration, and Transfer.

Recommended Motion:

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

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, K. Boland
Revision to Faculty of Humanities Admission Requirements

Proposal: That the current requirement for students to complete a grade 11 course in a second language before being admitted to the Faculty of Humanities be eliminated, effective immediately.

Rationale:

Removing language 11 as an admission requirement will support the University’s Strategic Plan and, in particular, helps meet the following the objective:

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

Currently, the language 11 requirement creates a barrier for a number of students who wish to study in the Faculty of Humanities.

The following information is provided as background:

1. Students do not need this course to get into Social Sciences (or any other faculty) here at UVic. Science dropped the requirement in 2005. Social Sciences dropped it in 2008. The Faculty of Fine Arts has retained it as an option, but it is not required. The current requirements may well be encouraging students to seek an alternate faculty or consider another institution.

2. Students transferring to UVic Humanities from another post-secondary institution are not required to present this course for admission.

3. Students transferring into Humanities from another UVic Faculty do not need this course.

4. A grade 11 language course is not a graduation requirement for high school students in any province, nor is it an admission requirement at most Canadian universities. Consequently, students are expected to determine and prepare their route into Humanities well in advance of their grade 12 year. This seriously narrows our applicant pool in a time when we are seeing our applications decline.

5. Elimination of the requirement would also address an inequity that currently exists in relation to high school applicants from Ontario and Quebec who are not currently asked to provide a language 11 course for admission.

However, the main question was one of maintaining the quality of our programs. The Chairs of all the language departments were consulted to see what effect the elimination of this admission criterion would have on their programs. We wondered if the pedagogy in their department was reliant on the assumption that students have a Grade 11 preparatory course? The answer across the board is "no". All languages (French, German, Russian, Ukrainian, Spanish, Italian, Greek, Latin, Japanese and Chinese) can handle absolute beginners in their programs. The French department currently has multiple paths to meet the needs of students as diverse as absolute beginners and students who are coming out of Grade 12 French Immersion.

We would maintain that this change will have the potential of bringing more students into our Faculty without negatively affecting the quality of our second language instruction.
Date: October 23, 2013
To: Senate Committee on Admission, Re-registration and Transfer
From: Carrie Andersen
Secretary, Senate Committee on Academic Standards

Re: Revision to the Faculty of Humanities’ Admission Requirements

At its meeting on October 23, 2013, the Senate Committee on Academic Standards considered the proposal from the Senate Committee on Admission, Re-registration and Transfer regarding revisions to the Faculty of Humanities’ admission requirements. This is to confirm that members of the committee had no concerns with the academic standards aspects of the proposal.
### Year 1 Admission Requirements: BC/Yukon Secondary School Graduates

Due to limits on enrolment and the competitiveness of certain programs, the cutoffs in a given year are usually higher than the minimum academic qualifications for consideration of secondary school graduation with an average of at least 67% (73% for Bachelor of Engineering/Software Engineering, and 80% for business) calculated on all required grade 12 courses. See [Registrar.Uvic.Ca/Undergrad/Cutoffs.html](https://www.registrar.uvic.ca/undergrad/cutoffs.html) for the previous year's required averages.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Required Grade 11 Courses*</th>
<th>Required Grade 12 Courses*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business</strong></td>
<td>* English 11</td>
<td>English 12 or English 12 First Peoples</td>
</tr>
<tr>
<td></td>
<td>* Principles of Mathematics 11 or Pre-calculus 11</td>
<td>Principles of Mathematics 12 or Pre-calculus 12</td>
</tr>
<tr>
<td></td>
<td>* one approved science 11</td>
<td>two approved academic 12 courses</td>
</tr>
<tr>
<td></td>
<td>* Social Studies 11</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Additional qualitative requirements are considered during the selection process. Please refer to the Gustavson School of Business website at <a href="https://www.uvic.ca/gustavson/undergraduate/prospective/admission">www.uvic.ca/gustavson/undergraduate/prospective/admission</a>.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td>No Year 1 entry. See Faculty of Education for secondary school and kinesiology recommendation.</td>
<td></td>
</tr>
<tr>
<td><strong>Engineering</strong></td>
<td>* English 11</td>
<td>English 12 or English 12 First Peoples</td>
</tr>
<tr>
<td>Bachelor of Engineering</td>
<td>* Principles of Mathematics 11 or Pre-calculus 11</td>
<td>Principles of Mathematics 12 or Pre-calculus 12</td>
</tr>
<tr>
<td>Bachelor of Software</td>
<td>* Physics 11</td>
<td>one approved academic 12 course (Chemistry 12 recommended)</td>
</tr>
<tr>
<td>Engineering</td>
<td>* Social Studies 11</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>No Year 1 entry. See Faculty of Education for secondary school and kinesiology recommendation.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Computer Science</strong></td>
<td>* English 11</td>
<td>English 12 or English 12 First Peoples</td>
</tr>
<tr>
<td></td>
<td>* Principles of Mathematics 11 or Pre-calculus 11</td>
<td>Principles of Mathematics 12 or Pre-calculus 12</td>
</tr>
<tr>
<td></td>
<td>* one approved science 11</td>
<td>one approved academic 12 course</td>
</tr>
<tr>
<td></td>
<td>* Social Studies 11</td>
<td>one approved academic 12 course</td>
</tr>
<tr>
<td></td>
<td><strong>Additional qualitative requirements such as a portfolio, questionnaire or audition are required by Music, Theatre and Visual Arts. Please refer to the appropriate department entry at the Faculty of Fine Arts website: <a href="https://www.finearts.uvic.ca">www.finearts.uvic.ca</a>.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
<td>* English 11</td>
<td>English 12 or English 12 First Peoples</td>
</tr>
<tr>
<td></td>
<td>* three courses chosen from Principles of Mathematics 11, Foundations of Math 11, or Pre-calculus 11 (or equivalent); an approved science 11; an approved language 11; an approved fine arts 11</td>
<td>one additional three approved academic 12 courses OR two approved academic 12 courses and an approved fine arts 12</td>
</tr>
<tr>
<td></td>
<td>* Social Studies 11</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>No Year 1 entry for Nursing and Social Work or Public Health and Social Policy. For Child and Youth Care, see the Social Sciences academic requirements below. Please refer to the <a href="https://www.cyc.ca">CYC</a> website for additional information about the selection process.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Human and Social</strong></td>
<td>No required grade 11 courses.</td>
<td>English 12 or English 12 First Peoples</td>
</tr>
<tr>
<td>Development Health Information</td>
<td></td>
<td>Principles of Mathematics 12, Foundations of Math 12 or Pre-calculus 12*</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>two approved academic 12 courses</td>
</tr>
<tr>
<td></td>
<td>* Principles of Math 12 or Pre-calculus 12 is required for students wishing to complete the Combined Major in Computer Science and Health Information Science.</td>
<td></td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td>No Year 1 entry. See Faculty of Education for secondary school and kinesiology recommendation.</td>
<td></td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td>* English 11</td>
<td>English 12 or English 12 First Peoples</td>
</tr>
<tr>
<td></td>
<td>* Principles of Mathematics 11, Pre-calculus 11 or Foundations of Math 11</td>
<td>three approved academic 12 courses</td>
</tr>
<tr>
<td></td>
<td>* one approved science 11 course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* one approved second language 11 course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Social Studies 11</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>No Year 1 entry. See Faculty of Law.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Law</strong></td>
<td>No Year 1 entry. See Faculty of Law.</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>* English 11</td>
<td>English 12 or English 12 First Peoples</td>
</tr>
<tr>
<td></td>
<td>* Principles of Mathematics 11 or Pre-calculus 11</td>
<td>Principles of Mathematics 12 or Pre-calculus 12</td>
</tr>
<tr>
<td></td>
<td>* Chemistry 11</td>
<td>two approved academic 12 courses</td>
</tr>
<tr>
<td></td>
<td>* Physics 11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Social Studies 11</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td>* English 11</td>
<td>English 12 or English 12 First Peoples</td>
</tr>
<tr>
<td></td>
<td>* Principles of Mathematics 11, Pre-calculus 11 or Foundations of Math 11</td>
<td>three approved academic 12 courses</td>
</tr>
<tr>
<td></td>
<td>* one approved science 11 course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Social Studies 11</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Note: Students who are considering a degree program that requires university-level math courses (which include all Economics and some Geography and Psychology programs) are strongly advised to take Principles of Mathematics 12 or Pre-calculus 12. See the department websites for further details on Math requirements.</strong></td>
<td></td>
</tr>
</tbody>
</table>

* Equivalent courses may be considered.
At the November meeting, members of Senate had the opportunity to provide feedback on a proposed emergency protocol for Senate operations. The proposed protocol is explained in the memo dated October 18, 2013 and the Emergency Protocol for Senate Operations, both attached. As a result of the feedback received, one additional revision was made to the protocol regarding reporting to Senate in the case of catastrophic emergencies. This revision now requires reporting to Senate as soon as possible in the circumstances, with a full report provided to Senate at its next regular meeting. As members of Senate may recall, the previous draft simply required reporting at the next regular meeting.

The protocol is now presented to Senate for approval.

**Recommended Motion**

*That Senate approve the Emergency Protocol for Senate Operations, effective immediately.*

Respectfully submitted,

2013/14 Senate Committee on Agenda and Governance
Jamie Cassels, Chair
Mary Ellen Purkis, Vice-Chair
Peter Bell, student senator
Robert Burke, Science
Julia Eastman, University Secretary
Kathy Gillis, Science
Robbyn Lanning, Convocation senator
Reuven Gordon, Engineering
Tracie Smith, Library
Reeta Tremblay, Vice-President Academic and Provost
Michael Webb, Social Sciences
Carrie Andersen (Secretary)
Over the past couple of years, the university has given significant consideration to emergency planning. Updated emergency plans and protocols have been implemented, and improvements to the university's systems for dealing with major emergencies continue to be developed. The need for an emergency protocol for Senate operations was identified by the Senate Committee on Agenda and Governance in 2012 and confirmed during recent emergency planning exercises undertaken by the university's executive.

The emergency protocol for Senate operations is intended for use in case of emergencies and significant disruptions to academic program delivery and aims to ensure that the university is able to:

- make timely decisions and communicate with students;
- ensure academic continuity where possible; and
- make necessary adjustments to academic policy and regulations.

The emergency levels used in the emergency protocol are in line with the university's emergency response plan. If approved, the protocol will be incorporated as an appendix to the Rules to Govern the Conduct of Senate Procedures. Amendments to the rules and the terms of reference for the Senate Committee on Agenda and Governance will also be made to reference the protocol.

It is proposed in the protocol that Senate delegate authority to the Senate Committee on Agenda and Governance or the Vice-President Academic and Provost to make specified recommendations and decisions related to academic policy and regulations during times of significant disruptions to academic program delivery. The types of decisions that would not be considered by Senate or delegated authorities during emergencies include approval of new programs, student appeals, student awards, membership appointments and academic policy changes that are unrelated to the emergency event.

Consultation regarding the protocol is currently underway. Feedback has been sought from Executive Council, Deans' Council, select members of Senate and the Manager, Emergency Planning. Consultation sessions are scheduled for the end of October with the Senate Committee on Academic Standards and the Risk Management Steering Committee.

The draft protocol is being submitted to Senate at this time for discussion at the November meeting. Input from members of Senate is appreciated before the protocol is finalized and presented to Senate for approval.

Attachment
EMERGENCY PROTOCOL FOR SENATE OPERATIONS

This protocol is intended for use in case of emergencies and significant disruptions to academic program delivery and aims to ensure that the university is able to:

- make timely decisions and communicate with students;
- ensure academic continuity where possible; and
- make necessary adjustments to academic policy and regulations.

Some types of emergencies can be planned for in advance. In those cases any delegation of authority should be carried out in advance at scheduled meetings of Senate.

<table>
<thead>
<tr>
<th>UVic Emergency Response Plan*</th>
<th>Incident/emergency types</th>
<th>Authority</th>
<th>Trigger for delegation</th>
</tr>
</thead>
</table>
| Level 1 - Local              | Localized incidents with minimal disruption and/or damage to campus - e.g. plumbing failure, small hazardous spill | If time allows (i.e. a response can wait 3 or more days):
   1. Call special meeting of Senate.
   2. Recommendations relating to an emergency must come from the Vice-President Academic and Provost for decision by Senate.
   3. In addition to making a decision, Senate may delegate authority for further decision making to the Senate Committee on Agenda and Governance, the Vice-President Academic and Provost or other officers and committees, if/as required.

If, instead, a response is required within 3 days (i.e. the notice requirement for calling special meeting of Senate), the Senate Committee on Agenda and Governance is authorized to make decisions on behalf of Senate. Decisions will be made as follows:
   1. An urgent meeting of the Senate Committee on Agenda and Governance will be called.
   2. Recommendations relating to an emergency must come from the Vice-President Academic and Provost for decision by the Senate Committee on Agenda and Governance.
   3. The Senate Committee on Agenda and Governance must consult with the chair of the Senate Committee on Academic Standards and other Senate committee chairs, as appropriate. | Senate motion (if time permits), otherwise triggered by emergency event |
<table>
<thead>
<tr>
<th>Level 2 - Major</th>
<th>Considerable damage or disruption to campus - e.g. damage to a building (e.g. library), major and sudden student system issues, or any other event leading to significant disruption to academic program delivery (e.g. major flu outbreak, major threat to health or welfare of campus community)</th>
</tr>
</thead>
</table>
| If time allows (i.e. a response can wait 3 or more days): | 1. Call special meeting of Senate.  
2. Recommendations relating to an emergency must come from the Vice-President Academic and Provost for decision by Senate.  
3. In addition to making a decision, Senate may delegate authority for further decision making to the Senate Committee on Agenda and Governance, the Vice-President Academic and Provost or other officers and committees, if/as required. |
| If, instead, a response is required within 3 days (i.e. the notice requirement for calling special meeting of Senate), the Senate Committee on Agenda and Governance is authorized to make decisions on behalf of Senate. Decisions will be made as follows: | 1. An urgent meeting of the Senate Committee on Agenda and Governance will be called.  
2. Recommendations relating to an emergency must come from the Vice-President Academic and Provost for decision by the Senate Committee on Agenda and Governance.  
3. The Senate Committee on Agenda and Governance must consult with the chair of the Senate Committee on Academic Standards and other Senate committee chairs, as appropriate.  
4. If the quorum requirement for a meeting of the Senate Committee on Agenda and Governance cannot be met within 24 hours, the President is authorized to make decisions on behalf of the committee until such time as a meeting can be convened.  
5. Decisions made under delegated authority must be reported to Senate at its next scheduled meeting. |
| Senate motion (if time permits), otherwise triggered by emergency event |
In most cases, recommendations related to significant disruptions to academic program delivery will come from the Vice-President Academic and Provost to Senate or to the Senate Committee on Agenda and Governance (as delegated by Senate). The types of recommendations and decisions that should be considered by Senate Committee on Agenda and Governance and the Vice-President Academic and Provost in case of emergency include, but are not limited to:

- cancellation of classes
- cancellation of courses
- delay of exam period
- changes to add/drop deadlines
- changes to review timelines for academic accommodations
- change to academic concession requirements
- changes to published dates for the end of classes and for course examinations
- completion of course requirements
- change to assessment requirements
- changes to requirements of continuing awards
- approval of the granting of student scholarships and awards
- cancellation or re-scheduling of accommodated exams

Decisions made under delegated authority should be confined to dealing with specific issues related to the emergency for the period of the emergency and as necessary in the period immediately after the emergency. Care must be taken to avoid making decisions that may have ongoing implications for the delivery of academic programs. Decisions made under delegated authority must be reported to Senate at the next scheduled meeting. At that meeting members of Senate will be given the opportunity to provide feedback and raise concerns which will be formally reported back to the Senate Committee on Agenda and Governance and the Vice-President Academic and Provost, and any other officers or committees who made decisions under delegated authority during the course of an emergency.

Decisions made under delegated authority that require approval by the Board of Governors must be forwarded to the Board of Governors for approval before implementation.
The types of recommendations and decisions that would not be considered in the case of an emergency include motions/proposals from Senate committees unrelated to the emergency including:

- approval of new programs
- approval of changes to and student awards
- approval of honorary degrees
- approval of membership appointments
- Senate committee annual reports
- academic policy changes (unrelated to the emergency event)

*The emergency levels used in the Emergency Protocol for Senate Operations are in line with the university’s emergency response plan.*
At the November Senate meeting, members of Senate had the opportunity to provide feedback on proposed revisions to the Rules to Govern the Conduct of Senate Procedures. These revisions are outlined in the memo dated October 18, 2013 and the revised rules, both attached. As a result of the feedback received, one additional revision was made to section 11.00 of the rules. The revised rules are now presented to Senate for approval.

Recommended Motion
*That Senate approve the revisions to the Rules to Govern the Conduct of Senate Procedures, effective immediately.*

Respectfully submitted,

2013/14 Senate Committee on Agenda and Governance
Jamie Cassels, Chair
Mary Ellen Purkis, Vice-Chair
Peter Bell, student senator
Robert Burke, Science
Julia Eastman, University Secretary
Kathy Gillis, Science
Robbyn Lanning, Convocation senator
Reuven Gordon, Engineering
Tracie Smith, Library
Reeta Tremblay, Vice-President Academic and Provost
Michael Webb, Social Sciences
Carrie Andersen (Secretary)
The Rules to Govern the Conduct of Senate Procedures have not been comprehensively reviewed for many years, although a number of minor changes have been made in an ad hoc manner as required. Following discussion by the Senate Committee on Agenda and Governance, it was determined that a comprehensive review should be undertaken, and that revisions and additions to the rules should be considered. This review was undertaken by the Office of the University Secretary and involved a scan of Senate rules and procedures at other Canadian institutions. The Rules to Govern the Conduct of Senate Procedures have now been updated to reflect best practice wherever possible. The majority of proposed revisions involve updates to reflect current practice, fixing of procedural gaps, clarification of existing procedures, restructuring and reformatting.

The rules have been significantly revised and restructured, making tracked changes difficult. A clean version of the revised procedures has been attached, along with a copy of the current rules for reference. There are a number of new sections, which are marked in the draft. Other sections have been marked with the corresponding section number from the current rules. Some sections were redundant and have been removed.

The key changes/additions include, but are not limited to:

- New title - “Senate Rules and Procedures”
- Clarification of the appointment of the Senate Chair and Vice-Chair and Senate committee Chairs (sections 5, 6 and 57)
- Change to the number of meetings, from 5 to 3, that Senate and Senate committee members can miss before they may be asked to resign (sections 7 and 63)
- New sections on duties and confidentiality (sections 9-11)
- New section on a proposed emergency protocol for Senate operations (section 18) – the draft protocol is a new initiative being presented to Senate for consideration
- Change to quorum requirements (sections 23-24)
- New sections related to recording and minutes (sections 40-42)
- A new section allowing voting on a motion of an item by mail or email (section 44)
• New sections on the establishment and terms of reference of Senate standing and ad hoc committees (sections 45 and 47)

The revised Rules to Govern the Conduct of Senate Procedures are being presented to Senate at this time for discussion at the November meeting. Input from members of Senate is appreciated before the rules are finalized and presented to Senate for approval.

Attachments
# UNIVERSITY OF VICTORIA

# DRAFT SENATE RULES AND PROCEDURES

## Table of Contents

### RULES AND PROCEDURES

1. MEMBERSHIP .................................................................................................................. 2
   - Chair and Vice-Chair ........................................................................................................ 2
   - Leaves and Vacancies ........................................................................................................ 2
   - Duties .................................................................................................................................. 3
   - Confidentiality ................................................................................................................... 3

2. MEETINGS .......................................................................................................................... 3
   - Participation ....................................................................................................................... 3
   - Regular Meetings .............................................................................................................. 3
   - Special Meetings ................................................................................................................ 3
   - Emergency Protocol .......................................................................................................... 4
   - Open and Closed Sessions ............................................................................................... 4
   - Quorum .............................................................................................................................. 4
   - Agenda and Order of Business .......................................................................................... 4
   - Voting .................................................................................................................................. 5
   - Recording ........................................................................................................................... 6
   - Minutes ............................................................................................................................... 6
   - Approval by Email ............................................................................................................. 6

3. SENATE COMMITTEES ....................................................................................................... 6
   - Terms of Reference .......................................................................................................... 7
   - Reports from Senate Committees ..................................................................................... 7
   - Composition of Senate Standing Committees .................................................................. 8
   - Appointment to Senate Standing Committees ................................................................. 9
   - Leaves and Vacancies ........................................................................................................ 9

4. AMENDMENTS TO RULES AND PROCEDURES .......................................................... 9
RULES AND PROCEDURES

1.00 These Rules and Procedures have been established in accordance with the University Act. In the event of a conflict the University Act will prevail. (new)

2.00 The University Act sets out the powers of Senate. (new)

3.00 The Senate Committee on Agenda and Governance will consider and make recommendations to Senate on any matters relating to rules and procedures that are not otherwise covered by these Rules and Procedures. (new)

MEMBERSHIP

4.00 Senate membership is established in accordance with section 35(2) of the University Act. The current membership is set out in Appendix A. (new)

Chair and Vice-Chair

5.00 The President will serve as Chair of Senate. (new)

6.00 Senate will elect one of its members to serve as Vice-Chair. The Vice-Chair will serve as Chair in the absence of the President. The Vice-Chair will serve for a term of one year and until replaced, and may not serve more than two consecutive terms. (new)

Leaves and Vacancies

7.00 Any elected member of Senate is entitled to a leave of absence for no more than three consecutive regular meetings of Senate. Unless granted an extension by the Chair, any absence beyond that will lead to a request for the resignation of the member. (s. 8(a))

8.00 If a vacancy in any position arises on Senate before the next regular election, the Senate secretary will report this to Senate at its next meeting and will enter a declaration of vacancy in the minutes of that meeting. (s.9)

8.01 If the vacancy is an elected faculty member, professional librarian or continuing sessional, a by-election will be conducted in accordance with the Rules to Govern Elections to the Board of Governors and Senate. (s. 9(a))

8.02 If the vacancy is a student or convocation member, the Senate secretary will consult the list of alternates from the immediate past election. If there is a suitable alternate, the candidate will be declared elected if the candidate received a percentage of votes at least equal to the percentage of participation in the election. If there is no alternate, the Senate secretary will issue a call for nominations, which will specify the Senate meeting at which an election on the floor of Senate will be held. (s. 9(b))
Duties
9.00 Senate members must carry out their functions with integrity, independence, good faith, and prudence of a reasonable individual. (new)

10.00 Each member of Senate has a duty with other Senate members to act in the best interests of the University. Members of Senate may also bring the perspective of their colleagues and may articulate the interests of their home department and faculty. (new)

Confidentiality
11.00 Senate members are expected to maintain the confidentiality of closed Senate deliberations and documents forever. Senate committee members are expected to maintain the confidentiality of confidential committee deliberations and documents forever. (new)

MEETINGS

Participation
12.00 Members of Senate may only participate in Senate in person. Attendance or vote by proxy is not permitted. (s. 5(e))

12.01 Ex officio members of Senate may assign a delegate to attend an open session on their behalf in order to respond to questions that may arise.

Regular Meetings
13.00 Senate holds regular meetings each month from October to May. Regular meetings will normally be held on the first Friday of the month at 3:30 p.m. in the Senate and Board Chambers. (s. 1(a))

14.00 A regular meeting may be cancelled by the Chair of Senate on recommendation of the Senate Committee on Agenda and Governance if the committee determines there is insufficient business to justify holding a meeting. (s. 1(a))

Special Meetings
15.00 Between June and September the Chair may call a special meeting if there is business that cannot be postponed until the next regular meeting. At any other time, a special meeting may be held at the discretion of the Chair, or at the request of at least eight members of Senate. (s. 1(b))

16.00 The notice for a special meeting will clearly specify the purpose of the meeting and will be circulated to Senate at least three days before the meeting. (s. 1(b))

17.00 At a special meeting, only the matter or matters specified in the notice may be considered. (s. 1(c))
Emergency Protocol

18.00 The *Emergency Protocol for Senate Operations* outlined in Appendix A is intended for use by Senate in case of emergencies or significant disruptions to academic program delivery. (new)

18.01 In response to an emergency and in accordance with the *Emergency Protocol for Senate Operations*, Senate may delegate authority to the Senate Committee on Agenda and Governance or the Vice-President Academic and Provost. (new)

Open and Closed Sessions

19.00 Meetings of Senate include an open and closed session, as necessary. The closed session is used for the discussion of business deemed by the Chair to be confidential. (new)

20.00 The open session of a meeting is open to members of the public. Attendance is limited to the seating capacity of the visitors’ gallery. (s. 1(d))

21.00 Only members of Senate, and non-voting invitees with speaking rights as determined by Senate from time to time, may be present during the closed session. (new)

22.00 The Chair, at his/her discretion, may have the visitors’ gallery cleared or ask anyone who is interfering with the orderly conduct of the Senate’s business to leave the visitors’ gallery. (new)

Quorum

23.00 The quorum required for all meetings of Senate will be fifteen members, at least eight of whom must be elected members. (s. 2(a))

24.00 For special meetings, at least five of the members required for quorum must be elected faculty members. (s. 2(b))

Agenda and Order of Business

25.00 The agenda for regular meetings is reviewed by the Senate Committee on Agenda and Governance, normally a minimum of 14 days prior to the scheduled meeting date. (new)

26.00 Any member of Senate may request in writing that an item be added to the agenda of the next regular meeting. The request must be submitted to the Senate Committee on Agenda and Governance at least two days prior to its meeting to review the agenda. (s. 3(d))

27.00 The agenda for regular meetings will normally be circulated to members of Senate at least six days before the meeting is scheduled to take place. (3a)

28.00 There will be agendas for the open and the closed sessions. The open agenda will be made public. (s. 3(b))
The order of agenda items for regular open meetings will normally be: (s. 3(b))

1. Approval of the agenda
2. Minutes of the last meeting
3. Business arising from the minutes
4. Remarks from the Chair
5. Correspondence
6. Proposals and reports from Senate committees
7. Proposals and reports from faculties and other divisions
8. Proposals and reports from the Vice-President Academic and Provost (new)
9. Other business
10. Adjournment

In exceptional circumstances, any urgent matter not on the agenda of a regular meeting may, at the request of a member of Senate and the discretion of the Chair, be added to the agenda under “other business”.

The Chair will receive proposals at the beginning of a regular meeting for other changes to the agenda.

When the agenda is modified at a meeting, the Chair will declare it approved as amended, unless there is a call for a formal vote to approve the agenda. When there are no additions or changes to the agenda, the Chair will declare the agenda approved as circulated. (s. 3(c))

An item on the agenda of the open session may be placed into the closed session at any time prior to or during discussion of the item by successful motion to have it so placed. (s. 3(c))

For each agenda item, the Chair may develop a speakers list. A member of Senate may speak a second time on a particular item only after the Chair has exhausted the list of first-time speakers. The mover of a motion or amendment will have the final opportunity to speak. (s. 5(a))

Voting

Voting will normally be by show of hands. A member of Senate may request at any time through a motion that a roll call or secret ballot be conducted. Such a motion requires a simple majority in the affirmative to pass. (s. 5(b))

Voting for the purpose of elections conducted on the floor of Senate will be by secret ballot. (new)

The Chair will have the same right of a single vote as other members of Senate. (s. 5(c))
38.00  In the case of an equality of votes for and against a motion, the Chair will declare that the question is resolved in the negative. (s. 5(c))

39.00  The Chair will formally announce the outcome of each vote and this outcome will be recorded in the Senate minutes. Any member of Senate may ask that the vote count or the member’s individual vote or abstention be recorded in the Senate minutes. (s. 5(d))

Recording
39.00  Senate proceedings may not be recorded or reported on using cameras or other electronic equipment unless approved at the discretion of the Chair prior to the meeting. (new)

Minutes
41.00  The minutes shall be the official record of a Senate meeting. (new)

42.00  The minutes of each meeting will be circulated in draft form to members of Senate for approval at the next regular meeting. Draft minutes of a previous open session will be approved by Senate during the open session. Draft minutes of a previous closed session will be approved by Senate at the closed session. (new)

43.00  Once approved, the minutes of an open session will be sent to the offices of Departments and Schools, the offices of senior officers of the university, the University of Victoria Students’ Society, and the Graduate Students’ Society. (s. 11(a))

Approval by Email
44.00  In exceptional circumstances, the Chair, after consultation with the Senate Committee on Agenda and Governance, may request voting on the motion of an item by mail or email with a report to Senate at the next meeting. (new)

SENATE COMMITTEES
45.00  Senate will establish such standing and ad hoc committees it deems necessary and Senate will determine the terms of reference, membership and the method of appointing or electing members to those committees. (new)

46.00  The following Senate standing committees have been established by Senate: (s. 6(i))

- Senate Committee on Academic Standards
- Senate Committee on Admission, Re-registration and Transfer
- Senate Committee on Agenda and Governance
- Senate Committee on Appeals
- Senate Committee on Awards
- Senate Committee on Continuing Studies
- Senate Committee on Curriculum
• Senate Committee on Honorary Degrees and Other Forms of Recognition
• Senate Committee on Learning and Teaching
• Senate Committee on Libraries
• Senate Committee on Planning
• Senate Committee on University Budget

Terms of Reference

47.00 The terms of reference of Senate standing or ad hoc committees are as determined by Senate. The terms of reference for the Senate standing committees are set out in Appendix B. (new)

48.00 A Senate standing or ad hoc committee may consider any item that falls within its terms of reference, or items referred to it by the Senate Committee on Agenda and Governance. (s. 6(k))

49.00 A Senate standing committee may consider items that fall outside its terms of reference if it:

49.01 notifies and works in conjunction with any other Senate standing or ad hoc committee that has authority to consider the item as provided by its terms of reference; and

49.02 seeks the approval of the Senate Committee on Agenda and Governance. (s. 6(l))

50.00 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.

Reports from Senate Committees

51.00 The Senate standing committees will submit an annual report to Senate. Ad hoc committees of Senate will submit annual reports to Senate during the time that those committees are active. (s. 7(a))

51.01 Annual reports will include information about meeting dates, actions taken and issues considered by a committee over the course of the year. Annual reports may also identify issues recommended by the committee for consideration by Senate.

52.00 The schedule for submission of annual reports to Senate by Senate standing committees is as follows:

• January: Senate Committee on Agenda and Governance – nominations sub-committee, Senate Committee on Admission, Re-registration and Transfer
• February: Senate Committee on Curriculum
• April: Senate Committee on Learning and Teaching, Senate Committee on University Budget
- May: Senate Committee on Planning, Senate Committee on Appeals, Senate Committee on Honorary Degrees and Other Forms of Recognition, Senate Committee on Libraries
- October: Senate Committee on Continuing Studies
- November: Senate Committee on Awards, Senate Committee on Academic Standards (s. 7(a))

53.00 Each report to Senate from a Senate standing or *ad hoc* committee shall include the names of all members of the committee. (s. 6(m))

54.00 At the request of Senate, representatives of Senate on outside bodies may be invited to report to Senate on the activities of those bodies. (s. 7(b))

**Composition of Senate Standing Committees**

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. (s. 6(d) and (f))

56.00 In all other Senate standing committees, membership will include, where practicable and appropriate, at least two members of Senate, one of whom should normally be the Chair of the committee. (s. 6(f))

57.00 The Chairs of Senate standing committees will be appointed by Senate for a one year term. The Chair of a standing committee will be eligible for re-appointment, but may not serve for a period longer than his or her maximum term on the committee.

58.00 Normally an ex officio member of a Senate standing committee will not be appointed Chair of that committee. (s. 6(a))

59.00 The President or nominee will be an ex officio member of all Senate committees except the Senate Committee on Appeals. If the President appoints a nominee, this appointment shall be a continuing appointment and it shall be made after consultation with the Senate Committee on Agenda and Governance; however, such a nominee may be withdrawn at any time by the President. Other ex officio members of the Senate standing committees will follow the same process for appointing a nominee. (s. 6(g))

60.00 Any Senate standing committee other than the Senate Committee on Appeals may co-opt non-voting members, in consultation with the Senate Committee on Agenda and Governance. Any Senate standing committee may appoint *ad hoc* sub-committees whenever necessary. (s. 6(h))
Appointment to Senate Standing Committees

61.00 Members of Senate standing committees will be appointed for a period of up to three years. A member of a standing committee will be eligible for re-appointment, but none may serve for more than six consecutive years. (s. 6(c))

62.00 In accordance with its terms of reference, the Senate Committee on Agenda and Governance will normally be responsible for preparing recommendations on the membership of Senate standing and ad hoc committees for consideration by Senate at its May and October meetings, or as necessary. Further nominations may be made by the members of Senate present at the meeting at which nominations are considered, provided consent of the nominee has been obtained. In such case, an election will be held to determine the committee membership. (s. 6(a) and (b) and (new))

Leaves and Vacancies

63.00 A member of a Senate standing committee, whether they are a member of Senate or not, will be entitled to a leave of absence for no more than three consecutive regular meetings of the committee. Unless granted an extension by the Chair, any absence beyond that will lead to a request for the member’s resignation from the Senate standing committee. (s. 8(b))

64.00 A member of a Senate standing committee who is on leave will normally be replaced for the duration of his/her leave and return to the committee upon return from leave. In exceptional cases, a member may wish to continue serving on the Senate standing committee while on leave and this may be allowed, subject to the appropriate approvals. (new)

65.00 Vacancies on Senate standing committees that arise during the year will be filled by appointment by Senate upon recommendation of the Senate Committee on Agenda and Governance. (s. 6(e))

66.00 If vacancies arise during the year for the members of the Senate Committee on Agenda and Governance elected to the committee on the floor of Senate, these will be filled through an election carried out on the floor of Senate. (s. 6(j))

67.00 Vacancies that arise on the Senate Committee on Admission, Re-registration and Transfer or the Senate Committee on Appeals will be filled without delay by the Senate Committee on Agenda and Governance, subject to ratification by Senate at its next meeting. (s. 6(j))

AMENDMENTS TO RULES AND PROCEDURES

68.00 Any proposal to amend or change the Senate Rules and Procedures, including a request to establish a new Senate standing committee or changes to the terms of reference of
an existing Senate standing committee, will be presented in the form of one of the following:

68.01 a notice signed by at least one-fourth of the members of Senate;

68.02 a notice from a Senate standing committee;

68.03 a notice from an ad hoc committee appointed by Senate to examine the Senate Rules and Procedures; or

68.04 a notice made by a member of Senate during the course of a Senate meeting and approved by a majority of those present at the meeting. (s. 10(a))

69.00 A notice to amend or change the Senate Rules and Procedures must specify the amendment or change proposed. The proposal will be included in the agenda of the next regular meeting of Senate, or will be considered at a special meeting called for that purpose. Following the receipt by Senate of such notice, the Senate Committee on Agenda and Governance will study the proposed amendment or change, will seek advice, as deemed appropriate by the committee, and will report its opinion or findings to the person(s) or committee proposing the amendment or change and to Senate in time for the ordinary or special meeting at which the amendment or change will be considered. (s. 10(b))

69.01 A notice to amend or change the Senate Rules and Procedures submitted by the Senate Committee on Agenda and Governance may be considered at Senate at the first meeting at which it is submitted. (new)

70.00 An amendment or change to the Senate Rules and Procedures will be considered passed if it is approved by at least two-thirds of the members of Senate present at the meeting. (s. 10(b))
# Rules to Govern the Conduct of Senate Procedures

**TABLE OF CONTENTS**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Meetings</td>
<td>2</td>
</tr>
<tr>
<td>2. Quorum</td>
<td>2</td>
</tr>
<tr>
<td>3. Agenda: Ordinary Meetings</td>
<td>2</td>
</tr>
<tr>
<td>4. Faculty Standing Committees</td>
<td>3</td>
</tr>
<tr>
<td>5. Speaking and Voting at Senate Meetings</td>
<td>3</td>
</tr>
<tr>
<td>6. Senate Committees</td>
<td>4</td>
</tr>
<tr>
<td>7. Annual Reports</td>
<td>6</td>
</tr>
<tr>
<td>8. Leave of Absence</td>
<td>6</td>
</tr>
<tr>
<td>9. Vacancies on the Senate</td>
<td>7</td>
</tr>
<tr>
<td>10. Amendments</td>
<td>7</td>
</tr>
<tr>
<td>11. Proceedings of the Senate</td>
<td>8</td>
</tr>
</tbody>
</table>
RULES TO GOVERN THE CONDUCT OF SENATE PROCEDURES

1. Meetings
   a. The Senate shall meet each month from October to May. In the period June to August, meetings shall be called by the Chair if there is business that cannot be postponed. A regular monthly meeting may be cancelled by the Chair of Senate acting on a recommendation of the Senate Committee on Agenda and Governance if that committee determines that there is insufficient business to warrant holding a meeting.
   b. There shall be a special meeting in May and October, at a time to be determined by the Chair, to deal with matters concerning Convocation. Other special meetings shall be called at the discretion of the Chair, or at the request of at least eight members of the Senate. The notice for any special meeting shall clearly specify the purpose of the meeting and shall be given at least three days before the meeting. The Chair of Senate may request approval of a minor item by mail or email with a report to the meeting of Senate immediately following the circulation.
   c. At a special meeting, only the matter (or matters) specified in the notice convening the meeting shall be considered.
   d. Meetings shall be open on a first come first served basis up to the capacity of the Visitors’ Gallery.

2. Quorum
   a. Ten members, other than the ex officio members and the Chair, shall form a quorum for all meetings of the Senate.
   b. For special meetings, no fewer than five of the ten members required for the quorum shall be from among the members of the Senate elected by the Faculties.

3. Agenda: Ordinary Meetings
   a. The Agenda for ordinary meetings of the Senate shall be circulated to the members at least six days before the meeting is scheduled to take place.
   b. The Agenda for meetings shall be separated into two parts, the first to contain items to be considered in open session and the second to contain any items of such a confidential nature as to require their consideration in closed session. The Agenda shall be as specific as possible in its description of the various items to be considered. The order of the Agenda items for ordinary meetings shall normally be:
      (1) Approval of the Agenda;
      (2) Minutes of the last meeting: approval of the minutes of the open session of the last meeting, and a short discussion on matters arising out of the minutes; and, if there is no objection, approval of the minutes of the closed session of the last meeting;
(3) Remarks from the Chair;

(4) Correspondence and reports from non-Senate committees;

(5) Reports from Senate Standing and ad hoc Committees;

(6) Reports, resolutions, proposals for consideration and approval of the Senate from Faculties and other divisions of the University;

(7) Reports from Senate representatives to various bodies;

(8) Other business;

(9) Confidential items: approval of the minutes of the closed session of the last meeting, if not approved in open session; other items.

c. If there are any matters in the closed session that require action by Senate early in the evening, the Chair will announce when Senate will move into the closed session and that the open session will be resumed after the business of the closed session is completed. The Chair shall also receive items, if any, to be included in "Other Business" and shall receive proposals, duly seconded, for other changes in the Agenda. When the Agenda is so modified, the Chair shall declare it approved as amended, unless there is a call for a vote in which case the Agenda shall be approved by a formal vote. When there are no additions or changes made in the order of the items, the Chair shall declare the Agenda approved as circulated.

d. Any member of the Senate may ask in writing that the Chair include in the Agenda any matter that the member would like considered by the Senate at its next ordinary meeting.

4. Faculty Standing Committees

The proposals and resolutions passed by committees of the Faculties may be submitted to the Senate only after they have been approved by the Faculty concerned. However, such proposals and resolutions may be included in the Agenda of the Senate if action on them by the Faculty concerned is expected before the Senate meeting.

5. Speaking and Voting at Senate Meetings

a. For each motion or amendment, the Chair shall develop a speakers list. A member of Senate may speak a second time on a motion or amendment only after the Chair has exhausted the list of first-time speakers. The mover of a motion or amendment shall have the final opportunity to speak.

b. All voting on ordinary business of the Senate shall be by show of hands, unless a member of the Senate asks through a formal motion, duly adopted, for voting by roll call or secret ballot. The Chair shall call for the ayes, nays and abstentions when putting the question and, when the count is required, the Secretary shall count the votes and the abstentions and report the count to the Chair.
c. The Chair shall have the same right of a single vote as the other members of the Senate, and in the case of an equality of votes for and against a motion, the question shall be resolved in the negative and the Chair shall so declare.

d. The Chair shall formally announce the result of each vote and this result shall be recorded in the proceedings of the Senate. Any member of the Senate may ask that the vote count or the member's individual vote or abstention from voting be recorded in the Senate proceedings.

e. Attendance or vote by proxy is not permitted.

6. Senate Committees

a. The Senate Committee on Agenda and Governance shall normally be responsible for preparing recommendations on the composition of Standing Committees of the Senate for consideration at the May and October meetings of the Senate. In this task the Senate Committee on Agenda and Governance shall make an attempt, wherever appropriate and feasible, to provide a balance of representation on these committees from various segments of the Senate and of the Faculties, to maintain continuity by spreading the terms of office of the members concerned, and to appoint Chairs of these Committees. (Normally, an ex officio member of a Standing Committee will not be appointed as Chair of that committee.) Further nominations for these Standing Committees may be made by the members of the Senate present at the meeting. The Committees shall be elected by the Senate from the list of nominees.

b. The composition of Senate ad hoc Committees shall be decided by the Senate, normally after hearing the recommendations of the Senate Committee on Agenda and Governance.

c. Members of the Senate Standing Committees shall be appointed for a period up to three years. A member of a Committee shall be eligible for further appointment, but none shall serve for more than six consecutive years.

d. The composition of the Senate Committee on Agenda and Governance shall be determined in part by the 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 in May.

e. New members elected or appointed prior to the May meeting of the Senate but not yet serving shall be deemed to be eligible for appointment, effective 1 July. This matter shall be included in the Agenda of the May meeting. Vacancies that arise during the year shall be filled by appointment by the Senate.

f. The composition of the Senate Committee on Agenda and Governance shall include members of the Senate only and will include the Secretary of Senate and the Vice-President Academic and Provost. A member of this committee who ceases to be a member of Senate will cease to be a member of the committee at the same time. In all other Senate committees there shall be included where practicable and appropriate, at least two members of the Senate, one of whom should normally be the chair of the committee.
g. The President or nominee shall be an ex officio member of all Senate Committees except the Committee on Appeals. If the President appoints a nominee, this appointment shall be a continuing appointment, and it shall be made after consultation with the Senate Committee on Agenda and Governance. However, such a nominee may be withdrawn at any time by the President. The other ex officio members of the Senate Committees, wherever appointed, shall follow the same procedure for appointing a nominee.

h. Any Senate Committee except the Senate Committee on Appeals may co-opt non-voting members, in consultation with the Senate Committee on Agenda and Governance. The Senate standing committees may appoint ad hoc sub-committees, whenever necessary.

i. The composition of the Standing Committees shall be determined by the Senate each year at its May and October meetings. Any addition or deletion to the following list of these Committees shall be made in accordance with Section 10 of these rules.

(1) Senate Committee on Academic Standards;
(2) Senate Committee on Admission and Re-registration and Transfer;
(3) Senate Committee on Agenda and Governance;
(4) Senate Committee on Appeals;
(5) Senate Committee on Awards;
(6) Senate Committee on University Budget;
(7) Senate Committee on Continuing Studies;
(8) Senate Committee on Honorary Degrees and Other Forms of Recognition;
(9) Senate Committee on the Library;
(10) Senate Committee on Planning;
(11) Senate Committee on Teaching and Learning.

j. Any vacancy that may arise on a Senate Standing Committee other than one involving a nominee of the Chair of the Senate or an ex officio member, shall normally be filled by the Senate on the recommendation of the Senate Committee on Agenda and Governance. Where there is a vacancy of the two elected members on the Senate Committee on Agenda and Governance, Senate will elect a member of Senate who is not a student or convocation member to serve on the committee. Any vacancy that may arise on the Senate Committee on Admission and Re-registration and Transfer or the Senate Committee on Appeals during the period between the June meeting and the October meeting of the Senate shall be filled without delay by the Senate Committee on Agenda and Governance. Any such appointment shall be subject to ratification by the Senate at its October meeting.

k. A Senate Committee may consider and actively study recommendations received from bodies other than Senate when the recommendations fall within the terms of reference of the Committee.

l. When a Senate Committee receives recommendations from bodies other than Senate and such recommendations do not fall within the terms of reference of the Committee, then the Committee shall not actively study such recommendations unless:
(1) the Senate Committee considers that the recommendations have merit;

(2) the Senate is notified in writing of the Committee's intention to study the recommendations; and

(3) no objection by Senate to the Committee's intention has been recorded in the proceedings of the Senate.

m. Each report to Senate by a standing or ad hoc committee shall include the names of all members of the committee.

7. **Annual Reports**

   a. The Senate Standing Committees shall submit annual reports to the Senate as follows:

      January meeting - Committee on Agenda and Governance – Nominations sub-committee;

      April meeting - Committee on Teaching and Learning; Committee on the University Budget;

      May meeting - Committee on Planning, Committee on Appeals, Committee on Honorary Degrees and Other Forms of Recognition, Committee on the Library;

      October meeting - Committee on Continuing Studies;

      November meeting - Committee on Awards, Committee on Academic Standards;

      December meeting - Committee on Admission and Re-registration and Transfer

   b. Representatives of Senate on outside bodies shall report at least annually at a date to be specified by Senate.

8. **Leave of Absence from Senate Meetings and Senate Standing Committee Meetings**

   a. Any elected member of the Senate shall be entitled to a leave of absence for no more than five consecutive ordinary meetings of the Senate. Any absence beyond that shall lead to a request for the formal resignation of the member concerned.

   b. A member of a Senate Standing Committee, whether they are a member of Senate or not, shall be entitled to a leave of absence of no more than five consecutive ordinary meetings of the committee. Unless granted an extension by the Chair, any absence beyond that shall lead to a request for the formal resignation from the standing committee of the member concerned.
9. **Vacancies on the Senate**

When a vacancy arises on the Senate before the next regular election, the Secretary of Senate shall declare the precise nature of the vacancy.

a. If the vacancy is an elected faculty or librarian member, a by-election shall be conducted in accordance with the provisions of the Rules to Govern Elections to the Board of Governors and Senate.

b. If the vacancy is a student or convocation member, a list of alternatives will automatically be established to fill vacancies which occur during the specified term. The Secretary shall in the first instance consult the list of alternates from the immediate past election. If there is a suitable alternate, the candidate shall be declared elected if the candidate received a percentage of votes at least equal to the percentage of participation in the election. “At large” student vacancies will be filled by the alternate with the highest number of votes polled in the election who is available to serve the remainder of the term outstanding. “Faculty” student vacancies will be filled by the alternate from the Faculty with the highest number of votes polled in the election who is available to serve the remainder of the term outstanding. If there is no alternate, the Secretary shall issue a Call for Nominations which shall specify the next Senate meeting the one at which an election on the floor by secret ballot shall be held. The Chair shall announce the vote count; if there is an equality of votes between two or more candidate, the final result will be decided by lot amongst the candidates, under the direction of the University Secretary. All ballots will be held for a period of ninety days following the announcement of the election results; at the end of that time, the ballots will be destroyed.

10. **Amendments**

a. Any proposal to amend or change the Rules to Govern the Conduct of Senate Procedures shall be presented in the form of one of the following:

   (1) A notice signed by at least one-fourth of the members of the Senate;

   (2) A notice from a Senate standing committee;

   (3) A notice from an ad hoc committee appointed by the Senate to examine the Rules;

   (4) A notice made by a member of the Senate during the course of a Senate meeting and approved by a majority of those present at the meeting.

b. Such notice shall specify the amendment or change proposed and the proposal shall be included in the agenda of the next ordinary meeting of the Senate, in accordance with Section 3 of the Rules, or shall be considered at a special meeting called for that purpose. Following the receipt by Senate of such notice, the Senate Committee on Agenda and Governance shall study the proposed amendment or change, shall seek advice, as deemed appropriate by the Committee, and shall report its opinion or findings to the person(s) proposing the amendment or change and to the Senate in time for the ordinary or special meeting at which the amendment or change will be
considered. The amendment or the change shall be considered passed if it is approved by at least two-thirds of the members of the Senate present at the meeting.

11. **Proceedings of the Senate**

   a. The Minutes of each meeting shall be circulated in draft form to members of the Senate for approval at the next ordinary meeting. Once approved, the Minutes of the open session shall be sent to the offices of Departments and Schools, to be available for interested faculty members; the offices of the Senior Officers of the University, the University of Victoria Students' Society and the Graduate Students' Society.

Incorporating latest revisions made by Senate on:

- 20 May 1981
- 4 Nov 1981
- 1 Dec 1982
- 7 Nov 1984
- 7 Jan 1987
- 4 May 1988
- 11 Jan 1989
- 4 Apr 1990
- 1 Apr 1992
- 07 Nov 2001
- 06 May 2005
- 05 May 2006
- 06 May 2011
- 06 January 2012
The Senate Committee on Agenda and Governance met on November 22, 2013 to consider revisions to the terms of reference for the Senate Committee on Appeals, the Senate Committee on University Budget, the Senate Committee on Honorary Degrees and Other Forms of Recognition, and the Senate Committee on Agenda and Governance. Details of the proposed revisions are set out in the attached documents.

Members of Senate may recall that the revisions to the terms of reference for the Senate Committee on Academic Standards, the Senate Committee on Planning and the Senate Committee on Awards were approved at the October 2013 Senate meeting. Following approval of the terms of reference, the Senate Committee on Agenda and Governance reconsidered the clause regarding the closed nature of Senate Committee meetings. A revision to these terms of reference is now proposed to change the following section:

*Senate standing and ad hoc committee meetings are normally closed and the discussions and meeting documents are considered confidential.*

to:

*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.*

No other changes to the terms of reference for the Senate Committee on Academic Standards, the Senate Committee on Planning and the Senate Committee on Awards are proposed. The revised terms of reference for these committees are attached.

**Recommend Motions**

*That Senate approve the revisions to the terms of reference for the Senate Committee on Appeals, as recommended by the Senate Committee on Agenda and Governance.*

*That Senate approve the revisions to the terms of reference for the Senate Committee on University Budget, as recommended by the Senate Committee on Agenda and Governance.*
That Senate approve the revisions to the terms of reference for the Senate Committee on Honorary Degrees and Other Forms of Recognition, as recommended by the Senate Committee on Agenda and Governance.

That Senate approve the revisions to the terms of reference for the Senate Committee on Agenda and Governance, as recommended by the Senate Committee on Agenda and Governance.

That Senate approve the revisions to the terms of reference for the Senate Committee on Academic Standards, as recommended by the Senate Committee on Agenda and Governance.

That Senate approve the revisions to the terms of reference for the Senate Committee on Planning, as recommended by the Senate Committee on Agenda and Governance.

That Senate approve the revisions to the terms of reference for the Senate Committee on Awards, as recommended by the Senate Committee on Agenda and Governance.

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
Robynn 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)
At its meeting on September 16, 2013, the Senate Committee on Appeals reviewed proposed changes to the committee’s terms of reference (attached). After discussion, the committee approved the following motion:

_That the Senate Committee on Appeals approve, and recommend to Senate Committee on Agenda and Governance that it approve, the revised terms of reference for the Senate Committee on Appeals._

Respectfully submitted,

2013/14 Senate Committee on Appeals
Mark Gillen, Chair, Law
Doug Baer, Social Sciences
Nav Bassi, Convocation Senator
Deborah Begoray, Education
Sikata Banerjee, Vice-Chair, Humanities
Gweneth Doane, Graduate Studies
Rebecca Grant, Business
Nadia Hamdon, Student Senator
Patricia Kostek, Fine Arts
Kesley Mech, Student Senator
Esther Sangster-Gormley, Human and Social Development
Hiteshi Sharma, Graduate Student
Frank Van Veggel, Graduate Studies
Peter Wild, Engineering
Carrie Andersen, Associate University Secretary (Secretary)
Until now, the terms of reference of the Senate standing committees have been revised and presented to Senate for approval on a needs basis. Due to the ad hoc nature of those revisions over the past years, some of the Senate committee terms of reference are not consistent in their language, structure and format. Over the summer my office has worked to revise the terms of reference for each committee in order to standardize the language, structure and format, where appropriate. The revised terms of reference are attached for consideration and approval by the committee. Once approved by the committee, the revised terms of reference will be submitted to the Senate Committee on Agenda and Governance for approval and recommendation to Senate.

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

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

**Recommended motion**

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

1. Preamble

(a) The Senate Committee on Appeals (the “Committee”), a standing committee of Senate, is an impartial final appeal body of last resort for students at the University of Victoria. In accordance with the University Act (RSBC 1996 c. 468), the Senate has delegated to the Committee the authority and responsibility to decide, on behalf of the Senate, all final appeals from students on matters involving the application of academic regulations and requirements.

(b) The Committee has no jurisdiction to consider a decision where the sole question in the student’s appeal turns on a question of academic judgment.

(c) The Committee also hears student appeals from decisions of the President to suspend a student or deal summarily with any matter of student discipline in accordance with section 61 of the University Act and appeals of major sanctions under the Resolution of Non-Academic Misconduct Allegations Policy.

(d) Prior to filing an appeal with the Committee, a student must have pursued and exhausted all other reviews, appeals or remedies provided by the University of Victoria’s undergraduate or graduate calendars or by the policies or regulations of the university or the student’s faculty.

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.

2. Senate Committee on Appeals

(a) Composition

The membership of the Committee shall consist of fifteen (15) members appointed by the Senate on the recommendation of the Senate Committee on Agenda and Governance, and membership is not restricted to members of Senate. The membership of the Committee shall consist of:

(i) ten (10) faculty members, one from each faculty, at least five (5) of whom shall be members of Senate (voting)
(ii) one (1) graduate student representative (voting)
(iii) three (3) student members of Senate from at least two different faculties (voting)
(iv) one (1) of the Senators elected by Convocation (voting)

Total membership – 14 (14 voting members)
The secretary of the committee is the Associate University Secretary (as designated by the University Secretary).

(b) Term of Membership

(i) Faculty members on the Committee, including the Chair, shall serve three-year terms, and are eligible for re-appointment for one consecutive three-year term. The Senate, on the recommendation of the Senate Committee on Agenda and Governance, can consider re-appointment of the Chair of the Committee beyond two terms.

(ii) Student members shall serve one-year terms and can be appointed for an unlimited number of terms.

(iii) Convocation members shall serve three-year terms and are eligible for re-appointment for one consecutive three-year term.

(c) Vacancies on the Committee

When a vacancy on the Committee arises before the end of the member’s term, the Senate Committee on Agenda and Governance shall appoint a replacement to serve the remainder of the member’s term, with ratification by the Senate at the next Senate meeting.

(d) Chair

The Chair of the Committee shall be designated by Senate on recommendation of the Senate Committee on Agenda and Governance, and may or may not be a member of Senate.

(e) Vice-Chair

The Vice-Chair of the Committee shall be designated by the Senate Committee on Agenda and Governance from among the ten faculty members on the Committee.

(f) Secretary

The Secretary of Senate (University Secretary, or designate) shall serve as a non-voting Secretary of the Committee.

(g) Quorum of Committee

A quorum for a meeting of the Committee for matters other than the hearing of a student appeal shall be 50% of the members plus one (1).

3. Hearing Panels

(a) Hearing Panels
Each student appeal that proceeds for consideration by the Committee shall be heard by a Hearing Panel composed of members of the Committee. A Hearing Panel may explore the resolution of an appeal by mediation.

(b) Composition of Three (3) Member Hearing Panels

Each Hearing Panel shall normally consist of three (3) members of the Committee unless the Chair determines that the issues are of such significance that a five (5) member panel is warranted. A three (3) member panel shall be composed as follows:

(i) the Chair or Vice-Chair of the Committee who shall serve as Chair of the Hearing Panel;

(ii) one (1) student member; and

(iii) one (1) faculty member.

(c) Composition of Five (5) Member Hearing Panels

The Chair may determine that the issues under appeal are of such significance that a five (5) member Hearing Panel is warranted, in which case one (1) additional student member and one (1) additional faculty member will be added to the Hearing Panel.

(d) Selection of Hearing Panel Members

The University Secretary shall select the Hearing Panel in accordance with Terms of Reference and Procedural Guidelines, and with a view to creating a fair and impartial Hearing Panel. Before selecting members for the Hearing Panel the University Secretary will instruct potential panel members to disclose any known conflict of interest or apprehension of bias.

(e) Alternate Chair of Hearing Panel

If neither the Chair nor the Vice-Chair of the Committee is able to serve on a Hearing Panel, or at the request of the Chair, the University Secretary shall designate another member of the Committee as the Chair of the Hearing Panel.

4. Individuals with Expertise to Advise the Committee or Hearing Panel

The Chair of the Committee or a Hearing Panel may at any time appoint one or more individuals with pertinent expertise to inquire into and to advise or report on any question of fact or opinion relevant to any issue in the appeal, including issues involving disability, language or cultural considerations.

5. Hearing Panel Procedural Guidelines
The Committee shall follow procedural guidelines approved by Senate that will govern the conduct of hearings by Hearing Panels. The Committee may, where a majority of all the members of the Committee agree, recommend to the Senate the amendment of the procedural guidelines from time to time in light of experience. Where, in the hearing of a particular appeal, the procedural guidelines are in conflict with the principles of fairness and natural justice, the Hearing Panel shall depart from the approved procedural guidelines with regard to that appeal.

6. **Time Limit for Filing an Appeal**

Normally, an Appellant must file a Notice of Appeal with the University Secretary within two (2) months of the date of the final decision, action or treatment being appealed. If the Notice of Appeal is not filed within this period of time, the Appellant must provide reasons for the delay in the Notice of Appeal and in exceptional circumstances the Chair may consider whether the reasons warrant an extension of the time limit.

7. **The Decision of a Hearing Panel is Final**

The decision of a Hearing Panel is final and no appeal lies to the full Senate Committee on Appeals or to the Senate.

8. **Re-opening of an Appeal**

Normally, an appeal may be re-opened only if, in the opinion of the members of the Committee who were not members of the Hearing Panel that initially heard the appeal, there is new evidence and the Committee is satisfied that:

(a) the evidence could not have been found and tendered at the original hearing by the exercise of reasonable diligence; and,

(b) the relevancy and cogency of the new evidence is such that if it had been tendered at the original hearing there is a substantial probability that it may have affected the outcome.

Prior to making its decision, the Committee shall read the decision of the initial Hearing Panel including any dissenting reasons.

Where the Committee decides to re-open an appeal, the appeal shall be referred to a Hearing Panel that consists of members who were not members of the Hearing Panel that previously heard the appeal.

9. **Annual Report to Senate**

(a) The Chair of the Committee shall make an annual report to Senate in May containing the following information:

(i) the number of appeals that have been heard and decided since the last report to Senate;
(ii) a summary of each appeal that has been decided, prepared in a manner that is not likely to disclose the identity of the Appellant, the Respondent or individual instructors, and that includes:

1. the decision, act or treatment that was the subject of the appeal;
2. the grounds or reasons for the appeal;
3. the remedy or relief sought by the Appellant;
4. the disposition of the appeal by the Hearing Panel; and

(iii) the number of appeals that are pending where no decision has been rendered.

(b) If the Hearing Panel or the Committee has found any university policy, regulation, procedure or practice that appears to need review and revision, the annual report of the Senate Committee on Appeals may recommend appropriate action.

Approved by Senate May 20, 1982
Revised May 4, 1983
Revised October 7, 1992
Revised October 8, 1997
Revised January 12, 2000
Revised October 4, 2000
Revised May 7, 2004
Revised April 3, 2009
Revised October 7, 2011

SENATE COMMITTEE ON APPEALS
PROCEDURAL GUIDELINES

PREAMBLE

The purpose of these Procedural Guidelines is to provide guidance to Hearing Panels and the Parties to an appeal.

A Hearing Panel may vary any Procedural Guideline to the extent necessary to ensure that the principles of fairness and natural justice are satisfied in a particular appeal.

DEFINITIONS

In these Procedural Guidelines:

“Appellant” means a person who has filed a Notice of Appeal.

“Business day” means a day that is not a holiday when the university is open for business.
“Document” includes letters, medical certificates, written opinions, and digitized information.

“Hearing Panel” is defined in the Senate Committee on Appeal’s Terms of Reference.

“Party” means an Appellant or Respondent.

“Respondent” means the Dean or other person or body whose final act, decision or treatment is the subject of an appeal.

“Student” means a student as defined by Senate and as set out in the current University of Victoria undergraduate and graduate calendars, including those students who meet the definition at the time of the action that is being appealed.

“University Secretary” means the University Secretary and includes a person designated by the University Secretary.

The singular of any term includes the plural.

1.0 NOTICE OF APPEAL

1.1 Prerequisite to Filing an Appeal

A person who wishes to file an appeal (hereinafter referred to as the “Appellant”) must, prior to filing an appeal to the Senate Committee on Appeals (the “Committee”), have pursued and exhausted any other reviews, appeals or remedies provided by the University of Victoria’s policies, undergraduate and graduate calendars or by the Appellant’s faculty including:

(a) asking for a review of an assigned grade under the Academic Regulations published in the University of Victoria’s undergraduate and graduate calendar;

(b) appealing a decision of a committee of a department, school or faculty to the department, school or faculty, as the case may be; and

(c) appealing a decision of a department, school or faculty to the Dean of the faculty.

1.2 Filing Notice of Appeal with the University Secretary

An Appellant must file a written Notice of Appeal with the University Secretary.

1.3 Time Limit within which Notice of Appeal must be filed

Normally, a Notice of Appeal must be filed with the University Secretary within two (2) months of the final decision, action or treatment being appealed. The University Secretary shall determine whether a Notice of Appeal has been filed within the stipulated period. Where a Notice of Appeal is not filed within the stipulated period, the Appellant may provide written reasons that seek to excuse
the delay in filing the Notice of Appeal. In exceptional circumstances the Chair of the Committee may determine that an extension is warranted, otherwise the Chair shall deny the appeal.

1.4 Content of Notice of Appeal

An Appellant shall submit a completed Notice of Appeal form obtained from the University Secretary, which shall include:

(a) the final decision, action or treatment that is being appealed including the date of decision if it was provided in writing;

(b) a summary of the background to the appeal including details of any previous reviews, appeals or remedies that have been pursued and exhausted by the Appellant;

(c) a summary of the reasons and grounds for the appeal;

(d) a statement of the remedy or relief sought;

(e) any provision, regulation or policy on which the Appellant relies;

(f) whether the Appellant seeks an in-person hearing or is satisfied with a hearing based solely on the written materials;

(g) any key documents and a list of those documents that are relevant to the Appellant’s appeal;

(h) a list of key documents that the Appellant believes are in the possession of the Respondent and requests from the Respondent, and the reasons why the documents are necessary.

2.0 Determination of Whether the Appeal Falls Within the Jurisdiction of the Committee and the Composition of the Hearing Panel

2.1 Role of the Chair of the Senate Committee on Appeals

(a) The Chair of the Senate Committee on Appeals shall expeditiously review each Notice of Appeal and the Chair of the Senate Committee on Appeals shall determine whether the appeal is within the jurisdiction of the Committee. The Committee has jurisdiction to review decisions on matters involving the application of academic regulations or requirements. The Committee has no jurisdiction to consider a decision where the sole question in the student’s appeal turns on a question of academic judgment. The Committee also has jurisdiction to hear appeals from decisions of the President to suspend a student or deal summarily with any matter of student discipline in accordance with section 61 of the University Act and appeals of major sanctions under the Resolution of Non-Academic
Misconduct Allegations Policy. The Committee has no jurisdiction to hear appeals of minor sanctions under the Resolution of Non-Academic Misconduct Allegations Policy.

(b) Where the sole question raised in the appeal turns on the exercise of academic judgment or the appeal is of a minor sanction under the Resolution of Non-Academic Misconduct Allegations Policy, the Chair of the Senate Committee on Appeals shall determine that the appeal is not within the jurisdiction of the Committee and the appeal shall not proceed for consideration by the Committee.

(c) The Chair of the Senate Committee on Appeals may request that the Appellant or Respondent submit additional materials or information prior to making a final determination on jurisdiction.

(d) The Chair of the Senate Committee on Appeals’s determination on jurisdiction is final and there is no opportunity of further appeal before the Senate Committee on Appeals or the Senate.

(e) If the appeal is within the jurisdiction of the Committee the Chair of the Senate Committee on Appeals will determine whether the appeal shall proceed before a three (3) member or five (5) member Hearing Panel in accordance with the Committee’s Terms of Reference.

2.2 Role of the University Secretary

(a) The University Secretary shall inform the Appellant of the Chair’s determination of whether or not the matter is within the jurisdiction of the Committee and whether the matter will be considered by a three (3) member or five (5) member Hearing Panel.

(b) Where the Chair of the Senate Committee on Appeals determines that a Notice of Appeal contains grounds of appeal that are within the jurisdiction of the Senate Committee on Appeals, the University Secretary shall send a copy of the Notice of Appeal and any accompanying documents to the Respondent.

3.0 CREATING THE HEARING PANEL

After the Chair of the Senate Committee on Appeals has determined that an appeal will proceed, the University Secretary will create a three (3) member or five (5) member Hearing Panel as directed by the Chair of Senate Committee on Appeals.

4.0 RESPONSE BY THE RESPONDENT

4.1 Time for Delivering Response

Within ten (10) business days after the date on which the University Secretary sends a copy of the Notice of Appeal to a Respondent, the Respondent shall file a
written response (the “Response”) with the University Secretary. The Chair of the Senate Committee on Appeals will consider a request from the Respondent to extend the deadline for the Response in extenuating circumstances.

4.2 Content of Response

The Response shall include the following information:

(a) the Respondent’s reasons for the decisions, acts or treatment that were referred to in the Appellant’s Notice of Appeal;

(b) the response to matters contained in the Appellant’s Notice of Appeal and a summary of the facts and evidence which the Respondent relies upon;

(c) the determination sought by the Respondent;

(d) any provision, regulation or policy on which the Respondent relies;

(e) whether the Respondent seeks an in-person hearing or is satisfied with a hearing based solely on the written materials;

(f) any key documents and a list of those documents upon which the Respondent relies to support her or his Response, and attached copies of those documents if they have not been supplied by the Appellant; and

(g) a list of key documents that the Respondent believes are in the possession of the Appellant and requests from the Appellant, and the reasons why such documents are necessary.

4.3 University Secretary to forward Response to Appellant

The University Secretary shall forward a copy of the Response to the Appellant.

5.0 Reply by the Appellant

5.1 Time for Delivering a Reply

If the Appellant needs to file a Reply, it must be filed with the University Secretary within seven (7) business days after the date upon which the University Secretary sends a copy of the Response to the Appellant.

5.2 Content of Reply

A Reply by the Appellant shall be confined to any additional information or documents that may be necessary to respond to matters raised in the Respondent’s Response.

5.3 University Secretary to Forward Reply to Respondent
The University Secretary shall forward a copy of the Appellant’s Reply to the Respondent.

6.0 DOCUMENTS DISTRIBUTED TO THE HEARING PANEL

After the Appellant’s Reply has been received or the time for filing the Appellant’s Reply has expired, the University Secretary shall provide the members of the Hearing Panel with copies of the Notice of Appeal, Response and Reply (if any).

7.0 APPEAL BASED SOLELY ON WRITTEN MATERIALS

7.1 Appeal Based Solely on Written Materials Unless Hearing Panel Determines Otherwise

Unless the Hearing Panel determines otherwise at the pre-hearing conference, all appeals heard by the Committee will proceed based solely on the written materials submitted by the Parties.

7.2 Considerations Involved in Hearing Panel’s Determination

Normally the Hearing Panel will determine that an appeal shall proceed based solely on written materials submitted by the Parties, unless the circumstances of the appeal warrant that an in-person hearing be held. An in-person hearing is necessary where:

(i) there are issues of credibility in the appeal that can only be determined by calling witnesses to appear before a Hearing Panel;

(ii) for reasons of procedural fairness there are other circumstances involved in the appeal that require an in-person hearing;

(iii) the significance of the issue to one or both of the parties, or the circumstances of one or both of the parties is such that an in-person hearing is required.

7.3 Delivery of Final Written Argument Where No In-Person Hearing

Where a Hearing Panel orders that an appeal be dealt with solely on the basis of written material submitted by the parties, each Party has the option of delivering a final written argument with regard to why the appeal should be allowed or denied. A Party’s final written argument may not raise new grounds of appeal or introduce new evidence that has not been referred to in the Notice of Appeal, Response or Reply. A Party’s final written argument must be delivered to the University Secretary within five (5) business of the Hearing Panel’s order.

8.0 PRE-HEARING CONFERENCE
(a) After all the documentation has been received and distributed to the Hearing Panel, the Chair of a Hearing Panel shall convene a pre-hearing conference of the Parties and the Hearing Panel. The purposes of a pre-hearing conference are to:

(i) discuss whether the Parties are willing to explore the resolution of the appeal by mediation prior to a hearing;

(ii) explore with the Parties and decide whether the matter can proceed solely on the basis of the written materials submitted, or whether an in-person hearing is warranted in the circumstances;

(iii) if the matter is to proceed based on written materials, discuss whether an agreed statement of facts can be considered or if any further written materials are to be submitted;

(iv) if the matter is to proceed as an in-person hearing, identify the names of witnesses that will be called by the Parties at an in-person hearing;

(v) if the matter is to proceed as an in-person hearing, make a determination of the time that will likely be required by each Party to present its evidence at an in-person hearing;

(vi) identify the salient issues that each Party intends to argue at an in-person hearing, or that the Hearing Panel should focus on in the written materials; and

(vii) discuss any matter that may assist in expediting the hearing of the appeal.

(b) Synoptic minutes of the pre-hearing conference which record the expectations of the Hearing Panel with regard to the conduct of the appeal shall be made and distributed to the Parties.

(c) At a pre-hearing conference, the Hearing Panel may make any order that will assist with the expeditious hearing of the appeal.

9.0 “IN-PERSON” HEARINGS

9.1 Date, Time and Place of Hearing

The University Secretary, after consulting the availability of the members of the Hearing Panel, the Parties and their advocates including legal counsel, if any, shall set the date, time and place for a hearing and send a Notice of Hearing to the Parties and the members of the Hearing Panel. Unless all of the Parties agree to a shortened period of notice, there must be at least five (5) business days between the date when the University Secretary sends the Notice of Hearing to the Parties and the date set for the commencement of a hearing.

9.2 In Camera Hearing and Confidentiality
All in-person hearings shall be held in camera and the proceedings are confidential to the Parties and the members of the Hearing Panel.

9.3 Presence of Parties and Witnesses During Hearing

(a) Parties are entitled to be present throughout a hearing. Where the Respondent is a faculty or other body, the Respondent is entitled to have a representative present throughout the hearing regardless of whether the representative may be a witness at the hearing.

(b) With regard to witnesses who are not Parties as described above, a Hearing Panel may order that witnesses who have not yet given testimony not be permitted to enter the hearing room until they are called as a witness. Such an order may be appropriate where the Hearing Panel concludes that if witnesses are permitted to hear the testimony of earlier witnesses, some witnesses may be inclined to present their testimony in a manner that is consistent with that of earlier witnesses.

9.4 Documents

(a) In advance of the hearing, the University Secretary will present a binder of documents (hereinafter referred to as a “Documents Binder”) to each Party and to the Hearing Panel that includes:

(i) a list of documents that includes the Appellant’s Notice of Appeal and all attached documents, and the Respondent’s Response or Reply and attached documents, as the case may be; and

(ii) copies of any additional documents that each Party intends to present as evidence.

(b) Where a Party wishes to introduce a document that has not been included or listed in the Documents Binder, the document may not be received as evidence unless:

(i) the Party could not reasonably have anticipated based on the Notice of Appeal, the Response and the Reply that the document would be relevant to the appeal; or

(ii) the Party could not, with reasonable diligence, have discovered the existence of the document.

Notwithstanding the absence of either of these factors, the Hearing Panel may, when it is satisfied that principles of fairness and natural justice favour the reception of the document, permit the document to be received into evidence. Where the Hearing Panel decides to permit a document to be received into evidence in these circumstances, the other Party is entitled, upon request, to an adjournment of the hearing for a sufficient period to enable the Party to consider and respond to the document.
9.5 Order of Witnesses, Questioning and Final Submissions

A hearing will proceed in the following manner:

(a) The Chair of the Hearing Panel invites the Appellant to make a brief opening statement (not exceeding 10 minutes) that outlines the issues in the appeal from the Appellant’s perspective.

(b) The Chair invites the Appellant to present evidence that is relevant to the issues in the appeal. Witnesses who are called by the Appellant, will be questioned in the following order:

(i) the Appellant may address questions to the witness;
(ii) the Respondent may address questions to the witness;
(iii) the Appellant may address further questions to the witness that are limited to matters that have been raised for the first time in questions by the Respondent; and
(iv) members of the Hearing Panel may address questions to the witness.

(c) After the Appellant has completed the presentation of the Appellant’s evidence, the Chair invites the Respondent to make a brief opening statement (not exceeding 10 minutes) that outlines the issues in the appeal from the Respondent’s perspective.

(d) The Chair invites the Respondent to present evidence that is relevant to the issues in the appeal. Witnesses who are called by the Respondent will be questioned in the following order:

(i) the Respondent may address questions to the witness;
(ii) the Appellant may address questions to the witness;
(iii) the Respondent may address further questions to the witness that are limited to matters that have been raised for the first time in questions by the Appellant; and
(iv) members of the Hearing Panels may address questions to the witness.
(e) The questioning of witnesses is subject to the direction of the Chair of the Hearing Panel. The Chair of a Hearing Panel may refuse to permit a question to be answered by a witness when:

(i) the question is not relevant to an issue in the appeal;

(ii) the witness has already answered the question or a similar question that has been addressed to the witness by the Party asking the question;

(iii) the question requests the witness to divulge information or communications that are privileged, confidential or protected from disclosure by the Freedom of Information and Protection of Privacy Act; or

(iv) the Party asking the question is badgering the witness.

(f) After Parties have presented their evidence, the Hearing Panel may invite other persons to attend the hearing and give evidence to the Hearing Panel. Such an invitation should only be made when:

(i) the Hearing Panel believes that the evidence introduced by the Parties is insufficient to enable the Hearing Panel to make a decision; and

(ii) the Hearing Panel has given the Parties notice of its intention to invite other witnesses and has given the Parties an opportunity to make representations to the Hearing Panel about the proposed invitation.

(g) The Chair will invite the Appellant to make a final submission (normally limited to 20 minutes) with regard to the disposition of the appeal.

(h) The Chair will invite the Respondent to make a final submission (normally limited to 25 minutes) with regard to the disposition of the appeal.

(i) The Chair will invite the Appellant to respond (normally limited to five minutes) to the Respondent’s submission.

9.6 Admissibility of and Weight Attributed to Evidence

Only evidence that is relevant to issues that are identified in the Notice of Appeal, the Respondent’s Response and the Reply are admissible. The Chair of the Hearing Panel shall determine on behalf of the Hearing Panel whether evidence is admissible. The Hearing Panel shall decide how much weight, if any, should be given to evidence that is admitted.

9.7 Written Submissions
(a) At the conclusion of a hearing, the Hearing Panel may request the parties to make written submissions instead of or in addition to oral submissions. Where the parties are requested to make written submissions, the submissions must be filed with the University Secretary within five (5) business days after the last day of the hearing.

(b) The University Secretary shall send a copy of each written submission to the members of the Hearing Panel and the other Party.

9.8 Recording of the Hearing of an Appeal

Except with the express permission of the Hearing Panel, no audio or video recording may be made of a hearing. Parties and members of the Hearing Panel members with disabilities who need accommodation will be permitted to use electronic and other aids to assist them.

9.9 Adjournments

The Hearing Panel may adjourn a hearing at any time and order the hearing to be resumed at a specified date and time or at a date and time for which notice is to be given to the Parties by the University Secretary.

9.10 Failure of a Party to Attend a Scheduled Hearing

If a Party fails to attend a scheduled hearing, where the Party was given reasonable notice of the hearing or resumption of an adjourned hearing, the Hearing Panel may order the hearing to proceed in the absence of the Party or the Hearing Panel may:

(a) where the Appellant is the Party who has failed to attend, dismiss the appeal;

(b) where the Respondent is the Party that has failed to attend, grant the remedy or relief requested by the Appellant against that Respondent.

10.0 REPRESENTATION

A Party may act in person or be represented by an advocate or legal counsel at any stage of an appeal.

11.0 ACCESS OF PARTIES TO WRITTEN MATERIAL

One of the objectives of the Procedural Guidelines is to ensure that each Party has access to all documents that are relevant to the issues in the Appeal. To the extent that a Party has not otherwise been provided with a copy of a relevant document that is in the possession of the University, a Hearing Panel may request that the appropriate University official provide the Party with a copy of a document or access to a document. Such a request shall not be made where the document is a confidential or privileged document, or is a document that must not be produced under the Freedom of Information and Protection of Privacy Act.
12.0 **FAILURE TO COMPLY WITH PROCEDURAL GUIDELINES OR HEARING PANEL ORDER**

Where a Party fails to comply with the Procedural Guidelines or an order of a Hearing Panel, the Hearing Panel may, after providing reasonable notice to the Party of the consequences of a failure to comply:

(a) dismiss the appeal where the default is on the part of the Appellant; or
(b) allow the appeal where the default is on the part of the Respondent.

13.0 **MEMBER OF A HEARING PANEL UNABLE TO CONTINUE**

Where a member of a Hearing Panel withdraws or is unable to serve because of a conflict of interest or other reason the remaining members of the Hearing Panel may continue and complete the hearing of the appeal provided that the Hearing Panel has a minimum of three (3) members. If the number of hearing panel members is fewer than three (3), the Chair will determine, depending on the circumstances and the stage of the appeal, whether it is necessary to dissolve the Hearing Panel and for the University Secretary to create a new Hearing Panel.

14.0 **DECISION OF HEARING PANEL**

14.1 **Basis of Decision**

In coming to its decision, a Hearing Panel shall limit its consideration to:

(a) The Notice of Appeal, Response and Reply and other documentation provided to the Hearing Panel by the Parties during the hearing process;
(b) Testimony and other evidence submitted to the Hearing Panel by the Parties during the hearing process if there was an in-person hearing; and
(c) The calendar, academic regulations, University Policies or policies approved by a Faculty or Department.

14.2 **Initial Pro Forma Motion**

After the Hearing Panel has considered the appeal, the first *pro forma* motion upon which the Chair shall call for a vote is a motion that:

“The appeal be allowed.”

If a majority of the members of the Hearing Panel vote in favour of the motion, the Chair shall declare the motion adopted. The Hearing Panel will then proceed to consider any orders or recommendations that may be necessary to implement the Hearing Panel’s decision to allow the appeal.

14.3 **Orders and Recommendations that a Hearing Panel May Make**
(a) A Hearing Panel may:

(i) Allow an appeal, and

(1) where the appeal relates to a decision or action, refer the subject matter of the appeal back to the Respondent or other appropriate person or body for review or reconsideration in accordance with the reasons of the Hearing Panel;

(2) where the appeal relates to the treatment of the Appellant, refer such treatment with recommendations for redress to the Respondent or other appropriate person or body who or which has authority over the Respondent; or

(3) make any decision that the Senate could make with regard to the subject matter of the appeal;

(ii) Dismiss the appeal; or

(iii) Dismiss the appeal and make recommendations to the Respondent or other appropriate person or body.

(b) Normally, the Hearing Panel should not substitute its judgement with regard to academic matters in place of the judgement of the Respondent or body whose decision or action is the subject of the appeal.

(c) The reasons of the Hearing Panel may contain recommendations with regard to:

(i) The process by which the matter should be reviewed or reconsidered; and

(ii) The factors that either should or should not be taken into account upon the review or reconsideration of the matter.

14.5 Notification of Hearing Panel’s Decision Prior to Reasons

A Hearing Panel may notify the University Secretary of the Hearing Panel’s decision with regard to an appeal and subsequently deliver the Hearing Panel’s written reasons. The University Secretary shall communicate the decision and the written reasons to the Parties.

14.6 Confidentiality

All deliberations of a Hearing Panel are confidential. Members of a Hearing Panel may not discuss the substance of an appeal outside hearings or meetings of the Hearing Panels.
14.7 Action Report by a Party

Where the Hearing Panel orders that a Party or another university official take an action as a result of the Hearing Panel’s final decision, the Party or the university official is required to submit a written report to the Chair of the Hearing Panel within 30-days of the decision that confirms that the action has been taken or completed.

14.8 Report of Decision

(a) The Hearing Panel shall provide reasons for its decision in a written report that is signed by the members of the Hearing Panel who agree with the decision.

(b) Where the decision of the Hearing Panel is not unanimous, a member of the Hearing Panel who does not agree with the majority shall provide written reasons for her or his dissent.

(c) The decision together with any dissenting reasons shall be delivered to the University Secretary who shall provide copies to the Parties.

Approved by Senate April 3, 2009
Revised October 7, 2011
At its meeting on October 30, 2013, the Senate Committee on University Budget reviewed proposed changes to the committee’s terms of reference (attached). After discussion, the committee approved the following motion:

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

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

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

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

**Recommended motion**

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

The Committee shall:

1. Meet with and assist the President in the preparation of the University Budget by meeting senior administrators (e.g., Vice-Presidents, Deans), reviewing budgetary issues with them and submitting recommendations to the President prior to the establishment of the annual budget.

2. Receive copies of the final university budget, provide comments to the Vice-President, Finance and Operations, and report to the Senate.

3. Recommend on consultative procedures for input by faculty and staff on the setting of the university budget.

4. Review funding issues related to academic and administrative units, both as referred to the committee by Senate and at the initiative of the committee and to report to Senate from time to time on such reviews.

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

Composition

- President or nominee (ex officio, voting)
- 7 faculty members (at least 2 of whom shall be members of Senate) (voting)
- 1 Student Senator (voting)
- 1 convocation member of Senate (voting)

Total membership – 10 (10 voting members)

The secretary of the committee is the Associate University Secretary.

Note on Membership:
Not all faculty members of the Senate Committee on the University Budget need be at the same time members of Senate, with the exception of the Chair of the Committee.

Revised November 6, 1991
Revised March 1, 2000
Senator Committee on Honorary Degrees

Date: November 15, 2013

To: Senate Committee on Agenda and Governance

From: Senate Committee on Honorary Degrees and Other Forms of Recognition

Re: Revisions to the Terms of Reference for the Senate Committee on Honorary Degrees and Other Forms of Recognition

At its meeting on October 7, 2013, the Senate Committee on Honorary Degrees and Other Forms of Recognition reviewed proposed changes to the committee’s terms of reference (attached). After discussion, the committee approved the following motion:

That the Senate Committee on Honorary Degrees and Other Forms of Recognition approve, and recommend to Senate Committee on Agenda and Governance that it approve, the revised terms of reference for the Senate Committee on Honorary Degrees and Other Forms of Recognition.

Respectfully submitted,

2013/14 Senate Committee on Honorary Degrees and Other Forms of Recognition
Murray Farmer, Chancellor (Chair)
Sikata Banerjee, Humanities
Gillian Calder, Law
Jamie Cassels, President and Vice- Chancellor
Ian Case, Director, Ceremonies and Events
Nadia Hamdon, Student Senator
Evert Lindquist, Human and Social Development
Kathy Sanford, Education
John Walsh, Graduate Studies
Richard Wolfe, Business
Carrie Andersen (Secretary)
Until now, the terms of reference of the Senate standing committees have been revised and presented to Senate for approval on a needs basis. Due to the ad hoc nature of those revisions over the past years, some of the Senate committee terms of reference are not consistent in their language, structure and format. Over the summer my office has worked to revise the terms of reference for each committee in order to standardize the language, structure and format, where appropriate. The revised terms of reference are attached for consideration and approval by the committee. Once approved by the committee, the revised terms of reference will be submitted to the Senate Committee on Agenda and Governance for approval and recommendation to Senate.

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

- The addition of a statement that meetings of Senate standing committees are normally closed.
- The addition of voting status of all committee members to the membership list.

**Recommended motion**

*THAT the Senate Committee on Honorary Degrees and Other Forms of Recognition approve, and recommend to Senate Committee on Agenda and Governance that it approve, the revised terms of reference for the Senate Committee on Honorary Degrees and Other Forms of Recognition.*
SENATE COMMITTEE ON HONORARY DEGREES AND OTHER FORMS OF RECOGNITION

TERMS OF REFERENCE

The Committee shall:

1. Recommend to the Senate candidates for honorary degrees;
2. Recommend to the Senate additions to the convocation roll;
3. Recommend to the Senate changes to the criteria and qualifications for candidates for honorary degrees or for candidates for addition to the convocation roll; and
4. Make recommendations to the Senate on any other matters concerning forms of recognition which the Senate may refer to the Committee.

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

**Composition**

- the Chancellor, Chair (*ex officio*, voting)
- the President or nominee (*ex officio*, voting)
- 6 faculty members, at least 2 of whom must be members of Senate (voting)
- 1 Alumni Association representative (voting)
- 1 student member of Senate (voting)
- Director, University Ceremonies and Events (*ex officio*, non-voting)

Total membership – 11 (10 voting)

The secretary of the committee is the Associate University Secretary.

**Criteria for the Selection of Candidates for Honorary Degrees**

1. By awarding honorary degrees, the university attempts to recognize extraordinary achievement in community, national or international service, and honour individuals whose accomplishments are of such excellence that they provide, through example, inspiration and leadership to the graduates of the university.

2. Candidates for honorary degrees must normally have an exceptional record of distinction and achievement in at least one of:
   
   a. scholarship,
   b. research,
   c. teaching,
   d. the creative arts,
3. The Committee may recommend a candidate for an honorary degree if that candidate’s
distinction and achievement, though not fitting the categories listed above, manifests
outstanding personal qualities that the Senate may wish to recognize and whose acceptance of
an honorary degree would bring acclaim to the university.

4. In making its recommendations, the Committee should attempt to reflect regional and cultural
diversity and the character and diversity of the university itself. For each regular convocation,
the Committee should try to recommend at least one candidate who has or had some connection
with British Columbia or the university.

5. Normally, individuals holding political office or a current appointment at the university are not
eligible for consideration for honorary degrees.

6. When the Senate decides to have a special convocation, it may establish special criteria for
candidates for honorary degrees and the number of honorary degrees to be awarded at that
special convocation.

7. On occasion, candidates for honorary degrees may be selected so as to reflect a theme that, in
the opinion of the Senate, is of importance to the university.

Approval by Senate for Conferral of Honorary Degrees

8. Recommendations of candidates for honorary degrees will be considered at the closed meetings
of the Senate.

9. The Committee will recommend to the Senate that it approve the conferral of an honorary
degree on a candidate.

10. If the Senate approves the recommendation from the Committee for conferral of an honorary
degree, the candidate will be added to a pool (list) of candidates who should be offered
honorary degrees.

10.1 If an approved candidate accepts an honorary degree, the receipt of the honorary degree
shall be scheduled at a time that is mutually convenient to the university and the
candidate, provided that it is no longer than three years after placed in the pool.

10.2 When necessary, the Committee may recommend that the Senate approve the convocation
at which a candidate is to receive an honorary degree at the same time conferral of the
honorary degree is approved.

11. A person recommended to the Senate for an honorary degree shall be placed in the pool only if
two-thirds of the Senate members present vote in favour of approving the conferral of an
honorary degree. Recommendations not meeting this requirement will automatically be
referred back to the Committee.
12. The Secretary of the Committee shall maintain the pool of the candidates the Senate has decided should be offered honorary degrees. The Committee shall regularly provide the Senate with the list of names of candidates in the pool.

13. If a candidate who has been added to the pool is not awarded an honorary degree within three years of being placed in the pool, that candidate is automatically removed from the pool unless the Senate, normally on the recommendation of the Committee, decides that the candidate should remain in the pool for up to three more years.

**Awarding of Honorary Degrees**

14. Except in unusual circumstances and only at the discretion of the Senate, a candidate for honorary degree must attend a convocation ceremony to receive the honorary degree in person.

14.1 If, after having indicated a willingness to accept an honorary degree, a candidate becomes incapacitated or dies, the honorary degree may be awarded at the discretion of the Chair of the Senate acting on behalf of the Senate.

**Procedures for Nominating Candidates for Honorary Degrees**

15. Members of convocation and members of the university community may send nominations for candidates for honorary degrees directly to the Committee; others who wish to nominate candidates must do so jointly with a member of convocation.

16. Nominations for candidates for honorary degrees should be in writing and should be sent to the Secretary of the Committee. Recommendations must include:

   a. a nomination letter including detailed specification and documentation of the candidate's distinctions and achievements;

   b. the current name and contact information of the candidate;

   c. the candidate's curriculum vitae; and

   d. two letters of support for the candidate.

**Procedures of the Committee**

17. The Secretary of the Committee shall acknowledge the receipt of each nomination of a candidate for an honorary degree in writing.

18. The deliberations of the Committee shall take place in camera and are confidential to the Committee. The Committee shall not disclose to anyone, except by making a recommendation to the Senate, what it decides about any of the nominations it receives.

19. Members of the Committee who nominate or write letters of support for candidates shall withdraw from the room when that candidate is being considered by the Committee.
20. The Committee shall use criteria approved by the Senate for selecting those nominees to recommend to the Senate.

21. Normally the Committee shall consult with the appropriate Chair, Director, or Dean if the proposed candidate is recommended on the basis of distinction in an academic area represented at the University.

22. When the Committee recommends a candidate for an honorary degree to the Senate, it shall provide Senate with the nomination information and any other information the Committee deems appropriate.

23. The Committee shall meet at least twice annually to consider nominations for honorary degrees.

Approved by Senate June 12, 1974
Revised April 1, 1981
Revised May 9, 1984
Revised January 7, 1987
Revised October 5, 1994
Revised October 7, 1998
Revised October 3, 2001
Revised January 9, 2004
Revised February 5, 2005
Revised May 6, 2011
Until now, the terms of reference of the Senate standing committees have been revised and presented to Senate for approval on a needs basis. Due to the ad hoc nature of those revisions over the past years, some of the Senate committee terms of reference are not consistent in their language, structure and format. Over the summer my office worked to revise the terms of reference for each committee in order to standardize the language, structure and format, where appropriate. The revised terms of reference are attached for consideration and approval by the committee.

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

- The addition of a reference to the proposed emergency protocol.
- The addition of a quorum for decisions made under the proposed emergency protocol.
- The addition of a statement that meetings of Senate standing committees are normally closed.
- The addition of voting status of all committee members to the membership list.

**Recommended motion**

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

1. The Committee will:
   a. assist the Chair of Senate in preparing the agenda of the Senate meetings;
   b. ensure that the items included in the Senate agenda fall within the powers of Senate in accordance with the University Act and clearly state their purpose and intent;
   c. review the Rules to Govern the Conduct of Senate Procedures and the Rules to Govern Elections to the Board of Governors and Senate and make recommendations for their revision from time to time;
   d. deal with all matters of governance and procedures that fall within the powers and duties of Senate that may be referred to it from time to time by Senate; and
   e. make recommendations to Senate with regard to the membership, structure, terms of reference and procedures of Senate Committees and, where appropriate, any other committees requiring representation from members of Senate or faculty representation.

2. The Committee will not interfere with the rights of a Faculty, a Senate committee or a member of Senate to bring any matter to the attention of Senate that falls within the powers of Senate for information or necessary action.

3. The Committee may appoint ad hoc sub-committees consisting of Senate or non-Senate members to assist the Committee in the performance of its duties.

4. In response to an emergency which disrupts the delivery of academic programs, Senate may delegate authority to the committee for specific decision making, as documented in the Emergency Protocol for Senate Operations (see Senate Rules and Procedures, Appendix A).

5. The quorum of the Committee when it meets to discuss matters concerning the Senate agenda shall be 3 members, at least one of whom shall be a faculty member.

6. The quorum of the Committee when it meets to discuss matters of governance or procedures shall be 5 members.

7. The quorum of the Committee when it meets in accordance with the Emergency Protocol for Senate Operations shall be 3 members, not including the Vice-President Academic and Provost.

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

- 5 members of Senate who are either faculty members, a professional librarian or a continuing sessional* (voting)
- 1 student member of Senate (voting)
- 1 convocation member of Senate (voting)
- the President as Chair of Senate (ex officio, voting)
- the Vice-Chair of Senate (ex officio, voting)
- Vice-President Academic and Provost (ex officio, voting)
- University Secretary (ex officio, non-voting)

Total membership - 11 (10 voting members)

*Two members of the Committee listed in section 6 (c) from this category shall be elected to the Committee by Senate, in accordance with section 55.00 of the Senate Rules and Procedures. The other 3 members shall be appointed by Senate upon recommendation of the nominations sub-committee.

The secretary of the committee is the Associate University Secretary.

Senate Committee on Agenda and Governance Nominations Sub-committee

Procedures

1. The nominations sub-committee will meet to propose recommendations for the membership of Senate committees for consideration at the May and October meetings of Senate. All recommendations to Senate must have the consent of the nominees.

2. The nominations sub-committee will annually publicize to the Senate and the university community a list of Senate committee vacancies for the upcoming year. Nominations for the vacancies should be submitted in writing to the Chair of the nominations sub-committee committee by a specified deadline.

3. Nominations sub-committee members are urged to suggest candidates for vacancies and should not limit suggestions to candidates from their own faculty.

4. The nominations sub-committee will consider nominations received, in addition to names put forth by members of the nominations sub-committee in making its recommendations to Senate.

5. The nominations sub-committee will consider the following when preparing its recommendations to Senate:
   a. Rotation of committee members in accordance with Senate regulations and the need to provide adequate continuity;
   b. Both administrative and academic loads on individuals;
c. Desirability of spreading committee responsibilities as widely as possible throughout a faculty and across faculties; and
d. The acquainting of a new faculty members with university procedures.

6. The members of the Senate present at the May and October meetings may make further nominations for the Senate committee vacancies. Senate will elect the committee members from the list of nominees, if more than one per vacancy is received.

7. The nominations sub-committee will recommend to Senate names to fill any Senate committee vacancies that arise through the year.

Nominations Sub-Committee Composition

8. The Committee will form a nominations sub-committee to recommend to Senate the membership of Senate Committees and, where appropriate, other committees requiring representation from members of Senate or faculty representation. The nominations sub-committee will be composed of the following committee members:
   - the President or nominee (*ex officio*, voting)
   - the Vice-Chair of Senate (*ex officio*, voting)
   - the student member of Senate (voting)
   - two members of the Committee who are not students, one of whom will be a member elected to the Committee by Senate and will serve as the Chair of the sub-committee (voting).

Total membership – 5 (5 voting)

The secretary of the sub-committee is the Associate University Secretary.

Student Membership on Senate Standing Committees

9. As approved by Senate on 15 April 1969, the minimum student representation on Senate committees shall be as follows:
   a. Senate Committee on Academic Standards: 2 students, including 1 graduate student and 1 undergraduate student, at least 1 of whom must be a member of Senate (the other will be nominated by the UVSS or the GSS as appropriate);
   b. Senate Committee on Admission, Re-registration and Transfer: 2 student members of Senate;
   c. Senate Committee on Agenda and Governance: 1 student member of Senate;
   d. Senate Committee on Appeals: 3 student members of Senate;
   e. Senate Committee on Awards: 1 student member of Senate;
   f. Senate Committee on Continuing Studies: 2 students, including at least 1 graduate student and 1 undergraduate student, at least 1 of whom must be a member of Senate (the other will be nominated by the UVSS or the GSS as appropriate);
g. Senate Committee on Curriculum: 1 student member of Senate from the Senate Committee on Academic Standards;

h. Senate Committee on Honorary Degrees and Other Forms of Recognition: 1 student member of Senate;

i. Senate Committee on the Library: 2 students, including 1 graduate student and 1 undergraduate student, at least 1 of whom must be a member of Senate (the other will be nominated by the UVSS or the GSS as appropriate);

j. Senate Committee on Planning: 2 students, including at least 1 graduate student and 1 undergraduate student, at least 1 of whom must be a member of Senate (the other will be nominated by the UVSS or the GSS as appropriate);

k. Senate Committee on Teaching and Learning: 5 students, including at least 1 student member of Senate, 2 undergraduate students and 1 graduate student; and

l. Senate Committee on University Budget: 1 student member of Senate.

Approved by Senate February 5, 1975
Revised May 6, 2011
SENATE COMMITTEE ON ACADEMIC STANDARDS
TERMS OF REFERENCE

The committee shall:

1. Foster and protect the overall academic standards of the university;

2. Oversee and advise Senate on those broad areas of academic standards that affect the welfare and reputation of the university, including policies on grading and academic integrity;

3. Approve, on behalf of Senate, the granting of degrees (other than honorary degrees) and report to Senate on degrees awarded;

4. Consider and, if appropriate, approve on behalf of Senate, requests for early granting of degrees and for waiver of degree requirements under exceptional circumstances and report to Senate on the disposition of such requests;

5. Consider any proposals for the rescinding of a degree and make a recommendation to Senate;

6. Advise Senate on recommendations from the Senate Committee on Admission, Re-registration and Transfer that would affect academic standards;

7. Consider proposals from other sources, inside and outside the university, that could affect academic standards;

8. Consult with the faculties on all matters considered by the committee which are of significance to the faculties; and

9. Receive annual reports from the chair on any issues arising from the annual review of the curriculum at the meeting of the Senate Committee on the Curriculum.

Senate standing and ad hoc committee meetings are normally closed and the discussions and meeting documents are considered confidential.

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

Composition:
- 12 faculty members representing the faculties and divisions (at least 2 of whom shall be senators) (voting)
- 4 students including at least 1 student member of Senate and 1 graduate student representative (voting)
- 1 convocation member of Senate (voting)
- President or nominee (ex officio, voting)
- Vice-President Academic and Provost or designate (ex officio, voting)
- Director, Cooperative Education and Career Services (ex officio, non-voting)
- Director, Graduate Admissions and Records (ex officio, non-voting)
- Registrar (ex officio, non-voting)
- Associate Registrar (ex officio, non-voting)
- Associate Dean, Academic Advising (Faculties of Science, Social Sciences, and Humanities) (ex officio, non-voting)

Total membership - 24 (19 voting members)

The secretary of the committee is the Associate University Secretary.

Approved by Senate April 6, 1983
Revised October 6, 1995
Revised May 4, 2007
Revised May 4, 2012
Revised October 4, 2013
SENATE COMMITTEE ON PLANNING
TERMS OF REFERENCE

The Committee shall:

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

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

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

Senate standing and ad hoc committee meetings are normally closed and the discussions and meeting documents are considered confidential.

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

Interaction between the Deans and committee

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

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

Composition

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

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

*the Dean will be nominated by and from the Deans for a three-year term, the nomination being sent to the Senate Committee on Agenda and Governance for approval by Senate. It is understood that a Dean may be re-appointed, if the Deans so desire.

Approved by Senate September 14, 1983
Revised September 16, 1987
Revised November 16, 1992
Revised November 3, 1994
Revised March 1, 2000
Revised February 4, 2005
Revised February 6, 2006
Revised October 5, 2007
Revised May 4, 2012
Revised October 5, 2012
Revised October 4, 2013
SENATE COMMITTEE ON AWARDS
TERMS OF REFERENCE

The committee shall:

1. Approve and recommend to Senate new or revised undergraduate and graduate student awards and the terms and conditions for those awards;

2. Consider and approve the student recipients nominated or recommended for undergraduate awards including those nominated or recommended for awards external to the university (graduate award recipients will be approved by the Faculty of Graduate Studies);

3. Request from faculty, if terms and conditions so specify, recommendations for awards;

4. Make recommendations to Senate about all university policies, procedures and regulations pertaining to student awards;

5. Liaise and maintain a close relationship with the Director of Student Awards and Financial Aid and the Faculty of Graduate Studies Scholarships Officer and, when requested, advise on the process for administering all undergraduate and graduate student awards at the university; and

6. Consider, on behalf of Senate, matters of social responsibility regarding student awards in accordance with university policy and the committee’s procedural guidelines and advise Senate with respect to any concerns relating to a particular student award.

Senate standing and ad hoc committee meetings are normally closed and the discussions and meeting documents are considered confidential.

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

Composition:

- 5 faculty members (at least 2 of whom shall be members of Senate and 1 of whom shall be from the Faculty of Graduate Studies) (voting)
- the Chair of the Faculty of Graduate Studies Graduate Awards Committee (ex officio, voting)
- 1 Alumni Association representative (voting)
- 2 students, one of whom shall be a student member of Senate and one of whom shall be a graduate student representative (voting)
- the President or nominee (ex officio, voting)
- the Registrar (ex officio, non-voting)
- the Scholarships Officer, Faculty of Graduate Studies, (ex officio, non-voting)
- the Director, Student Awards and Financial Aid (ex officio, non-voting)
Total membership - 13 members (10 voting members)

The secretary of the committee is a representative from the Department of Student Awards and Financial Aid.

Approved by Senate January 9, 1980
Revised November 6, 1996
Revised November 4, 2011
Revised October 4, 2013
SENATE COMMITTEE ON AWARDS PROCEDURAL GUIDELINES

These procedural guidelines have been established to provide guidance to the Senate Committee on Awards (the “Committee”) when considering the new or revised terms of reference for student awards.

1. The Committee approves and recommends student awards to Senate in accordance with its terms of reference and the Student Awards Policy (AC1130).

Recommendation Process for Terms of Reference of Student Awards

2. The Committee reviews proposed new and revised terms of reference for student awards that have been established by the university, or by Development and External Relations offices working in coordination with donors and relevant constituents (e.g. faculties, deans, directors, Graduate Awards Committee).

3. Merit-based awards for graduate students will be recommended to the Senate Committee on Awards by the Faculty of Graduate Studies’ Graduate Awards Committee.

4. After consideration of the proposed terms of reference for a student award, the Committee may:
   a. approve and recommend the terms of reference to Senate with no revisions;
   b. approve and recommend the terms of reference to Senate with minor revisions;
   c. refer terms of reference that require major revisions to the Donor Relations Coordinator, who will coordinate consultation with the pertinent dean(s) and donor(s) or the Graduate Awards Committee with a view to revising the terms of reference for reconsideration by the Committee; or
   d. decline to recommend the terms of reference of a student award to Senate.

Criteria for Student Awards

5. The Committee is guided by the Student Awards Policy (AC1130), which sets out the criteria for student awards.

6. In addition to the criteria set out in the Student Awards Policy (AC1130), the Committee may also consider the following:
   a. If the terms of reference for a student award include complex criteria, the Committee may request details regarding how the selection of recipients will be carried out before approving the terms of reference.
   b. Occasionally it may be desirable to approve student awards that give preference to a particular underrepresented group in the student population in an effort to address equity and diversity goals as outlined in the university’s Strategic Plan and the Policy on Human Rights, Equity and Fairness.
c. Although student awards with complex or restrictive criteria are discouraged, student awards with a very narrow academic focus may be considered when it can be demonstrated that a pool of eligible candidates can be easily identified by the university.

d. Student awards that have no geographic restrictions are encouraged.

e. Affiliation awards, which include student awards restricted to members or dependents of members of specified employee groups, unions, clubs etc., are accepted; however, the university may be unable to confirm the information provided by students regarding their application.

f. The values of endowed student awards are set by the University of Victoria Foundation. Due to fluctuations in the financial market, dollar values of endowed student awards are subject to change, and therefore award amounts should not be stated in the terms of reference of endowed student awards.

Social Responsibility Concerns

7. The Committee will consider, on behalf of Senate, matters of social responsibility regarding student awards and advise Senate with respect to any concerns relating to a particular student award.

8. If the Committee recommends to Senate a student award that causes a member of Senate or a member of the university community concern, the member may submit a request to the Secretary of Senate that the student award be referred back to the Committee. The Senate agenda and docket are available prior to meetings to members of the university community for viewing on the University Secretary’s website. If Senate passes a motion to refer the student award back to the Committee, the member shall have 10 days following the date of the Senate meeting to provide the Committee with a written statement of concern.

9. If no submission is received, the Committee may at its discretion return the student award to Senate with a recommendation that it be approved. If a written statement is submitted, the Committee will consider the nature of the social responsibility issue raised and the extent of concern among relevant university constituents. The Committee need not poll the university or carry out surveys, but will study and report on any evidence presented to it. If the student award being considered has been supported or sponsored by a donor, the Committee will consult with the External Relations division, which may request a response from the donor or sponsor to the issues raised.

10. After completion of its review the Committee will recommend to Senate one or more of the following actions:

a. acceptance of the student award;

b. recommendation to the Chair of Senate that a communication of the concern be expressed to the donor or sponsor, that further clarification of its policy be requested and/or that a letter be sent urging changes in practice if there is clear evidence that the concerns are justified;
c. removal of the student award from the list to be forwarded to the Board of 
Governors for approval accompanied by a written statement from Senate 
that the student award was not accepted.

Approved by Senate November 4, 2011
TO: Secretary of Senate  
    University Secretary’s Office  

DATE: November 20, 2013

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

RE: Awards Recommended to Senate for Approval

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

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

ENGLISH FACULTY BURSARY* (REVISED)  
One or more bursaries of $500 each are awarded to students in the Department of English taking 6.0 to 13.5 units.

KALMAN AWARD FOR INTERNATIONAL HERITAGE STUDIES* (NEW)  
One or more awards are given to full or part-time undergraduate or graduate students enrolled in the Diploma in Cultural Resource Management, the Graduate Professional Certificate in Cultural Heritage Studies or any degree program at the University of Victoria. Successful applicants must be embarking on heritage work and learning experiences in an international setting. Application forms are available from the Division of Continuing Studies and must be submitted by November 15.

BEST MASTER’S PROJECT IN COMMUNITY DEVELOPMENT SCHOLARSHIP (NEW)  
A scholarship of $500 is awarded to an outstanding graduate student in the Community Development program who is deemed to have written the best Master’s Project. Selection of the recipient will be made by the Graduate Awards Committee upon the recommendation of the School of Public Administration.

CAMERON M. HAY SCHOLARSHIP* (NEW)  
One or more scholarships are awarded to academically outstanding graduate students in Art Education in the Faculty of Education. Selection of the recipient will be made by the Graduate Awards Committee in consultation with the Department of Curriculum and Instruction.

NEENA CHAPPLE SCHOLARSHIP* (REVISED)
A scholarship is awarded to an outstanding graduate student doing research in the Centre on Aging and whose graduate thesis chair is housed at a research affiliate of the Centre on Aging. Selection of the recipient will be made by the Graduate Admissions and Awards Committee upon the recommendation of the Director of the Centre on Aging. after consultation with Centre on Aging researchers.

DR. DAVID CHUENYAN LAI SCHOLARSHIP* (REVISED)
A scholarship is awarded to an outstanding graduate student doing research in the Centre on Aging and whose graduate thesis chair is housed at a research affiliate of the Centre on Aging. Selection of the recipient will be made by the Graduate Admissions and Awards Committee upon the recommendation of the Director of the Centre on Aging. after consultation with Centre on Aging researchers.

JAMES A. & LAURETTE AGNEW MEMORIAL SCHOLARSHIP* (NEW)
One or more scholarships are awarded to outstanding graduate students doing medical research in the Division of Medical Sciences or the Faculty of Science. Selection of the recipients will be made by the Graduate Awards Committee upon the recommendation of the Dean, Faculty of Science and the Head, Division of Medical Sciences.

JOEY WEISBRODT MEMORIAL BASKETBALL AWARD* (NEW)
One or more awards are given to undergraduate or graduate students who compete on the Vikes men’s or women’s basketball teams at the University of Victoria. Eligible students must meet all CIS eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria by the Director of Athletics & Recreation in consultation with the Manager of Athletics.

Lori Nolt

2013/2014 Senate Committee on Awards
A. Lepp (Chair), L. Nolt (Secretary), P. Arora, A. Baniasadi, K. Barnes, A. Cirillo, C. Crippen, L. Charlton, B. Macy, Y. Rondeau, J. Walsh, M. Wilson, J. Wood
At its meeting of 6 November 2013, the Senate Committee on Planning discussed and approved the Proposal for Addition of Option to an Existing Program: Master in Music Performance – Emphasis in String Quartet. The following motion is recommended:

That Senate approve, and recommend to the Board of Governors that it also approve, the option of a Master in Music Performance – Emphasis in String Quartet to be offered by the School of Music.

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

Dr. Reeta Tremblay
Dr. David Boag
Dr. Catherine McGregor
Dr. Victoria Wyatt
Dr. Anne Bruce
Dr. Ann Stahl
Ms. Emily Rogers
Ms. Norah McRae
Dr. Sarah Blackstone
Ms. Jess Gelowsky (Secretary)
Proposal for Addition of Option to an Existing Program:
Master in Music in Performance – Emphasis in String Quartet

Executive Summary

1. Overview of the Organization, Mission and Academic Goals

   The School of Music at the University of Victoria educates the next generation of performers, composers, teachers, scholars, and writers on music in a supportive and collaborative environment that promotes student success and community engagement. In addition to music majors, the School offers non-majors courses in music appreciation, jazz, world music, and popular music. There are currently about 180 undergraduate music majors and 20 graduate students, and about 200 non-majors taking courses in the School of Music. The value of studying at the UVic School of Music is shown by the number of graduates who now work in professional orchestras, chamber groups, opera companies, colleges and universities, schools, and the music and technology industry.

   At the heart of the School is a unique synergy of performers, composers, scholars, educators, and students who work together to make and study music in its broadest sense. The School operates under the same pillars as the University Strategic Plan, with an emphasis on people, quality, research-based programs, and the integration of research and creative work into the learning and teaching environments.

   The core of the teaching and research mission—our academic goal—is the creation of compelling performances, music, and innovative scholarship. Research and creative activity in the School of Music encompasses a wide range of inquiry: creative work and performance, composition, musical analysis, music education, cultural history, ethnomusicology, music and literature, music and technology, and interdisciplinary studies. Our research-intensive degree programs integrate performance skills, music scholarship, pedagogy, and professional skills to prepare students for success at jobs in the music industry or scholarship-funded further training at top ranked institutions.

2. Credential to be awarded, including the level and category of the degree and the specific discipline or field of study

   Master of Music in Performance – Emphasis in String Quartet

3. Location

   School of Music, Faculty of Fine Arts
4. Academic units (Faculties, departments, or schools) offering the new program

School of Music, Faculty of Fine Arts  
Faculty of Graduate Studies

5. Anticipated program start date

Curriculum Change Effective Date: May 1, 2014  
First Intake Date: September 1, 2014

6. Anticipated completion time in years or semesters

The normal completion time is 2 years.

All master’s programs require a minimum attendance of five terms, including two Winter Sessions and at least 18 units of course credit. All requirements must be completed within five years (60 months) of the date of first registration.

7. Description of the proposed program

The MMus in Performance—Emphasis String Quartet enables degree candidates to develop and grow both as individuals and as an ensemble, and to develop quartet repertoire in preparation for a career in chamber music. During the two-year program the quartet will also hone their skills through various outreach programs and ensembles in the community.

The String Quartet emphasis reflects and contributes to the mandate and strategic plan of UVic. It enhances the “high-quality learning and research environment” of the School of Music through the “integration of research and creative endeavours into the learning and teaching environment.” The String Quartet option will enable the School of Music “to be nationally and internationally competitive in the quality of our graduate program offerings” and to “fully integrate graduate programs with the research expertise of the department” by leveraging the resources of the Lafayette String Quartet (all quoted passages from UVic Strategic Plan, A Vision for the Future: Building on Excellence).

There are five key learning outcomes for the degree that are closely aligned to the curriculum design:

1) Perform on his or her principal instrument at a professional level (MUS 540, MUS 588);
2) Perform as a String Quartet at a professional level (MUS 545Q, MUS 598Q);
3) Exercise aesthetic judgement and make artistic decisions at a professional level both as an individual and collectively as an ensemble (MUS 540, MUS 545Q, MUS 588, MUS 598Q);
4) Demonstrate an advanced knowledge of music technology and research databases, solo and chamber music literature for his/her instrument, scholarly reading comprehension, and writing techniques (MUS 503, MUS531/532/504, final examination); and
5) Communicate convincingly in speech, writing and presentation (MUS 503, MUS 531/532/504, MUS 598Q, final examination).

There is formal practica required for degree completion: MUS 588 MMus Practicum is a degree recital on the candidate’s principal instrument. This practicum requirement embeds real life learning in the form of a public concert/recital where the candidate demonstrates performance ability, professional skills of concert organization and planning, and stage presence and community engagement.

Additional opportunities for real life learning include employment as research assistants for Quartet Fest West, an intensive string quartet workshop for young artists from across Canada and abroad, and as section players for the Galiano Ensemble of Victoria.

Areas of employment for graduates and opportunities for further study:
- chamber musicians;
- orchestral musicians;
- studio teachers;
- freelance performers; and
- graduate study in Doctoral of Musical Arts programs.

Delivery methods include:
- Signature pedagogy of coached 1:1 lessons (MUS 540)
- coached ensembles (MUS 545Q, MUS 580); and
- seminars and lectures (MUS 503, 504, 531, 532).

Program strengths:
- Signature pedagogy of 1:1 private lessons;
- Integrated learning that combines research/performance-intensive training, real life performance opportunities, professional training, and seminars in music research methods, music history and/or theory;
- Inspired teaching featuring the Lafayette String Quartet;
- Civic engagement through community concerts; and
- Research-intensive learning environment with emphasis on performance and creative activity.

An overview of the level of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, and plans for admissions and transfer within the BC post-secondary education system:

Not applicable. This is not a new program; it is an addition to an existing program. There is no transfer option at the graduate level. There are no applicable regulatory or professional bodies.

Related programs in the institution or other British Columbia post-secondary institutions. Indicate rationale for duplication, if any.
None. This is a unique program within Canada. It is modelled on the prestigious quartet mentorship programs with the Cleveland String Quartet at the Eastman School of Music at the University of Rochester and The Shepherd School of Music at Rice University.

8. Institutional Contacts

Dr. Susan Lewis Hammond, Director, School of Music, 250-721-7901, sglewis@uvic.ca

Professor Eugene Dowling, Graduate Advisor, School of Music, 250-721-7926, edowling@uvic.ca

Dr. Catherine Mateer, Associate Vice-President Academic Planning, 250-721-7012, avmateer@uvic.ca
Full Program Proposal

1. Identification of program addition

1.1. Name

Master of Music in Performance
This is the name of the existing program.

Master of Music in Performance – Emphasis in String Quartet
This is the name of the option within the existing program. This is not a new program.

1.2. Location

1.3. Academic units (Faculties, departments, or schools) offering the new program (All graduate programs are offered by the Faculty of Graduate Studies.)

School of Music, Faculty of Fine Arts
Faculty of Graduate Studies

1.4. Anticipated program start date

Curriculum Change Effective Date: May 1, 2014
First Intake Date: September 1, 2014

1.5. Name, title, phone number and e-mail address of contact person(s)

Dr. Susan Lewis Hammond, Director, School of Music, 250-721-7901, sglewis@uvic.ca
Professor Eugene Dowling, Graduate Advisor, School of Music, edowling@uvic.ca

2. History and Context of the Program

The Master of Music in Performance is the core performance degree offered at the graduate level. The School of Music admits students to this program in all instruments/voice for which we have faculty specializations. These include stringed instruments, guitar, piano, woodwinds, brass instruments, voice, and percussion.

The appointment of the Lafayette String Quartet as Artists-in-Residence at the University of Victoria in 1991 transformed the string area into a research and performance powerhouse that attracts top students from Canada, the United States, and abroad. The Lafayette String Quartet is at the forefront of the field of string quartet performance. The group has established an international reputation with research expertise in the quartets of Beethoven, Schoenberg, Bartok, and the works by Canadian composers. The group is the 2010 recipient of the
Craigdarroch Award for Excellence in Artistic Expression and holds honorary doctorates from University Canada West (2009).

To date, we have admitted individual students in the instrumental areas of violin, viola, and cello, to study with members of the Lafayette String Quartet: Ann Elliot-Goldschmid, Sharon Stanis, Joanna Hood, and Pamela Highbaugh-Aloni. While individual candidates have had tremendous success in the MMus in Performance program, we have not fully leveraged the potential of the Lafayette String Quartet as mentors. The addition of a String Quartet emphasis enables us to admit an incoming string quartet to study as an ensemble under the Lafayette String Quartet. It is precisely this type of training and experience that launched the Lafayette String Quartet in the group’s formative years.

The String Quartet emphasis prepares students for advanced training and careers as
- chamber musicians;
- orchestral musicians;
- studio teachers;
- freelance performers; and
- graduate students in Doctoral of Musical Arts programs.

3. Aims, Goals and/or Objectives

3.1. Distinctive characteristics

The Master in Music Performance – Emphasis String Quartet is a distinctive program addition that builds on the faculty specialization and expertise of the Lafayette String Quartet, Artists-in-Residence at the University of Victoria. The program option will make available for the first time in Canada the possibility to mentor as a formed string quartet. This training opportunity puts the School of Music at UVic on the map with such prestigious programs as the Eastman School of Music and The Shepherd School of Music at Rice University.

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

The UVic, Faculty of Fine Arts, and School of Music strategic plans are aligned around the core pillars of quality programs, integrated learning, real life learning, and inspired teaching.

The String Quartet emphasis reflects and contributes to the mandate and strategic plan of UVic. It enhances the “high-quality learning and research environment” of the School of Music through the “integration of research and creative endeavours into the learning and teaching environment.” The String Quartet option will enable the School of Music “to be nationally and internationally competitive in the quality of our graduate program offerings” and to “fully integrate graduate programs with the research expertise of the department” by leveraging the resources of the Lafayette String Quartet (all quoted passages from UVic Strategic Plan, A Vision for the Future: Building on Excellence).
3.3. Target audience, student and labour market demand

The target audience is student string quartets, both within Canada and international. The Lafayette String Quartet has identified a network of students and educators through such programs as Quartet Fest West, an intensive string program for young musicians. The Lafayette String Quartet presents its research through performances across Canada and North America, gives guest clinics and workshops that attract students and enhance the visibility of the program. The Lafayette String Quartet has already received audition inquiries for September, 2014 admissions. There is only space for one string quartet. It is much more likely that there will be multiple string quartets of admission standards. This will be a highly competitive program.

The labour market for graduates from the MMus in Performance Emphasis String Quartet includes further training in graduate/doctoral programs in music, either as individual performers or as a quartet, regular positions in chamber groups and orchestras, studio teaching, and freelance performing. The labour market for freelance work is the most malleable and comprises everyone who is willing to pay the group/individual for live or recorded performances. The School of Music regularly receives inquiries and requests for such chamber groups already, which demonstrates a strong local and regional market. The competitive and selective nature of the admission process, whereby only one string quartet can be admitted, suggests that the group will comprise exceptional students, who will receive excellent training and mentorship to prepare them for work on a national and international scale.

4. Admission requirements (Include plans for multiple entry points if applicable.)

Multiple entry points are not applicable since the quartet will audition and be admitted as a group.

5. Areas of specialization and evidence of adequate faculty complement.
(Short faculty cv information may be found in Appendix A.)

The Lafayette String Quartet will oversee the degree emphasis and offer the specialized training required. The four members of the LSQ are Artists-in-Residence at the University of Victoria. The Lafayette String Quartet staggers periods of study leave so that two members of the quartet are always in residence and available to serve as the principal mentor to the graduate string quartet (MUS 545Q) and to fulfill faculty supervision and committee service.

6. Curriculum design (Include calendar curriculum change forms in Appendix B.)

Course Requirements

- MUS 580 Ensembles (taken once, in first year) 1.0
- MUS 540 Individual Tuition (taken both years), 1.0 2.0
- MUS 545Q Major Instrument Study
String Quartet Ensemble 4.0 (taken both years) 8.0
MUS 588 MMus Practicum 1.0
Solo recital of the student’s principal instrument
MUS 598Q Quartet Degree Recitals 1.5
Three recitals are required to fulfill this requirement.
MUS 503 Bibliography 1.5
One of the following:
MUS 531, MUS 532, or MUS 504 1.5
and a minimum of 1.5 units selected from the following
MUS 500, 501, 502, 504, 506, 507, 530, 531, 532, 533,
536, 562A, 590 (or approved undergraduate credit) 1.5
Total 18.0

Course Descriptions

Please refer to calendar curriculum change forms (Appendix B).

6.1. Schedule of course delivery

First Intake: September 2014

6.2. Delivery methods

- Signature pedagogy of coached 1:1 lessons (MUS 540)
- coached ensembles (MUS 545Q, MUS 580); and
- seminars and lectures (MUS 503, 504, 531, 532).

6.3. Linkages between the learning outcomes and the curriculum design

<table>
<thead>
<tr>
<th>LEARNING OUTCOME</th>
<th>CURRICULUM DESIGN</th>
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</thead>
<tbody>
<tr>
<td>1. Perform on his or her principal instrument at a professional level.</td>
<td>MUS 540, MUS 588</td>
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<tr>
<td>3. Exercise aesthetic judgement and make performance decisions at a professional level both as an individual and collectively as an ensemble.</td>
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</tr>
<tr>
<td>4. Demonstrate an advanced knowledge of music technology and</td>
<td>MUS 503, MUS 531/532/504,</td>
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</table>
databases, solo and chamber music literature for his/her instrument, scholarly reading comprehension, and writing techniques

5. Communicate convincingly in speech, writing and presentation

MUS 503, MUS 531/532/504, MUS 598Q

6.4. Use and purpose of practica, Co-op, or work terms

The thrust of the String Quartet emphasis is real life learning. Coached ensembles mimic real life research settings, where artistic decisions are debated, experimented with, tried out, discarded, and selected as part of the research process. The recital requirements (MUS 588, MUS 598Q) are all concerts open to the public, advertised in local and university media, and professionally recorded.

6.5. Residency requirements and anticipated times to completion

The projected completion time is 2 years.

All master’s programs require a minimum attendance of five terms, including two Winter Sessions and at least 18 units of course credit. All requirements must be completed within five years (60 months) of the date of first registration.

6.6. Policies on student evaluation, candidacy exams, and oral examinations

Recital Requirements and Final Examination

String quartets will perform three full recitals over the course of the two-year program. The first two are completed in conjunction with MUS 545Q; these recitals will be graded internally by the members of the LSQ and one additional faculty member. The third is the Degree Recital MUS 598A, which is followed by an oral examination. It will be adjudicated by the student’s Supervisory Committee, which consists of members of the LSQ and a minimum of two non-string faculty members. The oral examination is approximately one hour in duration, and takes place approximately one week after the final degree recital. Each member of the quartet will be expected to demonstrate knowledge of both the solo and chamber music literature for his/her instrument and to speak knowledgeably about the program choices over the course of study. The members of the quartet will be questioned individually and as a group. Procedures and guidelines are available from the graduate advisor.
7. Enrolment plan for the length of the program

The program takes 2 years to complete. A new string quartet will enter every two years.

<table>
<thead>
<tr>
<th>Intake</th>
<th>Ongoing Students</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
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<td>2015</td>
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<tr>
<td>2019</td>
<td>none</td>
<td>SQ-3</td>
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</table>

8. Plans for on-going program assessment and for evaluation of graduate student supervision

Program assessment is on-going in the form of regular curriculum review and review of the results of the Course Experience Survey. The String Quartet emphasis will be assessed externally as part of the Academic Program Review process. The next APR for the School of Music is in 2014.

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

The String Quartet is an addition to an existing program, the Master in Music in Performance. The majority of the coursework is the same as the regular Master in Music in Performance. The difference is that it includes String Quartet coaching in addition to lessons and recital requirements as an individual performer.

10. Evidence of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, where applicable

Note: This is not a new program.

Letters of support (none solicited)

Business plan (see Appendix F. d) for Student Financial Support Plan

Income generated (none)

Faculty appointments required (none)

Staff requirements (none)

Library requirements (none; existing program that already has sufficient library resources)

Other instructional costs (none)
Recruitment & Marketing plan: This is an addition to an existing degree. Recruitment and marketing for the string quartet emphasis will be combined with marketing plans for existing graduate programs.

Appendices (attachments)

C. Enrollment Plan
F. d) Student financial support plan
APPENDIX C. Enrollment Plan

The program takes 2 years to complete. A new string quartet will enter every two years.

<table>
<thead>
<tr>
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<th>Graduates</th>
</tr>
</thead>
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<td>SQ-2</td>
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<tr>
<td>2018</td>
<td>SQ-3</td>
<td>none</td>
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</tr>
<tr>
<td>2019</td>
<td>none</td>
<td>SQ-3</td>
<td>SQ-3</td>
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</tbody>
</table>
APPENDIX F. d) Student Financial Support Plan

FUNDING SOURCES
Graduate Fellowship from existing funding, $10 000.00
Additional Funds designated for SQ Emphasis, $20 000.00 (each of two years)

TOTAL FUNDS $30 000.00 per year for the first intake group

It is hoped that after a successful first intake funds will permanently be added to the Graduate Fellowship allocation for the School of Music earmarked for the String Quartet option. Philanthropic opportunities also exist and the Lafayette String Quartet will work closely with the Development Office to promote scholarship giving. The Faculty of Fine Arts Development Plan indicates that scholarships are a priority for such fundraising efforts.

<table>
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