The next open meeting of the Senate of the University of Victoria is scheduled for Friday, December 2, 2016 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 4, 2016 (SEN-DEC 2/16-1)

      Motion: That the minutes of the open session of the meeting of the Senate held on November 4, 2016 be approved and that the approved minutes be circulated in the usual way.

3. BUSINESS ARISING FROM THE MINUTES

4. REMARKS FROM THE CHAIR
   a. President's report
   b. University rankings
      Tony Eder, Executive Director Academic Resource Planning has been invited to attend.

5. CORRESPONDENCE
   a. Campus Planning Committee – V. Kuehne and G. Gorrill, Co-Chairs
      i. Semi-annual report (SEN-DEC 2/16-2)

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

a. Senate Committee on Admission, Re-registration and Transfer  
   – Dr. Leslee Francis Pelton, Chair

   i. 2015/2016 Annual Report **(SEN-DEC 2/16-4)**  
      INFORMATION

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

   i. Report from the Chair  
      INFORMATION

c. Senate Committee on Awards – Dr. John Walsh, Chair

   i. New and Revised Awards  
      **(SEN-DEC 2/16-5)**  
      ACTION

   **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:

   - Helen Pitt Fine Arts Scholarship (new)
   - Spiritbear Foundation Scholarship in the School of Child and  
     Youth Care (new)
   - The Stephens Family Graduate Research Awards in Organic and  
     Sustainable Food Systems (new)
   - Albert Hung Chao Hong Scholarships in International Business  
     and Entrepreneurship (revised)*
   - Barry Gough Scholarship in History (new)*
   - Constance Ann Pettit Scholarship (revised)*
   - Helen Pitt Fine Arts Bursary (new)
   - Mischa Weisz Foundation Youth in Care Cost of Living Award  
     (new)*
   - The Stephens Family Undergraduate Research Awards in Organic  
     and Sustainable Food Systems (new)
   - Scholarship Beyond Boundaries (new)*
   - Caroline Anderson-Zsolnay Women’s Basketball Award (new)
   - Freedom 55 Financial Fitness and Community Wellness Award  
     (new)

   * Administered by the University of Victoria Foundation
d. Senate Committee on Planning – Dr. Nancy Wright, Chair

i. Request for a change in name to the “Master of Social Work Foundation Program” (SEN-DEC 2/16-6)

Motion: That Senate approve the change in name of the “Non-Bachelor of Social Work Entry Master of Social Work Program” to the “Master of Social Work Foundation Program”

ii. Request to establish a Graduate Certificate in Health Terminology Standards (SEN-DEC 2/16-7)

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Graduate Certificate in Health Terminology Standards, as described in the document “Graduate Certificate in Health Terminology Standards Program Proposal”, dated October 25, 2016, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

7. PROPOSALS AND REPORTS FROM FACULTIES

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

9. OTHER BUSINESS

10. ADJOURNMENT
DRAFT MINUTES

A meeting of the Senate of the University of Victoria was held on November 4, 2016 at 3:30 p.m. in the David Strong Building, room C116.

1. APPROVAL OF THE AGENDA

   Motion: (C. Shankman/P. Kostek)
   That the agenda be approved as circulated.

   CARRIED

2. MINUTES

   a. October 7, 2016

      Motion: (R. Grant/R. St. Clair)
      That the minutes of the open session of the meeting of the Senate held on October 7, 2016 be approved and that the approved minutes be circulated in the usual way.

      CARRIED

3. BUSINESS ARISING FROM THE MINUTES

   There was none.

4. REMARKS FROM THE CHAIR

   a. President’s Report

      Prof. Cassels reported on matters at the university. He announced the appointment of an acting chair of the Board of Governors. Prof. Cassels commented on the upcoming Convocation ceremonies. He also reported on a number of awards that had been received by faculty members.

      With respect to provincial matters, Prof. Cassels reported on recent sector meetings regarding funding for universities.

      Prof. Cassels reported on a recent trip to Ottawa to discuss the proposal for a degree in Indigenous law.

5. CORRESPONDENCE

   There was none.
6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Academic Standards

i. 2015/2016 Annual Report

Dr. Dechev presented the report.

A suggestion was made to clarify the summary of the committee’s work related to the Academic Writing Requirement.

In response to a question raised regarding examination regulations, it was noted that the regulations would be reviewed on an ongoing basis and it was expected that a review would be undertaken at the end of this year. In response to a comment about resources for invigilation, Dr. Kuehne said she had spoken to the Deans in this regard.

ii. University of Victoria Grading Patterns Report Portal

Dr. Dechev presented the report.

iii. Report and Recommendations on Grading Patterns

Dr. Dechev introduced the proposal.

Members of Senate provided feedback on the proposal. A comment was made regarding the need for increased grading training for teaching assistants. Support was expressed for re-examining the grading scale. In response to questions raised, it was noted that examination of the scale by year level had been suggested. In response to a question regarding creation of a toolkit and other resources, it was noted that the committee would work with the Office of the Vice-President Academic and Provost, and others regarding implementation. Suggestions were made about how more information might be made available to instructors regarding grading trends before they submit grades. It was also noted that providing this information outside the grading cycle was important. It was agreed that providing more information to instructors, departments and faculties would be useful.

Following discussion of the proposal, it was noted that the Senate Committee on Academic Standards would continue to review grades annually through its review of the grading patterns report.

Motion: (N. Dechev/B. Smith)
That Senate approve the recommendations regarding grading patterns as outlined in the attached report entitled Report and Recommendations Regarding Grading Patterns.

CARRIED
b. Senate Committee on Agenda and Governance

i. Update on the Proposal to Extend Fall Reading Break

Dr. Lepp introduced the report and requested feedback from members of Senate regarding whether the committee should engage in consultations regarding Sunday examinations.

A comment was made regarding implications of Sunday examinations on academic accommodation requests and it was suggested the committee should consider this issue further. In response to a question about the rationale for pursuing extension of fall reading break, Dr. Lepp mentioned the submission made by the student societies regarding mental health benefits. Ms. Andersen briefly commented on some consultations undertaken by the committee with respect to such benefits. In response to a question about changing the required number of class days, Dr. Lepp said the committee was conducting its review within the current academic parameters set by Senate. Additionally, she added that reducing the number of class days was not a feasible option. It was noted that there could be significant financial and operational considerations resulting from the proposal. In response to a question about moving the dates of reading break, Dr. Lepp explained that the committee had considered this option and that no feasible alternative was available. It was suggested that during the consultation phase, all potential options should be provided so that students, faculty and others can provide feedback on preferences and priorities.

Following discussion of the proposal, there was agreement that the committee should continue with its consultations.

ii. Appointments to the 2016/2017 Senate Standing Committees

Dr. Lepp presented the nominations.

Motion: (A. Lepp/R. Hicks)
That Senate approve the appointments to the 2016/2017 Senate standing committees for the terms indicated in the attached document.

CARRIED

iii. Appointments to the Appointment Committee for the Chancellor

Dr. Lepp presented the nominations.

Motion: (A. Lepp/R. Grant)
That Senate approve the appointments of Robin Hicks and Ann-Bernice Thomas to the Appointment Committee for the Chancellor as recommended by the Senate Committee on Agenda and Governance.

CARRIED
c. Senate Committee on Awards

i. 2015/2016 Annual Report

Dr. Walsh presented the report. In response to a question, Dr. Walsh explained that there were a variety of reasons why a particular scholarship might not be awarded in a given year. In response to a further question, Ms. Lori Nolt explained that the data compiled in the report was for undergraduate awards. It was noted that it would be useful to see some information about graduate awards.

ii. New and Revised Awards

Dr. Walsh introduced the proposal.

A question was raised about eligibility for the Chair in Transgender Studies master’s and doctoral research scholarships. Dr. Devor explained that there were multiple scholarships and he described the eligibility criteria for each.

A question was raised regarding privacy considerations for recipients of the Chair in Transgender Studies master’s and doctoral research scholarships who may feel vulnerable having their names published. It was agreed that these considerations should be made in administration of the awards. It was suggested that these same considerations be considered more generally for award recipients.

In response to a question about the criteria for the Wendy M Gedney Bursary in Elementary Education, it was explained that the criteria for this bursary, as for many student awards, require some interpretation by those administering the award.

Motion: (J. Walsh/C. Shankman)
That Senate approve, and recommend to the Board of Governors that it also approve, the new and revised awards as amended, as set out in the attached document:

- Wendy M Gedney Bursary in Elementary Education (new)*
- Tevlin Gleadle Curtis Scholarship in Employment Law (new)
- Chair in Transgender Studies Doctoral Research Scholarship for Trans and Non-binary Students (new)
- Chair in Transgender Studies Master’s Degree Research Scholarship for Trans and Non-binary Students (new)
- Jeffrey Rubinoff Scholar in Art as a Source of Knowledge Travel Award (new)*
- Jeffrey Rubinoff Scholar in Art as a Source of Knowledge Bursaries (new)*
- Jeffrey Rubinoff Scholar in Art as a Source of Knowledge Fellowship (new)*
- James A Mossey (SM) Award (new)*
- Edra Ferguson Graduate Scholarship (revised)*
- Elaine Gallagher Award (new)*
d. Senate Committee on Planning

i. Request for Centre for Youth and Society extension to June 30, 2017

Dr. Wright introduced the proposal.

Motion: (J. Walsh/D. Begoray)
That Senate extend the renewal of Approved Centre Status for the Centre for Youth and Society until June 30, 2017.

CARRIED

ii. Request to disestablish the Centre for Cooperative and Community Based Economy

Dr. Wright introduced the proposal.

A comment was made regarding the process undertaken for disestablishment of the centre, which provided for retroactive approval by Senate. It was suggested that a recommendation should have been made to Senate in advance of the closure. Dr. Castle provided information regarding the circumstances leading to disestablishment of the centre and noted that information about the centre had been presented to Senate.

Motion: (R. St. Clair/L. Charlton)
That Senate approve the disestablishment of the Centre for Cooperative and Community Based Economy (CCCBe) effective immediately.

CARRIED

iii. Request for Renewal of the Centre for Addictions Research BC

Dr. Wright introduced the proposal.

Motion: (J. Aragon/M. Prendergast)
That Senate approve the renewal of Approved Centre Status for the Centre for Addictions Research BC (CARBC) for the five-year period January 1, 2017 through December 31, 2021. This recommendation is not contingent upon the suggestions in the external report relating to resources, which are advice to the Vice-President Research.

CARRIED
7. PROPOSALS AND REPORTS FROM FACULTIES

There were none.

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

a. Update on Library consultations and budgetary pressures

Dr. Kuehne introduced Mr. Bengtson, University Librarian and Ms. Lisa Petrachenko, Associate University Librarian.

Mr. Bengtson delivered a presentation on challenges and budgetary pressures facing university libraries. In particular, he commented on the pressures related to journal subscriptions. Mr. Bengtson reported on the budgetary pressures facing UVic in this regard. He reported on consultations undertaken across campus regarding this issue and encouraged members to provide feedback.

Members of Senate engaged in a discussion of the challenges facing the university, their faculties, and themselves as researchers. Both short and long term aspects of the challenges were discussed. The position of Canadian university libraries relative to their American counterparts was discussed.

b. Enrolment update

Mr. Tony Eder, Executive Director Academic Resource Planning provided an enrolment update. He reported on overall enrolment at the university, and provided details regarding undergraduate and graduate enrolment and domestic and international numbers.

In response to a question, Mr. Eder provided some information regarding the decline in graduate enrolment.

c. Policy AC1210 - Accommodation for Students on Days of Religious Observance

Dr. Kuehne introduced the proposal.

Motion: (V. Kuehne/R. St. Clair)
That Senate approve the minor wording change to the “Accommodation of Religious Observance” section of the undergraduate and graduate Calendars, effective May 2017.

AND

That Senate approve the relocation of the “Accommodation of Religious Observance” section of the undergraduate and graduate Calendars from “General University Policies” to a new heading titled “Accommodation of Religious Observance” immediately preceding “Academic Concessions”, effective May 2017.

AND
That Senate rescind the university policy AC1210 “Accommodation for Students on Days of Religious Observance”.

CARRIED

9. OTHER BUSINESS

a. Implementation of the UVic Strategic Research Plan

Dr. Castle provided a report on implementation of the Strategic Research Plan. He commented on the planning and reporting cycle and discussed how implementation was being monitored and assessed. Dr. Castle indicated how members could obtain further information.

Senate members commented on the materials and presentation provided. A suggestion was made to revise a statement on graduate funding allocation with respect to completion timelines. Dr. Castle agreed to make revisions to the statement. In response to a question, Dr. Castle provided information about connections to the Library. A suggestion to expand membership of the research chairs leadership forum was made. In response to a question regarding revision of the Intellectual Property Policy, Dr. Castle provided information about the consultation process.

b. University Orator

Dr. Eastman introduced the proposal.

Motion: (M. Prendergast/B. Smith)
That Senate appoint Dr. Lynne Van Luven as University Orator for a term from January 1, 2017 until December 31, 2019.

AND

Motion: That the Senate appoint Dr. John Archibald as Orator for a term from January 1, 2017 until December 31, 2019.

CARRIED

There being no other business the meeting was adjourned at 5:30 p.m.
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<td>Elected by the faculty members</td>
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<tr>
<td>Webber, Jeremy</td>
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<td>Dean, Faculty of Law</td>
<td>Ex officio</td>
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<tr>
<td>Wright, Bruce</td>
<td></td>
<td>Head, Division of Medical Sciences</td>
<td>By invitation</td>
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<tr>
<td>Wright, Nancy</td>
<td></td>
<td>Associate Vice-President Academic Planning</td>
<td>By invitation</td>
<td></td>
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<tr>
<td>Wyatt, Victoria</td>
<td></td>
<td>Faculty of Fine Arts</td>
<td>Elected by the faculty members</td>
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</tbody>
</table>
MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA

Effective October 7, 2016

EX OFFICIO MEMBERS - University Act: Section 35 (2) (a-f)
Chancellor: Shelagh Rogers (31/12/17)
President and Vice-Chancellor: Jamie Cassels, Chair
V.P. Academic & Provost: Valerie Kuehne
V.P. Research: David Castle
Dean, Peter B. Gustavson School of Business: Saul Klein
Dean of Education: Ralf St. Clair
Dean of Engineering: Thomas Tiedje
Dean of Continuing Studies: Maureen MacDonald
Dean of Fine Arts: Susan Lewis
Dean of Graduate Studies: David Capson
Dean of Humanities: Christopher Goto-Jones
Dean of HSD: Patricia Marc
Dean of Law: Jeremy Webber
Dean of Science: Robert Lipson
Dean of Social Sciences: Catherine Krull
University Librarian: Jonathan Bengtson

MEMBERS ELECTED BY THE FACULTIES
- Section 35 (2) (g)
BUSI: Rebecca Grant (30/6/19)
    Brock Smith (30/6/18)
EDUC: Monica Prendergast (30/6/19)
    John Walsh (30/6/17)
ENGR: Peter Driessen (30/6/19)
    Nikolai Dechev (30/6/17)
FINE: Carolyn Butler Palmer (30/6/19)
    Patricia Kostek (30/6/18)
GRAD: Sara Beam (30/6/19)
    Charlotte Schallié (30/6/17)
HSD: Lynda Gagné (30/6/19)
    Andre Kushniruk (30/6/18)
HUMS: Jason Colby (30/6/18)
    Annalee Lepp (30/6/19)
LAWF: Gillian Calder (30/6/17)
    Mark Gillen (30/6/19)
SCIE: Florin Diaconu (30/6/17)
    Diana Varela (30/6/17)
SOSC: Janni Aragon (30/6/18)
    Doug Baer (30/6/17)

MEMBERS ELECTED BY THE FACULTY MEMBERS
- Sections 35 (2) (g)
Deborah Begoray – EDUC (30/6/18)
Aaron Devor – SOSC (30/6/17)
Kathryn Gillis – SCIE (30/6/17)
Garry Gray – SOSC (30/6/19)
Helga Hallgrimsdottir – SOSC (30/6/18)
Tim Haskett – HUMS (30/6/17)
Robin Hicks – SCIE (30/6/18)
LillAnne Jackson – ENGR (30/6/17)

MEMBERS ELECTED BY THE FACULTIES (continued)

Leslee Francis Pelton – EDUC (30/6/17)
Joseph Salem – FINE (30/6/17)
Rebecca Warburton – HSD (30/6/19)
Victoria Wyatt – FINE (30/6/19)

MEMBERS ELECTED FROM THE STUDENT SOCIETIES – Section 35 (2) (h)
Dheeraj Alamchandani (ENGR) (30/6/17)
Alicia Armstrong (BUS)
Paige Bennett (SOSC)
Michelle Brown (SOSC)
Zoë-Blue Coates (HUMA)
Andrew Lemieux (GRAD)
Ben Lukenchuk (SOSC)
Samual Maroney (LAW)
Bernadette Peterson (SCIE)
Brontë Renwick-Shields (SOSC)
Cory Shankman (GRAD)
Ann-Bernice Thomas (FINE)
Susan Timayo (SOSC)
Marie Vance (GRAD)
TBA (HSD)
TBA (GRAD)

MEMBERS ELECTED BY THE CONVOCATION – Section 35 (2) (i)
Rizwan Bashir (30/06/18)
Chandra Beaveridge (30/06/18)
Lauren Charlton (30/06/18)
Peter Liddell (30/06/18)
ADDITIONAL MEMBERS - Section 35 (2) (k)
Head, Division of Medical Sciences: Bruce Wright
Member elected by the Professional Librarians: John Durno (30/06/18)
Continuing Sessional: Alicia Ulysses (30/06/17)

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

BY INVITATION - Seated with specified speaking rights
Assoc. V.P. Student Affairs: Jim Dunsdon
Assoc. V.P. Academic Planning: Nancy Wright
Registrar: Nicole Greengoe
Associate University Secretary: Carrie Andersen
MEMO

Date: November 10, 2016

To: Julia Eastman
University Secretary

From: Valerie Kuehne, 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 2, 2016 meeting.

Valerie Kuehne
Vice-President, Academic and Provost

Gayle Gorrill
Vice-President, Finance and Operations
Since the last semi-annual report in the spring, the Campus Planning Committee (CPC) has set an initial list of priorities for the implementation of the Campus Plan and has advanced planning for two new capital projects on campus.

1.0 Campus Plan Implementation

The updated Campus Plan was finalized in January 2016. It plays a key role in supporting the university’s academic priorities and commitments to sustainability and provides a framework for decision making on all matters relating to land use and the physical development of the campus.

The Plan was informed by an extensive process of engagement with students, faculty, staff and the broader community which shaped a new vision, goals and principles. Together they provide the foundation for a set of detailed policy directions and implementation actions.

The Campus Planning Committee at its November 7th meeting reviewed the Plan’s Implementation Strategy. It includes 19 separate actions and studies, under the frameworks of Open Space, Land Use and Built Form, Mobility and Engagement, to bring the Plan vision, goals, big moves and policy directions to life over a planning horizon of 10 years into the future.

Open Space
1. Grand Promenade Design Strategy for the Quad and its east – west connections
2. Athletics Precinct Study and Gabriola Road linkages
3. University Drive Gateway Study
4. Natural Areas and Grounds Management Plan
5. Public Realm Improvement Plan
6. Campus Community Gardens Letter of Understanding (completed in June)
7. Storm Water Management Plan Update

Land Use and Built Form
8. Building Design Guidelines
9. Outlying Lands - Master Plans for Queenswood, Cedar Hill Corner and the Ian Stewart Complex
10. Energy Master Plan Update

Mobility
11. Universal Accessibility and Barrier Free Design Plan
12. Cycling Master Plan
13. Ring Road Study
14. Ongoing Transportation Planning and Transportation Demand Management (TDM)
15. Cross-jurisdictional Collaboration with BC Transit, the municipalities and the region

Engagement
16. Engagement with the Campus and the broader community
17. Work with municipalities and harmonize zoning
18. Monitoring and biannual progress reports on the Plan
19. Campus Plan review in 10 years

In addition, the Committee considered possible linkages with three other institutional plans, the Strategic Research Plan 2016 – 2021, the International Plan 2017 – 2022 and the draft Indigenous Plan, that have recently been completed or are nearing completion.
Implementation Priorities

The 19 implementation action items were discussed by the Committee. The chart below summarizes the priorities for action. They are categorized as short term (1-2 years), medium term (3 -5 years) and longer term (6 years and beyond). Others are part of ongoing programs or operational activities.

Campus Plan Implementation

Two projects, to study and advance the development of the Grand Promenade in the Quad and to prepare a campus Cycling Master Plan, were identified as short term priority items to be undertaken in the next two years.

Other actions for the medium and longer term were also outlined, along with some of the key linkages between the different projects. It was recognized that, as separate projects are undertaken, the staging of work could involve a phased approach with changes that could occur incrementally across campus over a number of years. In addition, nine of the items are of a nature that allows for them to be advanced as part of regular operational programs.

An updated Plan implementation report will be finalized in the New Year for further review by the Committee. It will assist in the consideration of budget allocations and the development of work plans for 2017 and beyond.
2.0 New Service Building for the Facilities Management Department

The site for the new service building for the Facilities Management Department is in the yard area north of the Saunders Building. The building will house a vehicle repair facility, a fabrication and welding shop as well as grounds maintenance support activities, which all currently operate out of two of the older main shop buildings.

The Campus Planning Committee at their June meeting recommended to the President that the program of requirements and the schematic design for the building be approved.

The new Service building, with its low profile, complements the look of the other adjacent buildings in the Saunders complex. It will also be a gold certified building under the Canada Green Building Council’s Leadership in Energy and Environmental Design (LEED) certification program.

On September 15th an Open House session was held to provide information to the campus community and adjacent property owners and to receive comments on the project. A number of people from campus along with three neighbourhood residents attended, with no major issues or concerns noted.

The project schedule provides for the new structure to be ready for the tender process in November with construction to commence in the New Year.

3.0 New District Energy Plant

This new building will house new energy efficient natural gas boilers that will ensure the long term reliable and cost effective operation of the campus district energy system. It will replace older
boilers on campus that are located in the Engineering Lab Wing, the Mackinnon Building and at Cadboro Commons.

The project site is located in the Oak Bay side of the campus at the south west corner of Parking Lot no. 6, which is south of the Visual Arts building and west of the Interfaith Chapel.

The Campus Planning Committee, at their June meeting, recommended the program of requirements and the schematic design for the building to the President. The building plan is for a single story wood structure, with a glass front that will highlight the boilers and its related infrastructure. It will also meet the green building LEED gold certification standard.

The key elements of the recommended schematic design are outlined in the rendering below which provides a view of the building from the north and east sides, from the parking lot and the entrance to Finnerty Gardens.
Construction of the building is scheduled to commence in the spring of 2017. In the January to March period, initial construction activity will consist of trenching through the edges of Parking lot 6 and E and the treed area south of the MacLaurin Building in order to provide for the pipe connections from the new plant to the existing district energy loop.

An Open House session on the project is scheduled for November 16th to provide information on the project to members of the campus community and the public. It will include information on the 11 trees required to be removed and the replacement tree planting plan. Updates on the displacement of parking stalls and the development approval process that is being undertaken with the District of Oak Bay will also be outlined.

Additional information on the project as well as other campus development items is available at the Campus Planning website at www.uvic.ca/campusplanning.
Working Group on Sexualized Violence Programs and Policy Development

EXECUTIVE SUMMARY
of the Interim Report and Preliminary Recommendations

September 28, 2016
Submitted by Dr. Annalee Lepp, Chair

We acknowledge and respect the Lekwungen-speaking peoples on whose traditional territories the university stands and the Songhees, Esquimalt and the W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.
Executive Summary

The University of Victoria (UVic) recognizes that sexualized violence is a significant issue both on our campus and in the wider community. A comprehensive strategy and response are therefore required. While UVic has policies and programs in the area of sexualized violence education, prevention, and support, there is no policy specifically designed to address sexualized violence.

The Working Group on Sexualized Violence Programs and Policy Development was formed in April 2016 to accomplish the following objectives:

- Conduct extensive research on sexualized violence in the post-secondary context and on existing policies at other post-secondary institutions;
- Consult widely with students, staff, and faculty across all units and with relevant community groups;
- Develop a comprehensive policy and action framework that covers students, staff, faculty, and visitors.

The Working Group is now halfway through its process and this report provides an update on its progress and observations thus far. To date, 80 in-person consultations have been held or are scheduled with campus and community groups and 14 written submissions have been received. The Working Group has also conducted research on UVic policies, educational and prevention programs, supports and resources available to survivors, and the investigation and adjudication process, as well as policies on sexualized violence at other universities.

Every effort to address sexualized violence should be grounded in the understanding that each person’s experience, whether that of faculty, staff, or students, will be affected by many factors (sex, gender identity and expression, sexual identity, Indigenous, racial, or ethnic background, language barriers, ability, faith, age, socio-economic status, as well as their position within university structures, hierarchies, and power relations). Sexualized violence does not exist or operate in a vacuum. Acts of sexualized violence can also be acts of colonial violence, racism, sexism, classism, ableism, homophobia, and/or transphobia. The Working Group has identified three broad categories for a comprehensive sexualized violence policy framework:

1. Education and Prevention
The Working Group found that, while education and prevention initiatives exist at UVic, the programs lack coordination and consistency of message. Therefore, the Working Group is recommending a three-phased approach to education and prevention. The new approach would be designed to communicate a consistent message about UVic’s expectations, support options, and responses to sexualized violence to all members of the university and, where possible, programming would be tailored to specific audiences.
The three phases include:

- Developing pre-arrival exercises and information;
- Continuing and enhancing on-campus orientation programs;
- Continuing and enhancing ongoing education.

The strength of the Working Group’s proposed three-phased approach is that it builds on the many active orientation and educational programs available at UVic. The Working Group also recommends that UVic hire a qualified Sexualized Violence Education, Prevention, and Response Coordinator whose primary responsibilities would be policy implementation.

2. Support for Survivors and Those Who Have Experienced Sexualized Violence

The Working Group is considering what meaningful and coordinated campus support may look like. While a review and inventory of on-campus support options is forthcoming, the following observations have emerged from the research and consultations thus far:

- Given that any UVic member could potentially receive a sexualized violence disclosure, the dissemination of information that is trauma-informed is required;
- The immediate and longer-term needs of every survivor or person who has experienced sexualized violence are unique and hence the pathway through their support options will also be distinctive;
- UVic’s approach to the provision of support should ensure that there is a clear separation between those providing support and those conducting the investigation.

3. Investigation and Adjudication

A Working Group subcommittee, the Technical Policy Subcommittee, is tasked with developing policy and procedural options that address the need for transparent, fair and accountable investigation and adjudication procedures, which are clearly explained to students, staff, and faculty. The Subcommittee has begun to identify the scope of the policy, adjudication options, confidentiality provisions, interim measures, and potential sanctions and remedies. This work includes consideration of how the sexualized violence policy intersects with other university policies, collective agreements, and criminal processes.

The Working Group welcomes written or in-person input on this interim report and on the direction of its work as we enter the final two months of the first phase of consultations. If you wish to provide feedback, please contact Nadine Burns, Administrative Support, at svpadmin@uvic.ca to arrange an in-person consultation, or fill out the on-line consultation form available at http://uvic.fluidsurveys.com/s/SVPReview/.

The full Interim Report can be found at the following link: http://www.uvic.ca/info/sexualizedviolencepolicy/report/index.php
SEPTEMBER 1, 2015 - AUGUST 31, 2016

The Senate Committee on Admission, Re-Registration and Transfer consisted of:

Dr. Kenneth Stewart (Economics) (Chair) Sept 1, 2015 – June 30, 2016
Dr. Tim Haskett (Representative to the BC Council on ATAC, ex-o)
Ms. Leslee Francis Pelton (Curriculum & Instruction) Chair July 1, 2016 – Aug 31,
Dr. Caterina Valeo (Mechanical Engineering) Sept 1, 2015 – March 31, 2016
Dr. Ashoka Bhat (Electrical & Computer Engineering) July 1, 2016 – Aug 31, 2016
Mr. Joel Lynn (Executive Director, Student Services)
Ms. Susan Butler (CSC Academic Advisor, ex-o)
Dr. Cindy Holder (Associate Dean Academic Advising Faculties of Science, Social
Sciences and Humanities)
Mr. David O’Brien (Counselling Services, ex-o)
Ms. Lauren Charlton (Registrar ex-o) Sept 1, 2015 – Jan 31, 2016
Ms. Nicole Greengoe (Registrar ex-o) Feb 1, 2016 – Aug 31, 2016
Ms. Laurie Barnas (Associate Registrar, ex-o)
Dr. Diana Varela (on leave Jan 1, 2016 – June 30, 2016)
Dr. Real Roy Biology (Jan 1, 2016 – June 30, 2016)
Dr. Stephen Tax (on leave Jan 1, 2016 – June 30, 2016)
Dr. Joshua Ault Business (Jan 1, 2016 – June 30, 2016)
Dr. Alison Chapman (English) Jan 1, 2016 – June 30, 2016
Dr. Garry Gray (Sociology) July 1, 2016 – Aug 31, 2016
Dr. Scott Woodcock (Philosophy) July 1 – Aug 31, 2016
Julia Denley (Student Senator) Sept 1, 2015 – June 30, 2016
Kayleigh Erickson (Student Representative) Sept 1, 2015 – June 30, 2016
Bronte Renwick-Shields (Student Senator) Sept 1, 2015 – June 30, 2016
Zoe-Blue Coates (Student Senator) July 1, 2016 – Aug 31, 2016
Ann-Bernice Thomas (Student Senator) July 1, 2016 – Aug 31, 2016
Jordan Quitzau (Student Representative) July 1, 2016 – Aug 31, 2016
SEPTEMBER 1, 2015 – AUGUST 31, 2016

The Senate Committee on Admission, Re-Registration and Transfer held 16 meetings during the period September 1, 2015 to August 31, 2016 inclusive. There was a total of 62 appeals (22 from Undergraduate Admissions and 40 from Undergraduate Records) submitted by students. The results from Admissions were 17 rejected and 5 accepted; for Records, 20 rejected and 20 accepted.

The Senate Committee on Admission, Re-Registration and Transfer (SCART) also considered various items/issues. The most noteworthy are as follows:

1. A change to the Admission Requirements for Music and CSC.
2. Calendar Change Revisions for Minimum Degree Requirements.
3. Change to Probationary Status Regulations.
4. Faculty of Science-Request to Change the minimum grade requirement for Pre-calculus 12 Entry Requirement.
5. Proposed Change to the minimum grade requirement for Math Requirements for admission to the Computer Science Program.
6. Proposal to Create a Pathway for Admission to Graduate School for students with 3-year baccalaureate degrees.
7. First year Admission requirements for the Combined Major Program in Computer Science & Health Information Science Proposal.

The items above were all supported by the Committee and forwarded onto SCAS and then Senate for approval.

Another item presented to SCART was a proposal from Continuing Studies and it is as follows:

The Division is seeking a mechanism for students completing UVic non-credit certificates and diplomas to receive some form of credit at UVic should they decide to pursue an undergraduate degree. Presently, they are required to go to other institutions if they wish to have their certificates and diplomas count towards their degree.

The Committee had a lengthy discussion and in the end the Committee felt it needed more time to fully consider the proposal, and voted to table.
TO: Secretary of Senate  
University Secretary’s Office

DATE: November 3, 2016

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

RE: Awards Recommended to Senate for Approval

Lori Nolt

2016/2017 Senate Committee on Awards  
J. Walsh (Chair), S. Banerjee, C. Schallie, K. Barnes,  
H. Hallgrimsdottir, J. Wood, S. Timayo, J. Fortin, M. Runtz, A. Cirillo,  
Y. Rondeau, N. Greengoe, L. Nolt, F. Canjura

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

HELEN PITT FINE ARTS SCHOLARSHIP (NEW-GS)  
A scholarship of $1,000 is awarded to an academically outstanding Visual Arts graduate student with an emphasis in painting, sculpture, printmaking, drawing or photography. Preference will be given to students from Vernon, BC.

SPIRITBEAR FOUNDATION SCHOLARSHIP IN THE SCHOOL OF CHILD AND YOUTH CARE (NEW-GS)  
One or more scholarships are awarded to academically outstanding graduate students in the School of Child and Youth Care who are conducting research that benefits children, youth and families. Students working in early years settings, youth services, mental health and/or family
support programs are eligible. Selection of the recipients will be made by the Graduate Awards Committee upon the recommendation of the School of Child and Youth Care.

THE STEPHENS FAMILY GRADUATE RESEARCH AWARDS IN ORGANIC AND SUSTAINABLE FOOD SYSTEMS (NEW-GS)
Two graduate awards of $10,000 each will be awarded to outstanding UVic graduate students pursuing innovative research in the areas of organic food, sustainable food systems, community and agricultural development, food security, or environmental stewardship in agriculture.

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

BARRY GOUGH SCHOLARSHIP IN HISTORY* (NEW-UG)
One or more scholarships are awarded to academically outstanding undergraduate students entering 2nd or 3rd year majoring in History who have declared an interest in Imperial and/or British Columbian history.

CONSTANCE ANN PETTIT SCHOLARSHIP* (REVISED-UG)
Scholarships of at least $750 $1000 each will be awarded to academically outstanding undergraduate students entering third or fourth year in a major or honours program in the Department of French. Nominations are to be made by the Department of French.

HELEN PITT FINE ARTS BURSARY (NEW-UG)
One or more bursaries, not to exceed $5,000 in total, are awarded to Visual Arts undergraduate students, with an emphasis in painting, sculpture, printmaking, drawing, or photography. Preference will be given to students from School District 22 (Vernon, BC).

MISCHA WEIZS FOUNDATION YOUTH IN CARE COST OF LIVING AWARD* (NEW-UG)
One or more awards are given to recipients of the Youth in Care Award to offset living expenses, such as computers, books, housing, etc. (Youth in Care Award recipients are students who demonstrate financial need and who are living or have lived as youth in care in British Columbia.)
THE STEPHENS FAMILY UNDERGRADUATE RESEARCH AWARDS IN ORGANIC AND SUSTAINABLE FOOD SYSTEMS (NEW-UG)
One or more undergraduate awards of up to $5,000 in total will be awarded in the form of a research stipend, to provide the student with the resources to conduct their field research in collaboration with UBC’s Faculty of Land and Food Systems (preferred) or, if UBC is unable, with another institution/organization chosen by UVic in consultation with the Stephens Family.

SCHOLARSHIP BEYOND BOUNDARIES* (NEW-UG)
One or more scholarships are awarded to academically outstanding undergraduate honours, major, or minor students in any faculty whose academic interests are interdisciplinary in nature. Applicants will submit a description of their interdisciplinary work (i.e. honours thesis, directed studies, interdisciplinary studies, etc.), as well as a letter of recommendation from a professor to support the applicant's ability to make connections between different academic disciplines and capacity for critical thinking.

CAROLINE ANDERSON-ZSOLNAY WOMEN’S BASKETBALL AWARD (NEW-UG)
One or more awards are given to new or entering students competing on the Vikes Varsity Women’s Basketball team. Eligible students must meet all U Sports eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria by the Director of Athletics and Recreation in consultation with the Varsity Head Coach and the Manager of Athletics.

FREEDOM 55 FINANCIAL FITNESS AND COMMUNITY WELLNESS AWARD (NEW-UG/GS)
An award is given to one woman and one man 3rd or 4th year undergraduate or graduate students who are active members of a Vikes Recreation Club or Vikes Varsity team at the University of Victoria. Students must demonstrate community involvement, volunteerism or participation in a community based social improvement program. Eligible Vikes Varsity team students must also meet all U Sport eligibility requirements. Award recipients will be selected by the Director of Athletics and Recreation in consultation with the Managers of Athletics and or Recreation.
At its meeting of November 3, 2016, the Senate Committee on Planning discussed and approved the request for the change in name of the “Non-Bachelor of Social Work Entry Master of Social Work Program” to the “Master of Social Work Foundation Program”.

The following motion is recommended:

That Senate approve the change in name of the “Non-Bachelor of Social Work Entry Master of Social Work Program” to the “Master of Social Work Foundation Program”.

:hh:

Committee Membership:

Dr. Nancy Wright, Chair  Dr. Valerie S. Kuehne
Dr. Abdul Roudsari  Dr. Sang Nam
Ms. Nicole Greengoe  Dr. Graham McDonough
Dr. Stan Dosso  Dr. Victoria Wyatt
Mr. David Schostek  Dr. Anne Stahl
Dr. Reuven Gordon  Dr. Andrea Giles
Ms. Carrie Andersen  Dr. Stephen Evans
Dr. David Castle  Ms. Gillian Calder
Dr. Maureen MacDonald  Dr. Ralf St. Clair
Dr. Lisa Surridge  Ms. Paige Bennett
Dr. Merwan Engineer  Dr. Patrick Nahirney
Ms. Holly Hatch, Secretary
MEMORANDUM

To: Senate Planning Committee, University of Victoria

From: Donna Jeffery, Acting Director

Cc: Esther Sangster-Gormley, Associate Dean, Faculty of Human and social Development
    David W. Capson, Dean, Faculty of Graduate Studies

Date: Nov 1, 2016

Re: Proposal for name change of the non-Bachelor of Social Work entry to the Master of Social degree.

Purpose of the Proposal
This proposal seeks to change the name of the “non-BSW entry to the MSW degree” in the School of Social Work to “Master of Social Work Foundation Program” (MSWF).

History & Context
The School of Social Work has three program streams leading to a Master of Social Work. The streams are:
   i. Master of Social Work Advanced (MSWA);
   ii. Master of Social Work with an Indigenous Specialization (MSWI);
   iii. Master of Social Work for students with a degree but not a BSW (non-BSW MSW).

MSWA
The MSWA began in 1991 as a multi-disciplinary program in the Faculty of Human and Social Development with various faculty members teaching from the Schools of Social Work, Nursing, and Child and Youth Care. This program configuration ended in 2000 and was replaced in 2001 with a MSW program run from within the School of Social Work but continuing with ties to other Schools in HSD.
The MSWA is open to students who hold an undergraduate Social Work degree. The program consists of 15 units of course work and can be completed through a thesis or course based option.

MSWI
In 2004, the School, on the advice of its First Nations Advisory Committee, admitted a cohort of MSW students who were employed as social workers in First Nations child welfare agencies in the Cowichan Valley. New curriculum was piloted which lead to a proposal for a MSWI. The proposal was approved by the Senate at its April 4, 2008 meeting and the first group of students were admitted in May 2009.
The MSWI is open to students who work or intend to work in Indigenous settings. Like the MSWA the program consists of 15 units of course work and can be completed through a thesis or course based option.
**Non-BSW MSW**

The Non-BSW MSW was approved by senate at its May 1, 2009 meeting and had its first entry in September 2010. The program is open to students with a degree but not a Social Work degree. Students in this stream complete 16.5 units of qualifying course work that is designed to bring them up to the level of their counterparts with a BSW. Once the qualifying year is completed, students have the option to enter either the MSWA or MSWI stream leading to the degree of MSW. The non-BSW MSW has become a sought after program as it allows entry to students who have significant human service experience but lack the BSW needed to enter directly into either the MSWA or MSWI. Between 2010 and 2015, 63 students have been admitted to the program with 42 graduates to date.

**Rationale for Change**

As noted above, we are currently seeking approval to change the name of the non-BSW entry to the Master of Social Work Foundation program (MSWF). The program itself will have no changes in terms of entry requirements or course requirements.

This change is requested for several reasons:

i. A review of eight other MSW programs in Canada that have non-BSW entry points shows that none of them use the term “non-BSW” to describe this entry point. Words used are “2 Year MSW,” Pre-MSW, “Qualifying,” and “Foundation.” The most common of these descriptors is “Foundation” and we believe a move on our part to use this word will allow students to more easily recognize our program in comparison to others in Canada.

ii. The wording change dovetails well with our other two MSW programs and allows for clearer communications. We currently have the MSW Advanced (MSWA), the MSW Indigenous (MSWI), and with this change we would have the MSW Foundation (MSWF)

iii. We want to communicate that this stream is part of a student’s MSW degree. There have been some misconceptions that this is an entry level program and the label of non-BSW has on some occasions been interpreted as students with no degree and little experience.

**Implementation Plan**

If approved we plan to make the changes in the calendar effective for May 2017.

We will communicate with all current students that there has been a name change but it will not affect their program of studies.

There will be no changes needed to transcripts or CAPP reports as these already refer to the non-BSW MSW program as “Foundation.”

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

That the Senate Committee on Planning recommends that Senate approve the change in name of the “Non-Bachelor of Social Work Entry Master of Social Work Program” to the “Master of Social Work Foundation Program”.

---

**SEN-DEC 2/16-6**

Page 3 of 3
At its meeting of November 3, 2016, the Senate Committee on Planning discussed and approved the request for the establishment of a Graduate Certificate in Health Terminology Standards.

The following motion is recommended:

_That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Graduate Certificate in Health Terminology Standards, as described in the document “Graduate Certificate in Health Terminology Standards Program Proposal”, dated October 25, 2016, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval._

: hjh

Committee Membership:
Dr. Nancy Wright, Chair
Dr. Abdul Roudsari
Ms. Nicole Greengoe
Dr. Stan Dosso
Mr. David Schostek
Dr. Reuven Gordon
Ms. Carrie Andersen
Dr. David Castle
Dr. Maureen MacDonald
Dr. Lisa Surridge
Dr. Merwan Engineer
Ms. Holly Hatch, Secretary

Dr. Valerie S. Kuehne
Dr. Sang Nam
Dr. Graham McDonough
Dr. Victoria Wyatt
Dr. Anne Stahl
Dr. Andrea Giles
Dr. Stephen Evans
Ms. Gillian Calder
Dr. Ralf St. Clair
Ms. Paige Bennett
Dr. Patrick Nahirney
MEMORANDUM

Date: November 1, 2016

To: Dr. Nancy Wright; Chair, Senate Committee on Planning

From: Dr. Francis Lau; Professor, School of Health Information Science

Re: Proposed Health Terminology Standards Graduate Certificate program

I am writing on behalf of the School of Health Information Science regarding our proposed Health Terminology Standards Graduate Certificate program.

We have been asked by the Canadian Health Information Management Association and the Canadian College of Health Information Management to create a 1-year certificate program in Health Terminology Standards. With the proliferation of electronic health record systems in health care there has been an increasing demand for information technology, information management and health care professionals who are knowledgeable in the appropriate use of clinical terminologies in these electronic systems.

Over the past year our School has worked closely with the eHealth community in Canada to develop a set of health terminology competency and curriculum standards. These standards have now been adopted by the Canadian College of Health Information Management for certification purposes. Based on this curriculum we have put together a 1-year Health Terminology Standards Certificate program for information technology, information management and health care professionals wishing to seek Canadian certification in the area of health terminology standards.

For admission, individuals with a baccalaureate degree in health or information technology related fields may apply to enroll in this Certificate program on its own or as part of our Master’s Degree in Health Informatics. We are aiming for the first intake to commence in September 2017 with a target enrollment of 30 students at steady-state. For an overview of this program please refer to the Appendix. The full proposal has also been attached as a separate document for reference as needed.

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

That the Senate Committee on Planning recommends that Senate approve, subject to funding, the establishment of a proposed Health Terminology Standards Graduate Certificate program.
Appendix

A Proposed Graduate Certificate Program in Health Terminology Standards
School of Health Information Science, University of Victoria

Program Overview

The proposed Health Terminology Standards Graduate Certificate program is aimed at those working in eHealth with an interest in or a job related to health terminologies, interoperable electronic health record and/or coding and classification. The program is made up of 4 graduate level courses including an on-campus workshop for 6 units to be done in 12 months as shown below.

HINF 535 Health Information Standards (1.5 units)
HINF 536 Controlled Terminology Standards (1.5 units)
HINF 537 Health Information Exchange Standards (1.5 units)
HINF 597 Field Project in Health Informatics (1.5 units)

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<th>Sep-Dec, Winter Session</th>
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<th>May, Summer Session</th>
<th>May-Aug, Summer Session</th>
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<tr>
<td>HINF 535, online</td>
<td>HINF 536, online</td>
<td>HINF 537, on-campus and online</td>
<td>HINF 597, online</td>
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HINF 535 Health Information Standards (1.5 units) - This course is a study of health information standards deployed and used in Canada and elsewhere. The standards to be examined are controlled terminology and data exchange standards that include SNOMED CT, ICD-10-CA/CCI, LOINC, nursing terminologies, HL7V2.x, HL7V3/CDA and HIE. The topics to be addressed include the nature of health information standards, their historical evolution and the lifecycles for standards from initial development, distribution to maintenance.

HINF 536 Controlled Terminology Standards (1.5 units) - This course is a study in the adoption and management of controlled terminologies in health care organizations. Terminology adoption covers the planning, design, implementation, use, support and evaluation of terminologies in health IT applications. Terminology management covers the development, publishing, distribution and maintenance of terminology content, services and tools as organizational assets. Examples of terminologies to be covered include SNOMED CT, ICD-10-CA/CCI, LOINC, NDC/DPD/ATC/RxNorm and nursing terminologies. Prerequisite: HINF535.

HINF 537 Health Information Exchange Standards (1.5 units) - This course is a study in the use of controlled terminologies for health information exchange (HIE) in health care organizations. It covers the planning, development, implementation, use, maintenance and evaluation of HIE standards, resources and tools. Examples of HIE standards to be covered include HL7, CDA, FHIR, DICOM, templates, IHE integration profiles, clinical information models and openEHR. Prerequisite: HINF535.

HINF 597 Field Project in Health Informatics (1.5 units) - The student is required to carry out a field project within one’s area of specialization under the supervision of a faculty member. Instructor permission required.

Delivery Methods

The courses will be offered through blended delivery methods with online classes, on-campus workshops and a field project. The online classes will be offered over a 13-week period with weekly real-time web-conference sessions. The on-campus workshop will be offered over an intensive 5-day period with 3 additional weeks of online follow-up sessions. The field project will be offered over a 4-month period with weekly real-time web-conference sessions supplemented by one-on-one sessions as needed.

Admission Requirements

Applicants are required to have a baccalaureate degree in a health or information technology related field from an accredited university. Their backgrounds can include health professionals such as physicians, nurses, therapists and laboratory technologists, as well as information technology and information management professionals in the health sector. The graduate certificate program may be taken by students who are concurrently admitted to our MSc degree program in Health Informatics or by those admitted only for the certificate. Note that the certificate cannot be awarded retroactively. To be admitted, applicants must satisfy all regular admissions requirements of the UVic Faculty of Graduate Studies. In exceptional cases, those without a baccalaureate degree or equivalent but who can demonstrate significant (normally at least 15 years) relevant professional expertise or experience who wish to pursue only the certificate option may be admitted if they are recommended by the School.
Graduate Certificate in Health Terminology Standards
Program Proposal
October 25, 2016

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1. Identification of New Program

1.1 Program Name: Graduate Certificate in Health Terminology Standards
1.2 Academic Unit: School of Health Information Science, Faculty of Human & Social Development
1.3 Anticipated Start Date: September 1, 2017 or September 1, 2018
1.4 Contact Person: Francis Lau PhD, Professor, 250-472-5131, fylau@uvic.ca

2. History and Context of Program:

2.1 School History

The School of Health Information Science at the University of Victoria is the oldest and first school in Canada to offer undergraduate education in the field of health informatics.¹ Over the years, the School has expanded to include a number of graduate programs through different delivery methods in response to increasing demands for more advanced health informatics education and training. Now in its 34th year of operation, the School offers a comprehensive suite of education programs that range from BSc, MSc, joint-MSc/MN to PhD degrees. These programs provide: (a) a highly marketable set of health informatics skills for those entering the workforce for the first time; (b) the retooling of working healthcare and information technology (IT) professionals to increase their health informatics competencies; and (c) advanced training for the next generation of specialists in health informatics education, research and practice.

Thus far the School has had robust and steady enrollment in all of its undergraduate and graduate programs, despite recent increases in the number of health informatics education programs offered by other post-secondary institutions in Canada [1]. The School is known for its quality and flexible health informatics programs, which continues to be the preferred choice for those seeking a formal health informatics education. Currently the School has an enrolment of 239 students in the programs (150 undergraduate and 89 graduate students). There is also a network of 862 alumni across the country, where many are in key health informatics leadership roles and continue to support the School by employing coop students and graduates from our programs.

2.2 Context of Program

The rising demand for health informatics professionals is evident in the 2014 health human resource report on projected workforce hiring and areas of skills shortage in the next five years [2]. The key findings are that: (a) the current employment of health informatics (HI) and health information management (HIM)² professionals in the health sector is estimated at 39,900 persons; (b) in the next five years the combined growth and replacement demands will generate hiring needs of 6,200 to 12,200 persons depending on low to high health IT investment scenarios; (c) new professional roles and specialized qualifications are emerging for HI/HIM, especially those in standards, data quality and system implementation; and (d) the rapid acceleration of health IT investments in the United States is drawing on the pool of specialized and experienced HI/HIM human resources in Canada.

Anticipating a rising demand for health terminology expertise, the Canadian Health Information Management Association (CHIMA) partnered with the Canadian College of Health Information Management (CCHIM) and Canada Health Infoway³ in 2013 to develop a business case for a health terminology professional certification in Canada [3]. Drawing on an earlier health human resource report [4], the key findings are that: (a) there is a projected growth in employment between 2009 and 2014 in the occupational group for “health information management – standards” from 300 to 310-350 persons; (b) this occupational group had the highest vacancy

¹ Health informatics is about the use of health information and information technology to facilitate decision making in health
² Health information management is about managing one’s health information more traditionally known as the patient/health records
³ Canada Health Infoway is a non-profit corporation funded by the Canadian governments to accelerate the deployment of digital health solutions
rate, estimated at 23% in 2009; and (c) of the projected 310-350 employment opportunities for this occupational group alone in 2014, an estimated 110-300 of those resources would require skill broadening [3,p9].

As part of developing the business case, CHIMA conducted a survey with members of the HI/HIM community across the country to gauge their interest in a professional certification in terminologies. The results from 294 respondents showed: (a) 57.8% would consider pursuing a professional certification in terminologies to help with their current role and/or future career progression, and 31.5% were unsure; (b) 37 responses were from those in a recruiting position of which 56.4% would like to see a certification to support their recruitment needs, and 41.0% were unsure; (c) 69.2% of those in a recruiting role would consider sponsoring their staff in pursuing the certification; (d) 88.8% of recruiters anticipated their human resource needs in three years for individuals within terminology training to increase; and (e) respondents emphasized the need for flexible and distance learning opportunities [3,p10].

In summary the key recommendation from the 2014 CHIMA/CCHIM/Infoway business case report is to encourage Canadian academic institutions “to proceed with the development and launch of a professional certification in Canada for [health] terminology with educational programs being accredited by CCHIM” [3,p1-2].

2.3 Health Terminology Specialization

In the fall of 2014, CHIMA/CCHIM and Infoway established a Terminology Standards Certification (TSC) Advisory Committee with the aim to define the competencies and curricula content for the certificate program. Members of this Advisory Committee include interested educational institutions, professional associations, government agencies, healthcare organizations and the private sector. Three educational institutions are represented on this Committee – the School of Health Information Science from UVic, the University of Sherbrooke in Quebec and a private distance education company called Centre for Distance Education based in Nova Scotia. The School is represented by Professor Francis Lau, who teaches health information standards, and has made significant contributions toward drafting the TSC curricula content based on his ongoing standards work.

In December 2014, the TSC Advisory Committee released a draft curricular content report for public consultation and feedback [5]. The stated aim of the certificate program is for “individuals working in eHealth with an interest in or job related to terminologies, electronic health record (EHR) interoperability and/or coding classification. The length of the program will be dependent on its academic setting; however, it is expected that the programs will be developed with working students in mind [and last no longer than 12-18 months in length]. Program accreditation and national certification will be administered by the CCHIM.” [5,p2].

With 30+ years of experience in a broad range of educational programs and delivery methods, the School is well poised to take on a lead role to establish a professional certificate program in health terminology standards. Currently no such professional certificate program is being offered anywhere in Canada. The closest one is the Postgraduate Microprogram in Health Informatics Standards offered by the Centre for Continuing Education at Sherbrooke University in Quebec, which is aimed mostly at French-speaking residents in Quebec [6].

Our proposed Graduate Certificate Program is unique in that we plan to partner with employer organizations and industry mentors to provide students with experiential field projects in terminologies. This feature is not part of the Sherbrooke program. In addition, the School encourages qualified students to pursue an MSc degree in health informatics concurrently with the professional certificate in terminologies. As such, our program will have stronger and broader appeal to working healthcare and IT professionals across the country and abroad.
3. Aims, Goals and Objectives

3.1 Distinctive Characteristics

The Graduate Certificate in Health Terminology Standards proposed by the School will be amongst the first program in Canada being offered in a flexible format to working healthcare and IT professionals in the health sector across the country. Its goal is to provide practical knowledge and skills for those wishing to pursue or advance their careers in the specialized area of health terminology standards.

The only other related program is the Postgraduate Microprogram in Health Informatics Standards offered by Sherbrooke University to mostly French-speaking residents in Quebec. To our knowledge, the Centre for Continuing Education based on Nova Scotia, which is the private sector education company on the TSC Advisory Committee, has no resource and support available to develop a terminology certificate program in the foreseeable future. We found two other Canadian Universities that offer a course each in health information standards as part of their MSc program. These are the “Health Information Flow and Use” course at Dalhousie University and the “Data Structures and Standards” course at the University of Waterloo. Neither institution offers a program that is specialized in terminology standards as the one described in this proposal.

The situation is similar in the United States where there are individual courses on health information standards but no certificate or specialization program in terminology standards (e.g. BINF G4002 Symbolic Methods in Biomedical Informatics MSc course at Columbia University and 10x10 Terminology and Standards distance short course at the University of Utah). This finding has been confirmed by a HIM and terminology consultant from the United States that, the American Health Information Management Association (AHIMA), which is the equivalent of CHIMA in Canada, will be too busy over the next 3-5 years with the implementation of the new version of International Classification of Diseases 10th edition with Clinical Modifications (ICD-10-CM) to devote time to developing an educational program in terminology standards [7].

3.2 Anticipated Contribution to UVic, Faculty and School’s Strategic Plans

This Graduate Certificate is aligned with the School’s strategy to extend the MSc program with the introduction of specialization streams. They are to address increasing industry demand for specialization, certification and skills broadening in different health informatics areas for its existing and new health human resource workforce [2,p76-78]. Once this Graduate Certificate program is in place the School will introduce additional certificates for its other specialization streams. As such, this Graduate Certificate program will serve as a model for graduate professional certificates and/or diplomas by which the other specialization streams will be developed. The School’s effort to pursue new and innovative cost-recovery based educational opportunities is also a strategic priority for the Faculty of Human and Society Development given its current budget and resource constraints.

This Graduate Certificate is aligned with the 2012 UVic Strategic Plan [8]. The alignment to specific sections of the UVic Strategic Plan is highlighted below:

- The UVic mission to: (a) provide a high-quality learning and research environment; (b) integrating teaching, learning, research and civic engagement across the disciplines; and (c) employ our core strength to benefit our external communities- local, regionally, nationally and internationally – and promote civic engagement and global citizenship [8,p6]. The School is leveraging its health informatics expertise to address the community need for specialized knowledge and learning in terminology standards in the health sector.

- Context of changing environment for post-secondary education: As the need for higher education increases and the population ages, more and more people are seeking to upgrade their qualifications and expand their horizons, resulting in a growing demand for online education and community-based delivery of programs as well as for graduate education and lifelong learning [8,p9]. The School is the leader of online MSc education
in health informatics in Canada aimed at working healthcare and IT professionals in the health industry. The proposed Graduate Certificate is another example where the School has taken the lead in such offering.

- **Objective #18:** to increase co-op, internship and other experiential learning opportunities for UVic students [8,p29]. The School’s partnership with employer organizations and mentors in the health industry, and its experiential field project course within the program offer a unique networking and experiential learning opportunity for students pursuing the graduate professional certificate.

- **Objective #24:** to support lifelong learning by increasing continuing education opportunities for on-campus and online adult and part-time learners [8,p33]. Through this certificate program the School reaffirms its commitment in offering lifelong learning opportunities for working professionals in the health industry through innovative flexible delivery methods tailored to adult part-time learners.

- **Objective #29:** to engage the community through programs and activities that meet the mandate of the university and the needs of the community [8,p37]. The School has been actively engaged with the HI/HIM community to develop the terminology standards certification program and curricular content since its inception. This active participation ensures the proposed graduate certificate program can meet both the mandate of UVic and the needs of the HI/HIM community in Canada and abroad.

The Graduate Certificate is also closely aligned with the priorities, objectives and strategies described in the recently released UVic Strategic Research Plan [9]. The areas of alignment are highlighted below:

- **Priority #2 Enhancing the integration of research and education** - Health terminology standards represent an area where research is lacking especially in its implementation, use and impact in the healthcare system [10-11]. The School has the unique opportunity to collaborate with working HI/HIM professionals who are enrolled in the certificate program to help advance the science and practice of health terminology implementation, use and impact in Canadian healthcare organizations. This effort is consistent with the objective of providing “every student with the opportunity to become engaged in the culture and activities of a research-intensive university” through the strategy of providing “on-campus and distance-learning research learning opportunities” and working with the School “to expand opportunities for student engagement in research” identified in the UVic Plan [9,p29].

- **Priority #3 Expanding partnerships, innovation and entrepreneurship** – The School has been actively engaged in health terminology research and education initiatives for close to a decade. One example is the 2006 report commissioned by the Canadian Institute for Health Information to examine the implications of SNOMED CT as a terminology standard on the secondary uses of administrative data in Canada [12]. Another is the collaborative work with the Canadian Primary Care Sentinel Surveillance Network on an Infoway funded national project to examine the use of SNOMED CT in primary care electronic medical records [13]. The current initiative to develop a pan-Canadian health terminology standards certification curriculum is the latest example of the School’s commitment to work closely with stakeholder groups at the local, regional, national and international levels to advance terminology standards in Canada [5]. These include academic institutions, government agencies, healthcare organizations, professional associations and the private sector involved with health terminology standards. The School’s overall effort in this area is consistent with the objective of improving “institutional responsiveness to new opportunities for research partnerships and community engagement with regional, national and international partners” through the strategies of

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4 The stakeholder groups include CCHIM, CHIMA, Infoway, Canada’s Health Informatics Association, Canadian Institute for Health Information, Information Technology Association Council, Gevity Inc., Integrating Healthcare Enterprise Canada, Sherbrooke University, electronic Child Health Network, Alberta Health Services, eHealth Ontario, eHealth Manitoba, Newfoundland & Labrador Centre for Health Information, and International Health Terminology Standards Organization.
fostering “collaborative approaches to developing, conducting and implementing research and educational programs with partners” identified in the UVic Plan [9,p32].

3.3 Target Audience, Student and Labor Market Demand

The target audience are individuals who wish to specialize in the area of health terminology standards. These individuals are mostly healthcare and IT professionals already working in the health industry, although some may be from other industries (e.g. IT) wishing to switch to healthcare for the first time. Most are seeking specialization and certification as a way of retooling and/or expanding their knowledge and skills in order to take on more senior or new role in their existing organization or elsewhere.

The prospective students will be drawn from the target audience as described above. These students can be from anywhere within Canada or abroad who wish to engage in part-time online learning as adult learners in the certificate program offered by the School. Some of these students will also be pursuing their MSc degree in health informatics concurrently at the School.

As for labor market demand, the 2014 CCHIM/CHIMA/Infoway business case report showed the projected employment growth during 2009-2014 in the occupational group for HIM-standards alone will be from 300 to 310-350 persons, with 110-300 requiring skill broadening [3]. The demand has also been confirmed by 294 survey respondents within the HI/HIM community across Canada where close to 60% have expressed interest in pursuing a professional certification in terminologies. We believe this demand is higher since the increased number of health IT applications being implemented and optimized across Canada and abroad will lead to a further need in HI/HIM professionals knowledgeable in health terminologies. According to the latest health human resource outlook report [2], the hiring requirements in IT and HIM for 2014-2019 beyond those in HIM-standards are estimated at 2086-4438 persons depending on IT investment scenarios. A mere 10% of these new/replacement individuals (excluding those already working in the field) wishing to broaden their terminology skills would translate to another 209-444 potential students for the School.

4. Admission Requirements

This graduate certificate program may be taken by students who are concurrently admitted to our MSc degree program in Health Informatics or by those admitted only for the purpose of the certificate. Students who are interested in this certificate program are required to submit a separation application to indicate their intention. Note that this certificate cannot be awarded retroactively.

Applicants are required to have a baccalaureate degree in a health or information technology related field from an accredited university. Their backgrounds can include health professionals such as physicians, nurses, therapists and laboratory technologists, as well as information technology and information management professionals working in the health sector.

To be admitted, applicants must satisfy all regular admissions requirements of the UVic Faculty of Graduate Studies. In exceptional cases, those without a baccalaureate degree or equivalent but who can demonstrate significant (normally at least 15 years) relevant professional expertise or experience who wish to pursue only the certificate option may be admitted if they are recommended by the School.

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5 IT covers architecture, application implementation and support, quality assurance and testing. HIM covers data quality, information governance, health records, and coding and classifications [2, pages 52 and 56].
5. Areas of Specialization and Evidence of Adequate Faculty Complement

The area of specialization for this graduate certificate is in health terminology standards. Students enrolled in this program may focus on either the business or technical aspects of terminology standards which spans the entire standards adoption lifecycle from planning, development, implementation to ongoing maintenance.

In terms of faculty complement, Professor Francis Lau has been teaching the HINF 535 Health Information Standards Course in the School’s MSc program for the last five years. Professor Lau will also be taking on the HINF 597 Field Projects course as the instructor with the help of industry mentors and partnering stakeholder organizations. For the other two courses (HINF 536 and 537) the School has identified several PhD-trained health informatics practitioners with expertise in terminology standards who can be recruited to teach in the program. We expect their salaries to be covered by the tuition fees from the students admitted to the certificate program. Professor Lau will also provide mentorship for the instructors to ensure a high level of quality teaching and learning for students is maintained at all times. Refer to Appendix A for the CVs of the suggested faculty.

The School has conducted a review of existing graduate certificate programs that are offered at UVic in order to stay consistent with the curricular models already in place [14]. To ensure the program is meeting the business needs, the School will invite senior and experienced working professionals from within the HI/HIM community across Canada to take on a mentorship role for the students in the program. In addition, the School is partnering with a group of interested stakeholder organizations to provide the field project experience for the students where feasible.

6. Curriculum Design

6.1 Schedule of Course Delivery

The Health Terminology Standards Graduate Certificate Program is made up of four graduate level courses for a total of 6 units. The courses are usually taken in the following sequence:

- **HINF 535 Health Information Standards (1.5 units)**
- **HINF 536 Controlled Terminology Standards (1.5 units)**
- **HINF 537 Health Information Exchange Standards (1.5 units)**
- **HINF 597 Field Project in Health Informatics (1.5 units)**

A proposed model of course delivery is shown below, followed by brief description of the courses (also see Appendix B for calendar curriculum change forms). Note that these courses are only offered once each year. Therefore students are advised to follow the defined sequence to avoid delay in program completion.

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<tr>
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**HINF 535 Health Information Standards (1.5 units)** - This course is a study of health information standards deployed and used in Canada and elsewhere. The standards to be examined are controlled terminology and data exchange standards that include SNOMED CT, ICD-10-CA/CCI, LOINC, nursing terminologies, HL7V2.x, HL7V3/CDA and HIE. The topics to be addressed include the nature of health information standards, their historical evolution and the lifecycles for standards from initial development, distribution to maintenance.

**HINF 536 Controlled Terminology Standards (1.5 units)** - This course is a study in the adoption and management of controlled terminologies in health care organizations. Terminology adoption covers the planning, design, implementation, use, support and evaluation of terminologies in health IT applications. Terminology management
covers the development, publishing, distribution and maintenance of terminology content, services and tools as organizational assets. Examples of terminologies to be covered include SNOMED CT, ICD-10-CA/CCI, LOINC, NDC/DPD/ATC/RxNorm and nursing terminologies. Prerequisite: HINF535

HINF 537 Health Information Exchange Standards (1.5 units) - This course is a study in the use of controlled terminologies for health information exchange (HIE) in health care organizations. It covers the planning, development, implementation, use, maintenance and evaluation of HIE standards, resources and tools. Examples of HIE standards to be covered include HL7, CDA, FHIR, DICOM, templates, IHE integration profiles, clinical information models and openEHR. Prerequisite: HINF535

HINF 597 Field Project in Health Informatics (1.5 units) - The student is required to carry out a field project within one’s area of specialization under the supervision of a faculty member. Instructor permission required.

6.2 Delivery Methods

The courses will be offered through blended delivery methods with online classes, on-campus workshops and an individual field project. The online classes will be offered over the standard 13-week period with weekly real-time web-conference sessions. The on-campus workshop will be offered over an intensive 5-day period with 3 additional weeks of online follow-up sessions. The field project will be offered over a 4-month period with weekly real-time web-conference sessions supplemented by one-on-one sessions by arrangement.

6.3 Linkages between Learning Outcomes and Curriculum Design

The curriculum and learning outcomes for our program have been developed in accordance with the Canadian Terminology Standards Certification Program Curricular Content Draft Document that has recently been finalized by the Canadian College of Health Information Management (CCHIM). This final curricula content will be used in the accreditation of post-secondary educational institutions wishing to offer terminology standards as an area of specialization in their health sciences related disciplines.

6.4 Usage and Purpose of Practica, Co-op or Work Terms

The “HINF 597 Field Projects in Health Informatics” course will be taken last as a capstone project where the students are expected to apply the knowledge and skills acquired from the earlier courses in an experiential project within a selected area of health terminology standards.

6.5 Residency Requirements and Anticipated Times to Completion

There is no residency requirement, but students are required to attend the “HINF537 Health Information Exchange Standards” course as a 5-day on-campus workshop to fulfill the program requirements. The anticipated time to complete the program is 12 months from the date of enrolling in the first course.

6.6 Policies on Student Evaluation

In accordance with the Faculty of Graduate Studies academic regulations, students enrolled in this program must achieve a grade point average of at least 5.0 (B) for every session in which they are registered. The forms of student evaluation may include but are not limited to assignments, essays, oral or written tests, class participations, individual/group presentations, examinations and field work.

Upon the completion of this program students will be awarded the graduate certificate in health terminology standards. At that time the students may also write the certification examination that is administered
independently by the Canadian College of Health Information Management (CCHIM). If successful the students will be recognized by CCHIM as a certified health terminology specialist.

7. Enrolment Plan for Length of Program

We plan to enrol up to 26 students each year into this certificate program. In addition we anticipate 3-5 students from our MSc program will also pursue the certificate concurrently. This will bring our steady state enrolment target for those pursuing only the graduate certificate option to 26 students per year. Please refer to Appendix C for enrolment plan details and Appendix D for recruitment and marketing plan details.

8. Plans for Ongoing Assessment of Program Success

We will establish a Health Sector Advisory Board made up of leaders in the health informatics and health information management community in Canada and abroad to ensure our program is meeting the needs of the health sector in terminology standards. We will work closely with students enrolled in this certificate program to ensure our curriculum content is meeting their current and future workplace needs. We will conduct periodic surveys on our graduates to gauge the effects of this program on their employment and career outlook. We will also reach out to health sector employers to ensure this program is meeting their human resource needs.

Because this professional certificate stream is a new program area for the School, we will conduct a formal review of this program in 5 years after it is approved and offered. This will provide an opportunity for the School to adjust the curriculum and program based on feedback from the instructors, students and stakeholder organizations involved.

9. Related Programs in Your Own or Other British Columbia Post-Secondary Institutions

At the present time there is no other health terminology standards certificate program being offered by post-secondary educational institutions in British Columbia.

10. Support from Other Academic Units, Post-Secondary Institutions and Regulatory or Professional Bodies

See Appendix E for letters from support from other UVic academic units, post-secondary institutions, professional bodies for health informatics/health information management, health care and non-profit organizations, government agencies, and the private sector.
References


Appendices

A. Suggested Faculty CV's
B. Calendar Curriculum Change Forms
C. Enrolment Plan from Section 7 Above
D. Recruitment and Marketing Plan
E. Letters of Support
F. Business Plan
Appendix A – Faculty CV’s

1. Francis Lau PhD, Professor, University of Victoria
2. Dennis Lee PhD, Terminology Specialist Consultant
UVic Curriculum Vitae

Name: Francis Yin Yee LAU      Current Position: Professor
Faculty: Human and Social Development       Department/School: Health Information Science

1. Degrees and Diplomas

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<th>Year Granted</th>
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<td>Ph.D.</td>
<td>Medical Science in Medical Informatics</td>
<td>University of Alberta</td>
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<td>Dissertation “Formalized Decision Support in Cardiovascular Intensive Care”</td>
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<td>MBA</td>
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<td>University of Alberta</td>
<td>1988</td>
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<td>University of Alberta</td>
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<td>B.Sc.</td>
<td>Medical Laboratory Sciences</td>
<td>University of Alberta</td>
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2. Positions Held Prior to Appointment at University of Victoria (1990 onward)

- Assistant Professor, Dept of Accounting and MIS, Faculty of Business, U of A, 1995-2000.
- Assistant Professor (Visiting), Accounting and MIS, Faculty of Business, U of A, 1994-5.
- Lecturer, Dept of Accounting and MIS, Faculty of Business, University of Alberta, 1993-4.
- Project Manager, Kwok Consulting Group, Ltd., 1990-93.

3. Major Field(s) of Scholarly or Professional Interest

Health information system evaluation; primary care and palliative care informatics; terminology standards; clinical informatics, management information systems

4. Current Memberships and Offices Held in Learned and Professional Societies

- Member, Terminology Certificate Advisory Committee, 2015-current
- Member, TrueNTH Canada Advisory Committee, Prostate Cancer Canada 2014-current
- Member, American Medical Informatics Association, 1991 - current
- Member, COACH, Canada’s Health Informatics Association, 1988 - current
- Member, Infoway Standards Collaboratives Canada, 2004 - current

5. Scholarships, Fellowships, Honors and Awards

a. Awards

- Fellow, Canadian Academy of Health Sciences, inducted in 2014.
- eHealth Chair, CIHR Institute for Health Policy and Services Research and Canada Health Infoway. Amount $900k over 5 years; An eHealth Observatory to monitor health information system deployment in Canada; 2008-2013.
- Recipient of the Canadian Health Informatics Award - Leadership in Health Informatics. By Canadian Health Informatics Association and ITAC, 2010.
b. Current Research Initiatives

- Principal investigator. College of Pharmacists of BC Pharmaceutical Outlook Research on Special Authority ePrescribing and eEducation (PhORSEE) program. Amount $500k over 2 years. *Quality of medication communication among health professionals in community and primary care settings in BC*; 2013-16.

c. Completed Research Initiatives (Last 10 years only)

- Principal investigator. Canadian Partnership Against Cancer. Amount $1 million over 2.5 years. *Establishing a pan-Canadian hospice palliative end-of-life care surveillance team network*; 2009-11.
- Principal investigator. Canadian Institutes for Health Research Partnership in Health System Improvement. Amount $345k/3 years. Titled: *Timely access to end-of-life care*; 2007-10 (extended to Sep 2011)
• Principal investigator. Canadian Institutes for Health Research and Michael Smith Foundation for Health Research Strategic Training Programs. Amount $1.5 million/6 years. Titled: A collaborative health informatics research training program; 2002-07.
• Co-lead researcher, Canadian Institute for Health Information. Title: CIHI western provinces end-of-life study on healthcare resource usage patterns, 2005-07 (worth $300k).
• Principal investigator. BCcampus initiative, Ministry of Advanced Education BC. Amount $60k. Titled: Creating multimedia learning objects to enhance the health informatics curriculum; 2004-2006.
• Team leader, Canadian Institute for Health Information. Amount $60k. Title: Implications of SNOMED-CT adoption on secondary uses of data, May-Aug 2006.

6. Appointments at University of Victoria

• Jul09 to present, Professor, School of Health Information Science
• Sep04 to Jun09, Associate Professor, School of Health Information Science
• Jan01-Aug04, Associate Professor and Director, School of Health Information Science

7. Scholarly and Professional Achievements

a. Articles Published in Referred Journals (Last 10 years only)


Price M, Lau F. The clinical adoption meta-model: a temporal meta-model describing the clinical adoption of health information systems. BMC Medical Informatics and Decision Making 2014; 14(43), URL http://www.biomedcentral.com/1472-6947/14/43. One of 14 finalist best papers in the Clinical Information Section in 2015 IMIA Yearbook of Medical Informatics.


• Kuziemsky C, Lau F. A comparative analysis of computer based hospice palliative care datasets in Canada. *BMCPalliative Care* 2008; 7:6..


b. Books, Chapters, Monographs (Last 10 years only)


c. Other Publications and Technical/Research Reports (Last 10 years only)


• Lau F and Kirk P. Western Canada End-of-life Study Twig Component: Dying within 48 hours of Hospital Admission, Vancouver Island Health Authority - Final Report. May 2008.
• Lau F and Menec V. Co-leads. Health Care Use at the End of Life in Western Canada. Prepared in collaboration with the Canadian Institute for Health Information, Dec 2007.
8. Teaching Dossier Summary at the University of Victoria

a. Courses Taught

- HINF552 Evaluation in eHealth
- HINF535 Health Information Standards
- HINF335 Health Information Standards
- HINF503 Research Methods in Health Informatics
- HINF550 Health Information Systems Design
- HINF580 Seminars in Health Informatics
- HINF598 Research Projects in Health Informatics
- HINF230 Healthcare Organization Behavior
- HINF450 Principles of Health Information System Design
- HINF415 Patient Care Information Systems
- HINF300 Health Database Design
- HINF490 Directed Studies in Health Informatics (undergraduate)

b. Summary of Supervisory Activities

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<td>Post-doc/MD</td>
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<td>Supervisor</td>
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</table>
DENNIS LEE HON KIT, PhD

Address: 510 – 1030 Yates Street, Victoria, BC V8V 5A7, Canada
Email: dennisleehonkit@outlook.com · Phone: (250) 885-9372 · Website: analyticstoolkit.ca

Projects

- **Nova Scotia Physician’s Manual Modernisation Project: Phase II to IV**
  Consultant · Robyn Kuropatwa Limited (RKL) · September 2013 – Current
  - Develop and maintain online tools to manage physicians’ review of subsets, categorise feedback and generate reports
  - Conduct SNOMED Clinical Terms (SNOMED CT) and Current Procedural Terminology (CPT) introductory educational sessions and clinical information use with physicians
  - Develop approach to describing clinical content within the subsets
  - Develop requirements and options for implementing SNOMED CT and CPT

- **HINF 335: Health Information Standards**
  Sessional Lecturer · School of Health Information Science, University of Victoria, BC · September – December 2014
  - Taught undergraduate course on health information standards including: SNOMED CT, International Statistical Classification of Diseases and Related Health Conditions (ICD), Canadian Classification of Health Interventions (CCI), Logical Observation Identifiers Names and Codes (LOINC)

- **SNOMED Clinical Terms (SNOMED CT) Implementation Advisor Scheme (SIA)**
  Assignment Funded Participant · International Health Terminology Standards Development Organisation (IHTSDO) · February 2014 – January 2015
  - Completed SNOMED CT foundational and implementation courses
  - Co-authored SNOMED CT expression repository requirements and implementation options for exchanging post-coordinated expressions
  - Listed as SNOMED CT Implementation Advisor and on the IHTSDO website

- **Screening Tool of Older Person’s Prescriptions (STOPP) Application**
  Analyst · Social Collaboratory for Outcome Oriented Primary Care (SCOOP), University of British Columbia · February – April 2014
  - Mapped clinical diagnoses and medications identified in STOPP criteria to the International Classification of Diseases, Ninth Edition, Clinical Modification (ICD-9-CM) and the Anatomical Therapeutic Chemical Classification System (ATC) for use as decision support rules in OSCAR Electronic Medical Records (EMR) system

- **A Knowledge Translation Project on Benchmark End-of-Life Care Practices for the Elderly in Primary Care**
  Developer · eHealth Observatory, University of Victoria · November 2013 – December 2014
  - Developed eForm for Oscar EMR system for End-of-Life Module to capture encounter note, diagnoses, care plans, symptoms management, assessment tools, quality indicators and reminders
  - Developed knowledge translation website to disseminate implementation guidelines and to conduct surveys

- **SpecTRA Project: Genomics & Its Ethical, Economic, Environmental, Legal and Social (GE3LS) Aspects**
  Analyst · University of Victoria · January – April 2013
  - Cleaned and mapped free-text chief complaints from stroke guidance database to SNOMED CT for use in decision support tool

- **Canada Health Infoway Health System Use (HSU) Demonstration Project**
  Research Analyst · Canadian Primary Care Sentinel Surveillance Network (CPCSSN) · September 2012 – December 2013
  - Cleaned and mapped free-text health conditions to SNOMED CT for use in scalable tool for quality improvement in primary care
Analysed and compared Canada Health Infoway’s Health Concern Reference Sets with subset created for CPCSSN health conditions

Developed an application programming interface to enable CPCSSN’s tool to query data captured with SNOMED CT

**Virtual eHealth Benefits Evaluation Knowledge Translation**
*Technical Analyst* · eHealth Observatory, University of Victoria · April – June 2012

- Developed knowledge translation website for eHealth Observatory including user registration and management, forum, surveys, case studies, file repository and content management system

**Canadian Hospice Palliative End-of-Life Care (HPEOL) Surveillance Team Network**
*Technical Analyst* · Canadian Partnership Against Cancer · April 2009 – December 2012

- Developed Canadian HPEOL Surveillance Team Network website
- Designed data translation engine to map datasets from health authorities to common data definitions using the metadata registry (MDR) using lite-version of ISO/IEC 11179 standard
- Designed web-based information products for common data definitions, epidemiologic profiles, resource use profiles and quality profiles

**Catalog of Clinical Opportunities (COCO)**
*Analyst* · Department of Family Practice, University of British Columbia · January 2010

- Mapped the University of British Columbia family medicine problem list to SNOMED CT and the International Classification of Primary Care, Second Edition (ICPC-2) for use in a web-based application for the Family Practice Residency Program

**A Standards-based Palliative Care Information System (PCIS) for Edmonton Zone, Alberta Health Services**
*Analyst* · Alberta Health Services · August 2008 – September 2009

- Analysed current PCIS and designed specifications for enhanced PCIS (EPCIS)
- Mapped PCIS database to SNOMED CT and compiled palliative care SNOMED CT subset
- Co-authored Current PCIS, Vocabulary, EPCIS and Evaluation Reports

**Phase 2: Hospice Palliative Care End-of-Life (HPEOL) Common Data Set (CDS)**
*Analyst* · Canadian Strategy Against Cancer Control, BC/Yukon · April – July 2008

- Compiled initial harmonised HPEOL CDS
- Developed web-based repository of HPEOL CDS and online reports
- Co-authored Go-forward Planning Report and Synthesis Summary Report

**Work Experience**

**Research Analyst**
*Health Terminology Group, University of Victoria, Canada* · November 2007 – December 2013

- Maintain the University of Victoria: Health Terminology Group (UVic-HTG) website
- Develop application programming interface (API) for SNOMED CT for querying SNOMED CT datasets, subsets and extensions
- Develop web-based SNOMED CT/ICD/ICPC-2 browser and search features
- Develop web-based tools for mapping SNOMED CT to other standardised vocabularies and legacy codes
- Write scientific papers for submission and publication in journals and conferences

**Electronic Health Record Project Analyst**
*Community Care Information Systems (CCIS), Calgary Health Region, Canada* · June – September 2007

- Provided onsite support for the Primary Access Regional Information System (PARIS)
- Designed audit reports using Crystal Reports to monitor the quality of patient and staff data in PARIS
- Compiled data dictionary for PARIS and the Resident Assessment Instrument (RAI)
- Reviewed e-learning material and wrote manual for appointment booking module

**Research Assistant/Web Developer**
*History Department, University of Victoria, Canada* · September 2006 – April 2008

- Marked-up content for the Great Unsolved Mysteries in Canadian History (GUMICH) website
Designed banners, maps and other graphics for the GUMICH website and reports

Maintained online bulletin board and staff website

**Asia Pacific Web Developer**
*DuPont Singapore, Singapore* · September 2005 – August 2006
- Maintained DuPont Asia Pacific’s 14 regional internet websites
- Developed and maintained web-based Intranet applications (e.g., content management and survey tool)
- Trained end-users on using Interwoven and developed user manuals and video lessons

**Web Application Developer**
*Freelance/Matrix IT Solutions, Singapore* · January 2001 – August 2005
- Analysed business needs and translated requirements to technical design and database-driven web applications
- Designed e-learning CDs and multimedia presentations
- Websites included hospital, education, corporate, e-learning and membership websites

**Education**
- **Doctor of Philosophy in Health Informatics** · University of Victoria, BC, Canada · June 2014
- **Master of Science in Health Informatics** · University of Victoria, BC, Canada · June 2008
- **Bachelor of Business Administration (Concentration in Computer Information Systems)** · Walla Walla University, WA, USA · June 2000
- **Diploma in Computer Information Systems** · Southeast Asia Union College, Singapore · December 1998

**Professional Certifications**
- **Cisco Certified Network Professional (CCNP)** · 2003
- **Microsoft Certified Systems Engineer (MCSE)** · 2003
- **CompTIA A+ Certified Professional** · 2002
- **Web Application Development** · Ngee Ann Polytechnic, Singapore · 2002

**Award/Fellowship**
- **Fellowship (PhD)** · University of Victoria · January 2011 – August 2013
- **National History Society’s 2008 Pierre Berton Award** · Great Unsolved Mysteries in Canadian History · 2008

**Publications**
- Lau F, Lee D, Quan H, Richards C. **An Exploratory Study to Examine the Use of SNOMED CT in Palliative Care.** Electronic Healthcare 2010;9(3):e12-e24.

**Presentations**

PhD Research: The Science and Practice of SNOMED CT Implementation
- Literature review of SNOMED CT use; Survey of SNOMED CT implementations
- SNOMED CT Implementation Framework; SNOMED CT Clinical Value Framework
- SNOMED CT design methodologies: (a) encoding free-text; (b) auditing subsets and extensions; (c) retrieving encoded datasets
- Apply data quality criteria, knowledge base inference guidelines and clinical care guidelines to dataset mapped to SNOMED CT

Health Data Standards
- SNOMED Clinical Terms (SNOMED CT)
- Unified Medical Language System (UMLS)
- International Classification of Disease (ICD-9 (CM), ICD-10 (CM, CA))
- Canadian Classification of Health Interventions (CCI)
- International Classification of Primary Care, Second Edition (ICPC-2)
- Logical Observation Identifiers Names and Codes (LOINC)
- RadLex
- RxNorm
- Clinical Document Architecture (CDA)/Continuity of Care Document (CCD)
- HL7 Vocabulary, V2.x Messaging, V3 Messaging
Appendix B – Calendar Curricular Change Forms

See draft version for Summary of Program Curricular changes included on the following pages
Summary of Program Curriculum Changes:

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<td>Graduate Studies</td>
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<td>Academic Unit:</td>
<td>School of Health Information Science</td>
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<tr>
<td>Contact Name:</td>
<td>Karen Courtney</td>
</tr>
<tr>
<td>Local:</td>
<td>8599</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:court009@uvic.ca">court009@uvic.ca</a></td>
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Types of program change:

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<th>Creation, reinstatement, discontinuance, or major modification of a program or credential</th>
<th>Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement</th>
<th>Other: Describe in ‘Type of change’ field</th>
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<tbody>
<tr>
<td>A minor modification in program or credential that does not significantly change that program or credential’s focus, content, structure, or requirements</td>
<td>A change in description of a program or credential not involving any change in program or credential requirements</td>
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All program changes should be in the order in which they will appear in the Calendar (i.e. a page 103, 107, 240, 277 as submission 1, 2, 3, 4).

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<td>Creation, reinstatement, discontinuance, or major modification of a program or credential</td>
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<td>2</td>
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</tr>
<tr>
<td>3</td>
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<td>4</td>
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</table>
### Degrees and Specializations Offered

The School of Health Information Science offers courses of study leading to the degree of MSc and PhD, and, with the School of Nursing, a double-degree MN + MSc:

- On-campus Stream, MSc
- Distributed Stream (online), MSc
- Master of Nursing and Master of Science in Health Informatics (distributed), MN + MSc
- PhD in Health Informatics

### Rationale for proposed change:

This is a new graduate certificate program created in response to the explicit request from the Canadian Health Information Management Association (CHIMA), Canadian College of Health Information Management (CCHIM) and Canada Health Infoway (Infoway) to increase capacity in the area of health terminologies in the Canadian health sector. In their 2014 health terminology specialization business case report, CHIMA/CCHIM/Infoway recommended Canadian academic institutions to proceed with the development and launch of a professional certification in Canada for health terminology with educational programs being accredited by CCHIM. Currently there is no such accredited certificate program in Canada. Our School is working closely with CCHIM and will be the first university to offer this accredited certificate program.

### Consultation:

- Senate Committee on Planning: In-progress/Approved
- Other units consulted in preparation of submission: Included: ADMN, CSC, NURS, PHSP, FGS

Written evidence of all consultations should be included in a single PDF for the entire program package.

---

### Degrees and Specializations Offered

The School of Health Information Science offers courses of study leading to the Graduate Certificate in Health Terminology Standards, the degree of MSc and PhD, and, with the School of Nursing, a double-degree MN + MSc:

- Graduate Certificate in Health Terminology Standards
- On-campus Stream, MSc
- Distributed Stream (online), MSc
- Master of Nursing and Master of Science in Health Informatics (distributed), MN + MSc
- PhD in Health Informatics

---

### Rationale for proposed change:

This is a new graduate certificate program created in response to the explicit request from the Canadian Health Information Management Association (CHIMA), Canadian College of Health Information Management (CCHIM) and Canada Health Infoway (Infoway) to increase capacity in the area of health terminologies in the Canadian health sector. In their 2014 health terminology specialization business case report, CHIMA/CCHIM/Infoway recommended Canadian academic institutions to proceed with the development and launch of a professional certification in Canada for health terminology with educational programs being accredited by CCHIM. Currently there is no such accredited certificate program in Canada. Our School is working closely with CCHIM and will be the first university to offer this accredited certificate program.
<table>
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<td>Written evidence of all consultations should be included in a single PDF for the entire program package.</td>
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**Type(s) of program change:**

- **Creation, reinstatement, discontinuance, or major modification of a program or credential**
- **Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement**
- **A minor modification in program or credential that does not significantly change that program or credential’s focus, content, structure, or requirements**
- **A change in the description of a program or credential not involving any change in program or credential requirements**
- **Other:** Describe

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**Proposed calendar entry:**

| To follow ADMISSION REQUIREMENTS section, prior to Admissions to Master’s Programs section |
| Admissions to Graduate Certificate in Health Terminology Standards |
| For admission, applicants are required to have a baccalaureate degree in a health or information technology related field from an accredited university. Their backgrounds can include such health professionals as physicians, nurses, therapists and laboratory technologists, as well as information technology and information management professionals working in the health sector. In addition, candidates must satisfy all regular admissions requirements of the UVic Faculty of Graduate Studies. |
| In exceptional cases, applicants without a baccalaureate degree or equivalent but who can demonstrate significant (normally at least 15 years) relevant professional expertise or experience who wish to pursue only the certificate option may be admitted provided they are recommended by the School. |
| This graduate certificate program may be taken by students who are concurrently admitted to our MSc or PhD degree program in Health Informatics or by those admitted only for the purpose of the certificate. Students who are interested in this certificate program are required to submit a separation application to indicate their intention. Note that the certificate cannot be awarded retroactively. |
Rationale for proposed change:
This is a new graduate certificate program created in response to the explicit request from the Canadian Health Information Management Association (CHIMA), Canadian College of Health Information Management (CCHIM) and Canada Health Infoway (Infoway) to increase capacity in the area of health terminologies in the Canadian health sector. In their 2014 health terminology specialization business case report, CHIMA/CCHIM/Infoway recommended Canadian academic institutions to proceed with the development and launch of a professional certification in Canada for health terminology with educational programs being accredited by CCHIM. Currently there is no such accredited certificate program in Canada. Our School is working closely with CCHIM and will be the first university to offer this accredited certificate program.

Consultation:

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Written evidence of all consultations should be included in a single PDF for the entire program package.
Submission number: 4
Faculty: Graduate Studies
Academic Unit: School of Health Information Science
Date of submission: DDMMYY
Effective date of change: 01SEP17

Type(s) of program change:
- Creation, reinstatement, discontinuance, or major modification of a program or credential
- Change in a listing of eligible or elective courses that can be used to meet a program or credential requirement
- A minor modification in program or credential that does not significantly change that program or credential’s focus, content, structure, or requirements
- A change in the description of a program or credential not involving any change in program or credential requirements
- Other: Describe

Current calendar entry:
Current calendar page number: 182 (online)

To be inserted after section heading and prior to current text “The MSc program....”

PROGRAM REQUIREMENTS
The Health Terminology Standards Graduate Certificate Program is made up of four graduate level courses for a total of 6 units. The courses are usually taken in the following sequence:

HINF 535 Health Information Standards (1.5 units)
HINF 536 Controlled Terminology Standards (1.5 units)
HINF 537 Health Information Exchange Standards (1.5 units)
HINF 597 Field Project in Health Informatics (1.5 units)

Note that these courses are only offered once each year. Therefore students are advised to follow the defined sequence to avoid delay in program completion.

* Students will be required to travel to Victoria to complete HINF 537 as this course will be delivered with an intensive in-class component; additional course requirements are completed online in the following weeks.

Rationale for proposed change:
This is a new graduate certificate program created in response to the explicit request from the Canadian Health Information Management Association (CHIMA), Canadian College of Health Information Management (CCHIM) and Canada Health Infoway (Infoway) to increase capacity in the area of health terminologies in the Canadian health sector. In their 2014 health terminology specialization business case report, CHIMA/CCHIM/Infoway recommended Canadian academic institutions to proceed with the development and launch of a professional certification in Canada for health terminology with educational programs being accredited by CCHIM. Currently there is no such accredited certificate program in Canada. Our School is working closely with CCHIM and will be the first university to offer this accredited certificate program.

Consultation:
Senate Committee on Planning: In-progress/Approved
Other units consulted in preparation of submission: Included: ADMN, CSC, NURS, PHSP, FGS

Written evidence of all consultations should be included in a single PDF for the entire program package.
Appendix C – Enrolment Plan from Section 7

We plan to enrol up to 26 students each year into this certificate program. In addition we anticipate 3-5 students from our MSc program will also pursue the certificate concurrently. This will bring our steady state enrolment target for those pursuing only the graduate certificate option to 26 students per year.
Appendix D – Recruitment and Marketing Plan

Part A: Consultation with recruitment team and UVic Communications

1. Email confirmation from Brian Tucker, Recruitment Admissions Liaison Officer

   From: Brian Tucker  
   Sent: April-06-16 3:25 PM  
   To: Erin  
   CC: Zane Robison  
   Subject: Proposed Graduate Certificate in Health Terminology Standards

   Hi there,

   This email is to confirm that the School of Health Information Science at UVic consulted with the department of Student Recruitment and Global Engagement in regards to the creation of a Graduate Certificate in Health Terminology Standards. The consultation involved a discussion about how best to disseminate information about this program, once it is being offered, and the general role of student recruitment in the attraction of qualified graduate students to the university.

   All the best,

   [Signature]

   Brian Tucker, MA  
   Recruitment Admissions Liaison Officer  
   Faculty of Health and Social Policy  
   University of Victoria

2. Email confirmation from Alicia Kaiser, Marketing and Digital Signage Coordinator

   From: Alicia Kaiser  
   Sent: April-05-16 2:25 PM  
   Subject: Follow up on HINF meeting

   Hi Erin,

   Thanks for meeting this afternoon – super refreshing to have some consultation with so much time to plan for a launch!

   Based on our discussion, there are a few areas of support we can offer from UCAM and some next steps I can outline going forward.

   **Step 1:** Consult with your communications officer, Kate Hildebrant. She is a great resource for communications channels and, down the line, will be able to support your copy-writing for any promo/web communications that you may endeavour.

   **Step 2:** Focus your efforts on completing the HINF website and building a space for this certificate. The website will be your key information resource for all promotion. Erin, cc’d, can help with the site planning and architecture once you get to it.

   **Step 3:** Develop a marketing plan to promote the certificate. Once the course is approved, I can support you with estimating, design and project management for any promotional pieces you might need. I’ll be looking to your team to define your target audience and general means of promotion – whether you want to do online advertising, traditional print advertising or what hard copy pieces you might need — and we can help to resource those for you. We’ve got a lot of handy templates over here so, for the most part, this process can be cost effective and time efficient.

   **Step 4:** Coordinate recruitment efforts with Brian Tucker in SRGE for graduate recruitment fairs. You would also work with Brian about potentially having this certificate mentioned in the Graduate Viewbook, which I’ve also attached as promised.

   Please let me know if there is anything else we can help out with at this time!

   Thanks,

   Alicia
Part B: Recruitment and Marketing Plan Details

1. Aim and objectives

Our overall aim is to reach our target enrollment of 26 students in the first year of program offering. Our specific objectives are to:

- Generate applications from high quality candidates that meet the admission criteria
- Turn applicants with an offer for admission into registered students in the program
- Promote brand awareness and reputation for this program

2. Target market

- Working health and information technology and information management (IT/IM) professionals with a 4-year baccalaureate degree at a recognized University
- Working health and IT/IM professionals without the 4-year degree but have 15+ years relevant experience may be considered pending enrollment space availability

3. Overall strategy

- Creating brand awareness and reputation for this program as the first accredited graduate health terminology certificate program in Canada
- Preparing program information package for use in marketing, promotion and recruitment
- Promoting program through alumni network, employer organizations, eHealth journals/magazines, eHealth conferences and School website
- Dedicating faculty and staff resources to promote program, generate applications and register students

4. Core activities to generate applications

- Reaching out to our extensive network of 900+ alumni across Canada, most of whom are currently working in as health IT professionals in health regions, ministries, NGOs, and the private sector
- Reaching out to our extensive network of employer organizations across Canada and abroad who hire regularly hire our undergraduate and graduate students for coop work terms and full-time positions after graduation
- Promoting the program by advertising in eHealth related journals and magazines such as Health Care Communication Canada, the official magazine for the health IT professional association in Canada
- Promoting the program by attending eHealth related conferences such as the annual eHealth Conference held in Vancouver/Toronto each year in Canada
- Promoting the program through information and contact info published on the School website
- Conducting online and in-person information sessions about the program
- Tracking inquiries with timely assistance and follow-up to generate applications

5. Core activities to turn applications into registered students

- Providing employment prospects and career outlooks for graduates of this program
- Tracking applications with timely assistance and follow-up to achieve successful registration
- Providing counseling for applicants regarding successful program enrolment and completion
- Providing enrollment and employment statistics (once the program is in operation)
Appendix E – Letters of Support

E.1 Other UVic Academic Units and Post-Secondary Institutions

- University of Victoria School of Public Health and Social Policy
- University of Victoria School of Nursing
- University of Northern British Columbia School of Health Sciences
- University of Toronto Institute of Health Policy Management and Evaluation
- Dalhousie University, Faculty of Computer Science

E.2 Professional Organizations

- Alberta Health Services
- Canadian College of Health Information Management
- Canadian Health Informatics Association
- Canadian Institute for Health Information
- eHealth Ontario
- Information Technology Association of Canada
- Manitoba eHealth
- Newfoundland & Labrador Centre for Health Information
RE: support for certificate program

Catherine Worthington
Tue 7/19/2016 3:29 PM

to Andre Kushninuk <andre@uvic.ca>

Hi André:
The School of Public Health and Social Policy (PHSP) at the University of Victoria is pleased to provide our support to the School of Health Information Science for its new graduate certificate program in health terminology standards for the Fall of 2017. This innovative certificate program will be an asset to those working in eHealth. I confirm that the proposed certificate does not duplicate any existing program or area of focus within PHSP's Master of Public Health Program.
Best of success with the new certificate program,
Cathy

Catherine Worthington, MSc, PhD
Professor and Director – School of Public Health and Social Policy
Faculty Lead – HSD Research Centre
University of Victoria
HSD B202f
PO Box 1700, STN CSC
Victoria, BC V8W 2Y2
T 250-472-4709
July 19, 2016

Dr. Andre Kushniruk
Director and Professor
School of Health Information Science

Dear Andre,

Thank you for sharing your plans for the Proposed Graduate Certificate Program in Health Terminology Standards. The proposal is timely and I support it. One of the issues that has been identified by nurses working in health informatics is their lack of knowledge of terminology standards. Completion of the certificate will positively impact health professionals who engage with health informatics on a daily basis and who are responsible for implementation of electronic health records.

Sincerely,

Esther Sangster-Gormley, RN, PhD
Acting Director
School of Nursing
RE: support for certificate program

Shannon Wagner <Shannon.Wagner@unbc.ca>

Tue 7/19/2016 11:45 AM

To: Andre Kushniruk <andre.kushniruk@uvic.ca>

Hi Andre,

I have reviewed this information and can confirm there is little overlap with our current offerings.

Best,
Shannon

Dr. Shannon Wagner
Professor and Chair, School of Health Sciences
University of Northern British Columbia
Phone: 250-960-6320
Re: support for certificate program

Emily Seto <emily.seto@utoronto.ca>

Tue 7/19/2016 9:24 AM

To: Andre Kushniruk <andrek@uvic.ca>

Dear Dr. Kushniruk,

As the Health Informatics Lead at the Institute of Health Policy, Management and Evaluation (IHPME), I am writing to confirm that your proposed certificate program does not duplicate the existing programs at IHPME. Health terminology standards, and in general health informatics, is an emerging field and I believe your proposed certificate program may fill an existing gap.

Best of luck with your program. I forward to hearing more about its progress under your leadership.
Emily

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Emily Seto, PhD, PEng
Assistant Professor, IHPME, University of Toronto
Health Informatics Lead, Academic Director of the MHI Program
Affiliated Faculty, Techna Institute, UHN/UoFT
Affiliated Researcher, Centre for Global eHealth Innovation, UHN
Email: emily.seto@utoronto.ca
Cell phone: 416-669-9295
Re: support for certificate program

Raza Abidi <sraza@cs.dal.ca>
Fri 7/22/2016 9:35 AM

To: Andre Kushniruk <andrek@uvic.ca>

Hello Dr. Kushniruk

I have reviewed the outline of the proposed graduate certificate program in health terminology standards. I believe that the certificate fulfills a need within the health informatics professional community and it will provide students the necessary skills to work in the health informatics industry. The proposal meets an emerging need for skillful workers who are familiar with health terminology standards. At Dalhousie University, we offer a Masters of Health Informatics program that contains courses covering the topic of 'health information standards and terminologies' in addition to other health informatics topics. The proposed certificate program seems to cover the topic of healthcare terminology standards in much greater detail, spanning over multiple courses and with a dedicated project. Therefore, even if there is some overlap in terms of coverage of standard terminologies, the proposed certificate program provides a more focused coverage to the topic. In conclusion, I support the proposal for a graduate certificate program in health terminology standards.

Regards

Syed Sibte Raza Abidi
Professor of Computer Science
Director of Health Informatics
Faculty of Computer Science
Dalhousie University

Website: www.cs.dal.ca/~sraza
Phone: 1-902-4942129
March 14, 2016

Professor Francis Lau, PhD  
School of Health Information Science  
University of Victoria  
P.O. Box 1700, Station CSC  
Victoria, BC  
V8W 2Y2

RE: Proposed Graduate Certificate Program in Health Terminology Standards, University of Victoria

Dear Professor Lau:

I am writing in response to our recent discussion regarding the proposed Graduate Certificate Program in Health Terminology Standards to be offered through the University of Victoria.

As a Director responsible for a specialized team of clinical terminology specialists in the evolving fields of Health Information Management and Health Informatics, I am responsible for recruiting qualified individuals under my area of responsibility. Because health terminologies and related standards are emerging fields, these roles historically have presented challenges for recruitment. As the implementation of health information technologies continue in Canada, clinical terminology-related roles will continue to evolve to support point of care data capture and use to improve access, quality and safety of patient care. For current and future professionals in this field, advanced education and certification have become imperative to support this evolution.

In current state, the options for programs in these areas either do not offer the comprehensive detail required to obtain subject matter expertise in health terminology standards and/or do not address Canadian requirements. Often individuals pursuing advanced education are working full-time and require the flexibility offered by distance education. In addition, offering a post-diploma or post-degree program allows working professionals to receive credit for invaluable knowledge gained through work experience.

Based on my own experience, it is my personal belief that formal post-secondary programs offering certification in Health Terminology Standards are essential for professionals who wish remain competitive in this field by advancing their knowledge through formal certification. Programs offering the flexibility of distance learning present a viable option for individuals working full-time.

Yours truly,

Sharlyn Kmech CHIM  
Director, Clinical Terminologies, Communication & Learning  
Health Information Management
February 11, 2016

Dr. Francis Lau, Professor
School of Health Information Science
Faculty of Human & Social Development
University of Victoria
PO Box 1700 STN CSC
Victoria BC V8W 2Y2

Dear Dr. Lau:

Re: Graduate Certificate in Health Terminology Standards

I am writing this letter in support of the University of Victoria program proposal for a Graduate Certificate in Health Terminology Standards. As the Vice President of the CCHIM and co-lead in the Terminology Standards certification business case and curriculum development projects, I was pleased to read the project proposal and see that it aligns with both of these documents.

A demonstrated need has been identified for a clinical terminology professional certification in Canada that includes program accreditation by CCHIM\(^1\). The development of the curriculum document has been completed and, as you know, it is now in the midst of the public comment period. Initial feedback has been positive, and national and international support of the Canadian Terminology Standards work has been received.

The HIS School's project proposal is timely and relevant to support the needs as outlined by key stakeholders in Canada. I look forward to supporting you through the program accreditation process once your program proposal has been approved.

Sincerely,

Kelly Abrams, MPA, CHIM
Vice President, CCHIM

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March 4, 2016

Francis Lau, PhD, FCAHS
Professor, School of Health Information Science
University of Victoria
P.O. Box 1700 STN CSC
Victoria, BC
V8W 2Y2

Dear Francis:

I would like to offer support for your proposal for a Graduate Certificate Program in Health Terminology Standards. UVIC has demonstrated an exceptional commitment and track record for advancing Canadian knowledge in the field of health informatics and has been a strong advocate in support of standards and integrated solutions for healthcare.

As CEO of COACH: Canada’s Health Informatics Association, I am proud to promote the adoption, practice and professionalism of Health Informatics (HI) in our country. COACH represents a diverse community of accomplished, influential professionals who work passionately to make a difference in advancing healthcare through information technology. HI is the intersection of clinical, IM/IT and management practices. Members are dedicated to realizing their full potential as professionals and advancing HI through access to information, talent, credentials, recognition, programs and a broad range of services and specialized resources.

COACH recognizes the value of your proposal for a Graduate Certificate Program in Health Terminology Standards – and, we will look forward to further ongoing collaboration as the program develops and flourishes over time.

Sincerely,

Mark Casselman
Chief Executive Officer
COACH: Canada’s Health Informatics Association
February 26, 2016

Francis Lau,  
Professor, School of Health Information Science  
University of Victoria  
P.O. Box 1700 STN CSC, Victoria, BC  
V8W 2Y2

Dear Professor Lau:

This is a letter of support for the Graduate Certificate Program in Health Terminology Standards proposed for the University of Victoria.

The Canadian Institute for Health Information (CIHI) is a national non-profit organization with the mandate to deliver comparable and actionable information to accelerate improvements in health care, health system performance and population health across the continuum of care. We work closely with our stakeholders to create and maintain a broad range of health databases, measurements and standards.

With the increased implementation of health information technologies in Canada, new and evolving roles in clinical terminologies are emerging to support point of care data capture and the use of clinical data to improve the access, quality and safety of patient care. With the use of clinical terminologies growing, CIHI along with other key stakeholders sees the development of a Health Terminology Standards Certificate Program a priority to meet the growing demands for certified clinical terminology professionals. This program will benefit CIHI and our healthcare data suppliers to fulfill recruitment needs to meet future and ongoing operational requirements for terminology expertise.

Sincerely yours,

[Signature]

Keith Denny  
Acting Director, Clinical Data Standards and Quality  
CIHI
March 14, 2016

Francis Lau PhD, FCAHS, Professor
School of Health Information Science
University of Victoria
P.O. Box 1700 STN CSC
Victoria, BC, Canada V8W 2Y2

Dear Francis,

Re: Proposed Graduate Certificate Program in Health Terminology Standards,

As a Director of eHealth Standards in a large provincial ehealth agency, I am writing to show support for the proposed graduate certificate program in health terminology standards. At eHealth Ontario, we have a team dedicated to developing and maintaining the specifications used to exchange health information from local and regional health organizations to eHealth Ontario’s provincial electronic health record. The health information is used by health service providers to make informed health care decisions, and the use of terminology standards adds the necessary meaning to the information being shared. This type of work is only possible with the skills and expertise of terminologists with a sound grasp of the terminology standards available and their application in electronic health records.

eHealth Ontario has been fortunate to have invested in terminology standards education and internal growth of terminology experts over the past 5 years, and continues to increase the knowledge and skills of the eHealth Standards team. Some of the team is dedicated to terminology standards and others are focused on data exchange standards. As part of the work at eHealth Ontario, the team has continued to increase their understanding of the implementation and maintenance of standards, including the use of terminology specific applications to increase the current and future potential use of terminology. For example, we use a terminology standard to categorize the report names in our clinical data repository for ease of navigation in the presentation of the reports in the provincial viewer. We also use laboratory order and result terminology standards to support laboratory result access in our Ontario laboratories information system. These examples show the potential use of terminology standards, and we are preparing for future use with other content in the electronic health record to make the effective exchange and interpretation of health information more sophisticated and safer for our patients as more information becomes electronic.
The ability to offer terminology standards for use in our systems has come with extra effort on the part of eHealth Ontario and through the passion of the team for the benefits associated with meaningful terms in the provincial electronic health record. I joined eHealth Ontario in February 2011 as the Lead, eHealth Standards – Terminology, and quickly discovered how difficult it was to find terminologyists with expertise to support the provincial EHR. After training staff to fill the terminology positions, they became very marketable to others looking for like trained expertise, and opportunities with increased pay, travel and remote work beyond that available to government agencies led to a need for new experts. In January 2013, I moved into the role of Director, eHealth Standards and had the opportunity to replace my previous role focused on terminology. Again this was a position that took many months to fill, and within two years this led to another excellent opportunity in the private sector for the expertise we had invested in, once again beyond the competition available from a provincial agency. To date, I have been involved in the review, approval and implementation of standards for data exchange, data content and terminology, and this has provided insight into the skills and expertise required to support the electronic health record at a provincial agency. Prior to joining eHealth Ontario, I spent most of my career in Director of Health Information Management roles in multiple facility hospitals implementing electronic health records in collaboration with the Information Technology Department, so I understand the challenges with local, regional, and provincial use of standards, including the ability to find knowledgeable resources with expertise in terminology standards.

The proposed graduate certificate program in health terminology standards will go a long way to satisfying the expertise and skills necessary to address the gap in employing staff ready to step into the advanced roles needed to support electronic health records in Canada. The amount of time and effort necessary to locally train and grow this expertise is difficult given the competing workload priorities to deliver the EHR. Graduates from a program such as you are proposing would be a welcome benefit to organizations such as ours to address the ability to advance our service offerings and increase the ability to leverage terminology standards in more mature and intelligent use with analytics and population health. I wish you well with your proposal and welcome the opportunity to collaborate with you further in future and someday hope to benefit from terminology standards expertise with graduate certificates from the University of Victoria.

Sincerely,

Sue Schneider, BA, CHIM, CPHIMS-CA
Director, eHealth Standards
eHealth Ontario
February 6, 2016

Francis Lau, PhD, FCAHS
Professor, School of Health Information Science
University of Victoria
P.O. Box 1700 STN CSC
Victoria, BC
V8W 2Y2

Dear Francis:

Re: UVIC’s Proposed Health Terminology Standards Program

Thank you for forwarding your draft proposal for a UVIC Graduate Certificate Program in Health Terminology Standards. As you know, ITAC Health was invited to participate on the recently-concluded CHIMA Terminology Standards Certification Committee, and we have a deep appreciation for the demand for this competency within the healthcare industry. We fully support the emergence of post-secondary programs designed to fill this need.

ITAC Health, representing Canadian eHealth vendors, applauds this national effort, as well as UVIC’s initiative in moving this agenda forward aggressively. We fully support your proposal for a Graduate Certificate Program in Health Terminology Standards, and look forward to the opportunity for your graduates to find meaningful employment within the vendor community.

Best of luck getting this program off the ground. Don’t hesitate to contact us for any ongoing support.

Yours truly,

Michael Nusbaum, BASc, MHSA, FHIMSS
ITAC Health Representative
CHIMA Terminology Standards Certification Committee

Brendan Seaton, CISSP, CIPP/C, CRISC
President, ITAC Health

/mhn
March 23, 2016

Francis Lau PhD, Professor
School of Health Information Science
University of Victoria
Victoria, BC V8W2Y2

Dear Dr. Lau

I am writing to support the proposed Graduate Certificate Program in Health Terminology Standards at the University of Victoria. We would welcome a recognized program with online options that provides standardized core learnings and which references the Canadian electronic health record context.

The primary goal of Manitoba eHealth is to provide the right information to the right person at the right time and in the right place. With the rising demand for interoperable and integrated clinical information systems there is a concomitant need for health information technology and information management (IT/IM) professionals. Such individuals would be highly valued by Manitoba eHealth and, I’m sure, by other organizations within our jurisdiction including Health Information Management departments in the regional health authorities and Manitoba Health.

Manitoba eHealth has already experienced difficulty recruiting for terminology / information standards roles and we anticipate that our need for individuals with qualifications in this area will only increase. We also strongly support tying the program to CCHIM accreditation: this would allow potential employers to expect a level of expertise/knowledge from individuals holding these credentials.
In addition to providing future generations of HIM professionals, a flexible/distance learning program such as the one you propose would also be an important vehicle for formal continuing education of current health IT/IM professionals and those seeking advanced training and certification. Additionally, there may be staff whose primary role is not health IT/IM but who could benefit from specific learning in this area.

Manitoba eHealth supports the Graduate Certificate Program being proposed by your school and looks forward to its successful offering in the near future.

Regards

Perry Poulsen, CIO
Manitoba eHealth
February 26, 2016

Dr. Francis Lau  
School of Health Information Science  
University of Victoria  
P.O. Box 1700, STN CSC  
Victoria, BC V8W 2Y2

Dear Dr. Lau:

This letter is in support of the proposed Health Terminology Standards Graduate Certificate Program.

In addition to the development of a confidential and secure Health Information Network, the Newfoundland and Labrador Centre for Health Information (the Centre) also supports the development of data and technical standards, maintains key health databases, prepares and distributes health reports and supports and carries out applied health research, evaluations and analytics. As such, the Centre realizes the value of the proposed Health Terminology Standards Graduate Certificate Program. As the Centre continues its focus on eHealth initiatives, the program content outlined in the proposal would be valuable to expanding the knowledge of the Centre's resources and to others who are working in the area of eHealth.

The Centre supports the proposal of the Health Terminology Standards Graduate Certificate Program in principle and looks forward to the program as it progresses from concept to delivery.

Sincerely,

[Signature]

Connie Duffett
Director of Strategic Human Resource Management
Appendix F – Business Plan

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Notes

(a) Scenarios for tuition fee and enrollment $8,500/year for 26 students c-adjust fee & enrollment here

(b) Faculty appointment required – refer to (a) under Notes b

- Two of the courses (HINF535, 597) will be taught by our existing faculty Dr. Francis Lau
- Two courses (HINF536, 537) will be taught by two new instructors yet to be hired

(c) Staff requirements – refer to (a) under Notes c, d, f

- Teaching assistant - help with course preparation, logistics, marking and communication with students
- Administrative support - responsible for student registration, communication and logistics support
- Technical and system support – help set up and maintain software tools in UVic Research Computing Centre and teaching lab for creating, revising and maintaining terminology standards
(d) Space requirements

- Three of the courses (HINF535, 536, 597) are offered online via a web-conferencing software tool so they do not require physical classroom or lab space at UVic.
- HINF537 is offered both on-campus and online. The on-campus component is a 5-day workshop at UVic in one of the computer labs (e.g. HSD A160 or 170). The online component is done over a 3-week period via a web-conferencing software tool.

(e) Library requirements (include evidence of consultation with UVic librarian)

We consulted with Ms. Rebecca Raworth from the UVic Library Services to ensure the current UVic collection can meet the course needs for this program. Below is the correspondence we had with Ms. Raworth.

```
From: Rebecca Raworth
Sent: January-05-16 1:56 PM
To: hinfprog
Cc: Carol Gordon; Ken Cooley
Subject: RE: Request for calendar consultation - Library
Importance: High

Hello Erin,

Both Carol Gordon, the Public Health Librarian, and I have evaluated UVic Library’s collection in the areas of the new courses (Public Health Informatics, Controlled Terminology Standards, and Health Information Exchange Standards) and have determined that our current collection will meet these course needs.

If you need further information from Carol or I, please don’t hesitate to contact us.

All the best for 2016,

Rebecca
Rebecca Raworth
UVic Island Medical Program Librarian
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(f) Other instructional costs – refer to (a) under Notes e, g, h, i, j, k, l

- SDO membership fees – annual fees for standards development organizations
- Teaching resources – annual learning resource purchase including textbooks, manuals, standard guides
- Web-conferencing licence – annual fee for web-conferencing tool such as Web-Ex
- Service/tool hosting – annual technical hosting fee from UVic research computing/data centre and other corporate hosting of terminology/data exchange tools
- Workshop travel expense for instructor – flight, taxi, hotel and meals to bring instructor to Victoria for the 5-day workshop at UVic as part of the HINF537 course
- Workshop expenses – refreshments and room booking (e.g. University Club) for student networking activities during the 5-day workshop at UVic