The next open meeting of the Senate of the University of Victoria is scheduled for Friday, March 3, 2017 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. February 3, 2017 (SEN-MAR 3/17-1)
      
      Motion: That the minutes of the open session of the meeting of the Senate held on February 3, 2017 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

5. CORRESPONDENCE

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES
   a. Senate Committee on Agenda and Governance – Prof. Jamie Cassels, Chair
      i. Proposal to Extend Fall Reading Break (SEN-MAR 3/17-2)

   b. Senate Committee on Awards – Dr. John Walsh, Chair
      i. New and Revised Awards (SEN-MAR 3/17-3)

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

      • Albert Hung Chao Hong Scholarship in International Business and Entrepreneurship (revised)*
• W.D. West Alumni Scholarship (revised)*
• Skeena Scholarship in Creative Writing (new)
• Dax Gibson Memorial Award in Gender Studies (revised)*
• Christine Welsh Scholarship for Indigenous Students in Gender Studies (new)
• University of Victoria Faculty Association Entrance Scholarships (revised)*
• Andrew Rippin Award (new)
• William and Amelia Kushniryk Memorial Award (new)*
• Allison Osler Entrance Scholarship (new)*
• Stephens Family Graduate Research Scholarships in Organic and Sustainable Food Systems (revised)
• Stephens Family Undergraduate Research Awards in Organic and Sustainable Food Systems (revised)
• E. Croteau and N.L. St. Clair Bursary (new)*
• Dars Albertini Rugby Award (new)*
• Professor Alfred E. Loft Memorial Scholarship (revised)*
• Frank Hobbs Educational Fund Bursary (new)*

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c. Senate Committee on Planning – Dr. Nancy Wright, Chair

i. Interdisciplinary Minor in Global Development Studies (GDS) (SEN-MAR 3/7-4)

**Motion:** That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of an Interdisciplinary Minor in Global Development Studies, as described in the document “Proposed Interdisciplinary Minor in Global Development Studies (GDS)”, January 26, 2017, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

ii. Discontinuation of Two Graduate Professional Certificates (SEN-MAR 3/7-5)

**Motion:** That Senate approve, and recommend to the Board of Governors that it also approve, the proposal for the discontinuation of two Graduate Professional Certificates, (1) Library Sector Leadership and (2) Cultural Sector Leadership, as described in the document “Proposal to Delete from the Calendar Two Graduate Professional Certificates”, dated December 12, 2016.
7. PROPOSALS AND REPORTS FROM FACULTIES
   a. Report from the Faculty of Engineering

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

9. OTHER BUSINESS

10. ADJOURNMENT
MINUTES

A meeting of the Senate of the University of Victoria was held on January 6, 2017 at 3:30 p.m. in the Senate and Board Chambers, University Centre, Room A180.

1. APPROVAL OF THE AGENDA

Prof. Cassels proposed re-ordering the agenda to move the item on enrolment projections.

Motion: (B. Smith/B. Peterson)
That the agenda be approved as revised.

CARRIED

2. MINUTES

a. January 6, 2017

Motion: (B. Lukenchuk/C. Shankman)
That the minutes of the open session of the meeting of the Senate held on January 6, 2017 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 acknowledged the shooting that had taken place at a Quebec mosque earlier in the week. He commented on the effect the devastating event had on all Canadians and expressed solidarity with the values of diversity, inclusion and mutual respect that are fundamental to the country and the mission of the university. Prof. Cassels also commented on the US executive order issued earlier in the week. He commented on initiatives underway at the university to identify and support students, faculty and staff who might be affected.

In honour of the victims of the mosque shooting and all those affected, Senate members reflected during a moment of silence.
Prof. Cassels said the 2017 Annual Review had recently been published and was available to members of Senate.
Prof. Cassels commented on sector-wide submissions made for the upcoming provincial and federal budgets.

Prof. Cassels reported that the draft policy on sexualized violence prevention and response would be available to the university community for feedback next week.

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

a. **Enrolment Projections for 2017-2018**

Dr. Kuehne introduced the proposal. Mr. Eder reviewed the proposed enrolment targets outlined in the report.

In response to a question, Mr. Eder commented on discussions with the Ministry to redistribute undergraduate and graduate enrolment targets in order to allocate more of the seats to graduate students. In response to another question, Mr. Eder commented on the increase in international applications over the past year.

**Motion:** (V. Kuehne/C. Shankman) That Senate approve, and recommend to the Board of Governors that it also approve, a recommended enrolment level of 18,073 FTE for the 2017/18 academic year, subject to revisions in the event of new information regarding mandated growth, funding levels, and application rates.

**CARRIED**

6. **CORRESPONDENCE**

There was none.

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

a. **Senate Committee on Academic Standards**

i. **Proposed Policy and Guidelines Regarding the Use of Editors**

Dr. Beam introduced the proposal. She commented on the changes incorporated by the committee as a result of the discussion at the last Senate meeting.

In response to a question about the use of software, Dr. Beam commented that permission from the instructor would be required. She acknowledged that a fulsome implementation plan was necessary to ensure that students and instructors were aware of the policy.

A concern was expressed about the application of the policy to graduate students. There was a discussion regarding the ability of units to make a policy. Dr. Capson commented on the
importance of providing guidance on the policy to students in the handbooks and other information being prepared for graduate programs. A further concern was raised regarding whether it would be permissible and enforceable for a unit to impose a policy. It was suggested that the policy could be amended to apply this section to undergraduate students only; however, following a discussion of how the policy applies to all students, this suggestion was revoked.

Members of Senate spoke in favour of the proposal, commenting that the policy provides guidance for students that does not currently exist and allows for discussions.

In response to a question, Dr. Beam provided examples of how instructors might detect unauthorized use of an editor. She acknowledged that it would be difficult to prove in many circumstances.

A concern was raised that the policy would disproportionately affect international students. Dr. Beam responded that this was not the intent of the policy.

**Motion:** (S. Beam/B. Smith)
That Senate approve the revised Policy on Academic Integrity for inclusion in the May 2017 academic calendar;

AND

That Senate approve the Guidelines for Instructors on the Use of an Editor for Student Work, effective May 1, 2017.

**CARRIED**

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

i. **Proposed creation of new admission requirements for the Camosun College – UVic Joint Degree Program in Nursing**

Dr. Varela introduced the proposal on behalf of the committee.

In response to a question, it was noted that the proposal allowed strengthened oversight by the university. It was also confirmed that students’ academic results would appear on a UVic transcript from the time of admission.

**Motion:** (D. Varela/B. Peterson)
That Senate approve the proposed admission requirements to the Faculty of Human and Social Development, Nursing (JDPN program) for inclusion in the undergraduate academic calendar effective May 1, 2017 for the 2017-2018 admission cycle.

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

i. Consideration of request for addition of regular Senate agenda item

Prof. Cassels reported that a request had been received from a number of Senate colleagues to add a question period to the regular Senate agenda. He reviewed the report from the committee, which recommended not adding this item to the regular agenda. Prof. Cassels highlighted existing options for raising items at Senate.

d. Senate Committee on Awards

i. New and Revised Awards

Dr. Walsh introduced the proposal.

A question was raised about documentation required before payment of one of the awards. Ms. Lori Nolt commented on the process for payment and said advances could be issued in some circumstances.

Motion: (J. Walsh/R. Lipson)
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:

- Faculty of Science Undergraduate Entrance Scholarship (new)*
- Joginder and Amrik Gill Bursary (new)
- Royal Jubilee Hospital School of Nursing Alumni Association Student Award (revised)*
- Lisa Fedrigo Bursary (new)
- Donald and Evelyn Munro Scholarship (revised)*
- Elsie G Turnbull Bursary in BC History (revised)*
- Grace and Harry Hickman Scholarship (revised)*
- The Joyce Family Foundation Bursary for Indigenous Students (new)*
- Peter Fothergill-Payne Travelling Scholarship (revised)*
- Louise Fothergill-Payne Memorial Scholarship (revised)*
- Ritchie Foundation Travel Award (revised)*
- Vancouver Island Vikes Men’s Basketball Award (new)*

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CARRIED

e. Senate Committee on Curriculum

i. 2017-2018 Cycle 1 Curriculum Submissions

Dr. Haskett introduced the proposal.
Motion: (T. Haskett/P. Marck)
That Senate approve the curriculum changes recommended by the Faculties and the Senate Committee on Curriculum for inclusion in the 2017-2018 academic calendars, effective May 1, 2017.

CARRIED

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

CARRIED

f. Senate Committee on Planning

i. Request for the Discontinuation of the Minor in Economic Policy

Dr. Wright introduced the proposal.

Motion: (T. Haskett/R. Warburton)
That Senate approve, and recommend to the Board of Governors that it also approve, the discontinuation of the Minor in Economic Policy, as described in the document “Cancellation of the Minor in Economic Policy”, dated October 25, 2016.

CARRIED

ii. Proposal for a New Option in the Existing Degree Program in Computer/Electrical Engineering (Quantum Physics Option)

Dr. Wright introduced the proposal.

A question was raised regarding challenges for students to complete the program due to course load and scheduling. Dr. Jackson commented on the structure of the program, and said the necessary collaboration was in place to allow students to complete.

Motion: (L. Jackson/C. Shankman)
That Senate approve, subject to funding, the establishment of a New Option in the Existing Degree Program in Computer/Electrical Engineering (Quantum Physics Option), as described in the document “Proposal for New Option within an Existing Undergraduate Program”, and that this approval be withdrawn if the new option should not be offered within five years of the granting of approval.

CARRIED

iii. Proposal to Establish a Minor in Creative Writing

Dr. Wright introduced the proposal.
A concern was raised that students in the minor would not be able to access the required courses because of demand and enrolment restrictions. Dr. Lewis commented on the courses available to students in the program and said it provided an additional opportunity for students to pursue a creative writing program.

**Motion:** (S. Lewis/L. Charlton)
That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Minor in Creative Writing, as described in the document “Proposal to Establish a Minor in Creative Writing”, dated December 7, 2016, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

**CARRIED**

iv. **Proposal for the Reinstatement of the PhD Degree Program in Theatre History**

Dr. Wright introduced the proposal.

**Motion:** (S. Lewis/D. Capson)
That Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the reinstatement of the PhD degree program in Theatre History, as described in the document “Proposal for Re-regularizing the PhD Degree Program in Theatre History”, dated September 19, 2016, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

**CARRIED**

8. **PROPOSALS AND REPORTS FROM FACULTIES**

There were none.

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

a. **Indigenous Plan 2017-2022**

Dr. Wright and Dr. Kuehne introduced this item, noting that the Indigenous Plan was now final and had been approved. Dr. Robina Thomas, Director of Indigenous Academic and Community Engagement, delivered a presentation on the Indigenous Plan.

10. **OTHER BUSINESS**

a. **Ten-Year Sessional Calendar**

Ms. Andersen introduced the proposal.
A question was raised regarding concerns about faculty burnout and the short length provided for the December break. Ms. Andersen explained that her office applied the Senate-endorsed principles when preparing the ten-year sessional calendar and did not have discretion in determining the length of the break.

Motion: (P. Kostek/J. Aragon)
That Senate approve the 2016-2026 Ten-Year Sessional Calendar.
CARRIED

b. Academic Year Important Dates

Ms. Andersen introduced the proposal.

Motion: (C. Shankman/L. Charlton)
That Senate approve the Academic Year Important Dates calendar for the period May 2018 through December 2018 for submission to the online academic calendar and for the academic calendar May 2017 publication.
CARRIED

c. Senate Meeting Dates

Ms. Andersen introduced the proposal.

Motion: (P. Marck/S. Lewis)
That Senate approve the 2017/2018 Senate Meeting Dates and Other Important Dates.
CARRIED

d. Presidential Appointment Committee

Dr. Eastman reported that Dr. Dechev and Mr. Shankman had been elected to the Presidential Appointment Committee.

There being no other business the meeting was adjourned at 5:09 p.m.
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<td>Dean, Faculty of Law</td>
<td>Ex officio</td>
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<td>Wright, Bruce</td>
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<td>Head, Division of Medical Sciences</td>
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<td>Wright, Nancy</td>
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<td>Associate Vice-President Academic Planning</td>
<td>Elected by the faculty members</td>
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<tr>
<td>Wyatt, Victoria</td>
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<td>Faculty of Fine Arts</td>
<td>Elected by the faculty members</td>
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</table>
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
Acting Dean of Continuing Studies: Richard Rush
Dean of Fine Arts: Susan Lewis
Dean of Graduate Studies: David Capson
Dean of Humanities: Christopher Goto-Jones
Dean of HSD: Patricia Marck
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 Diacu (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 FACULTY MEMBERS (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) “
Berdamette Peterson (SCIE) “
Brontë Renwick-Shields (SOSC) “
Cory Shankman (GRAD) “
Ann-Bernice Thomas (FINE) “
Susan Timayo (SOSC) “
Marie Vance (GRAD) “
TBA (EDUC) “
TBA (HSD) “

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
Summary

Since October 2015, the Senate Committee on Agenda and Governance has been considering a proposal to extend Fall reading break. Working through a sub-committee, the committee began by examining whether it was possible to extend Fall reading break within current academic and operational parameters. A report was delivered to Senate in October 2016 that it was not possible to make a recommendation within these parameters. The committee then began to explore alternative options, in particular scheduling examinations on Sundays, that would provide the necessary flexibility to continue consideration of the proposal. Between November 2016 and January 2017, the committee undertook a number of targeted consultations. Although continued support for extending Fall reading break was expressed, there was no clear support for scheduling examinations on Sunday, and a number of concerns were expressed regarding this option. As such, the committee has now determined that it is not possible to present a recommendation to extend Fall reading break at this time. The committee recommends maintaining the Fall reading break at a length of three days in conjunction with Remembrance Day.

Background

At the October 23, 2015 meeting of the Senate Committee on Agenda and Governance, the committee reviewed a request from the UVSS and GSS proposing the extension of Fall reading break (attached). Since that time, the committee has been working through a sub-committee to examine the issue.

The committee began its review of the issue by examining policies, principles and practices at UVic, as well as detailed information from universities across Canada. Preliminary consultations with administrative units were conducted, followed by a more fulsome consultation that included UVSS, GSS, Ombudsperson, Deans, Counselling Services, student members of Senate, Associate Vice-President Faculty Relations, Associate Vice-President Human Resources, Division of Student Affairs, and the Resource Centre for Students with a Disability. It was determined during the research and preliminary consultation phase that, because of the orientation program and other operational requirements, classes could not begin earlier in September. Furthermore, the length of the term cannot be shortened due to academic policy requirements. It was also determined (assuming the current exam scheduling principles were utilized) that the length of the exam period could not be shortened without compromising the university’s ability to schedule exams in a way that is fair for students and takes into account special requests and requirements. The consultation request circulated during this phase presented specific options (with examples) for term start and end dates, number of days between examinations, and dates for the exam period. The feedback received during the consultation process was robust and varied. Although
support was expressed for the idea of extending Fall reading break, a number of concerns with the university’s ability to do so within its scheduling constraints were raised. Specific concerns about a shortened December break were raised, and the impacts on both students and instructors were noted.

In Spring 2016, the committee determined that it was not possible to make a recommendation to extend Fall reading break within current academic and operational parameters. The option proposed to those consulted was not acceptable given the late end date for the December exam period. It was not possible to address this concern within the constraints of the university’s current academic regulations and scheduling principles. The committee identified that it might be possible to propose an alternative option if the university were to hold exams on Sundays. It was noted that consideration of whether it would be possible or desirable to do so required thoughtful investigation and consultation. A report outlining the committee’s work and its determination that a recommendation could not be finalized within current parameters was presented at the October 2016 Senate meeting.

Over the course of Summer 2016, the Senate Committee on Agenda and Governance undertook a preliminary investigation into the operational possibility of holding examinations on Sundays. It determined that scheduling examinations on Sundays could result in shortening of the examination period, which might make it possible to extend Fall reading break without impacting the current end date for the examination period.

In November 2016 Senate received a further update on the committee’s consideration of a proposal to extend Fall reading break. At that time, Senate was asked whether the committee should engage in consultations on the issue of Sunday examinations in order to allow for continued review of the proposal. Senate members agreed that consultations regarding Sunday examinations should be undertaken. Between November 2016 and January 2017, the committee undertook these consultations with a number of groups and individuals, including UVSS, GSS, Deans, Chairs/Directors, Office of the Registrar, Student Affairs, Faculty Association, Ombudsperson and Senate.

Feedback was received from a wide range of groups and individuals expressing a variety of opinions. A review of the feedback indicated there was no overwhelming support for Sunday examinations and many of those who expressed support for Sunday examinations in principle cited academic and operational concerns. In addition, many respondents (including the UVSS and GSS) expressed support for an extended Fall reading break, but not if Sunday examinations are required to achieve this outcome. Other respondents felt students would accept Sunday examinations if this permitted extension of reading break. Comments included:

- The university already uses part of the weekend for examinations; no concerns with adding Sunday.
- If exams are scheduled on Sundays, this should be done with the goal of achieving a significant benefit (e.g. extended reading break). Sunday examinations should not be considered as an independent initiative and should be used only as required.
- Religious accommodations may be required for students. Religious accommodations are already requested on other days.
- Special requests and requests for religious accommodation from faculty members may increase.
- Sundays provide a consistent opportunity for students to rest, study or work.
- Scheduling exams on Sunday could result in a challenging exam schedule for
students. For example, students could have an increased number of exams on consecutive days because of the removal of a day off during the exam period.

- The positive mental health benefits associated with an extended Reading Break could be outweighed by the negative impact of changes to the exam period.
- Scheduling examinations on Sunday will condense the marking commitments for instructors and graduate students.
- There are labour relations considerations for faculty and staff (including graduate students) – overtime, rest and family time, financial implications.
- There are operational costs associated with Sunday examinations (e.g. food services, janitorial, facilities, RCSD).
- There will be an impact on RCSD. The demands on RCSD are already high.
- A detailed review of BC Transit services is required to ensure students can arrive and depart from Sunday examinations.

During the course of consultations regarding Sunday examinations, the region experienced extreme weather during the December examination period. University closure was considered, which would have resulted in cancellation of exams on one or more days. The committee was involved in discussions regarding potential closure as use of the Senate emergency protocol was contemplated. The committee agreed that sufficient flexibility should exist within the examination period for this purpose and that the university should develop formal policy or procedure to address university-wide cancellation of exams. Scheduling exams on Sundays would remove all flexibility from the current examination period, requiring any rescheduling of exams due to weather or other emergencies to occur after the end of the examination period.

Recommendation

Given that a number of concerns and considerations were raised regarding Sunday examinations and there was no strong support expressed in this regard, the committee does not recommend that the university pursue scheduling Sunday examinations at this time. As such, the committee has now determined that it is not possible to present a recommendation to extend Fall reading break. The committee recommends maintaining the Fall reading break at a length of three days in conjunction with Remembrance Day.

Respectfully submitted,

2016/17 Senate Committee on Agenda and Governance
Jamie Cassels, Chair
David Capson, Dean, Faculty of Graduate Studies
Lauren Charlton, Convocation Senator
John Durno, Library
Julia Eastman, University Secretary
Mark Gillen, Law
Robin Hicks, Science
LillAnne Jackson, Engineering
Valerie Kuehne, Vice-President Academic and Provost
Andrew Lemieux, Student Senator
Annalee Lepp, Humanities
Carrie Andersen (Secretary)

/Attachment
August 17, 2015

Attention: Senate Committee on Agenda and Governance
Re: Five Day Reading Break During Fall Semester

On behalf of the University of Victoria Students’ Society and the Graduate Student Society, I would like to bring to your attention a matter of great concern to students. During the Fall Semester Reading Break at UVic, students are not given a sufficient amount of time to travel home or to get an adequate mental health break. As you know, students face a difficult transition period during their first year of university. Increasing the number of days during Reading Break would be an effective way for UVic to increase retention rates and to improve the mental health and well-being of students. Therefore, we would like to request that the Senate establish a committee to investigate establishing a five day reading break during the Fall Semester.

As a destination university with more than 70 percent of its students coming from outside of Greater Victoria, a week long reading break would provide students the opportunity to travel home and recuperate during the Fall Semester. And, for students that choose to stay in Victoria, this would allow them to recuperate and give them time to engage in campus and community activities. The creation of a week long break will create a healthier atmosphere at UVic that promotes student success. There is strong evidence to suggest that this is the case, given that five day reading breaks during the Fall Semester have been successfully established at many schools in Ontario, Manitoba, and Alberta.

We understand the logistical difficulties involved in this decision and want to be proactive and constructive as we engage you on this important issue. As such, we formally request that you strike a committee that includes student senators and representatives from UVic counselling services, the UVSS, and the GSS.

We have discussed this opportunity with the AVP Student Affairs Jim Dunsdon and he is supportive of working with us to investigate this opportunity.

We look forward to collaborating with you on this important issue.

Regards,
Bronte Renwick-Shields, UVSS Chairperson
Katrina Flanders, GSS Chairperson
TO: Secretary of Senate  
    University Secretary’s Office

DATE: February 14, 2017

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), C. Schallie, K. Barnes, A. Cirillo,  
H. Hallgrimsdottir, J. Wood, S. Timayo, J. Fortin, M. Runtz,  
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

ALBERT HUNG CHAO HONG SCHOLARSHIP IN INTERNATIONAL BUSINESS AND ENTREPRENEURSHIP* (REVISED-UG)

Two scholarships of at least $3,000 each, payable over two years at $1,500 per year, are awarded to academically excellent undergraduate students. One or more scholarships will be awarded to students entering the International Business specialization and one or more scholarships will be awarded to students entering the Entrepreneurship specialization in the Peter B. Gustavson School 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 Peter B. Gustavson School 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.
W.D. WEST ALUMNI BURSARY SCHOLARSHIP* (REVISED-UG)

One or more scholarships are awarded annually to academically outstanding, continuing students continuing in the Department of Theatre primarily according to need. Preference will be given to students in the Design focus specialising in Design. Recipients should have demonstrated promise, industry and a reasonable academic standard.

SKEENA SCHOLARSHIP IN CREATIVE WRITING (NEW-UG)

A scholarship is awarded to an academically outstanding undergraduate student entering their 3rd or 4th year in a BFA in Writing with a major in creative nonfiction or poetry and who has submitted a one-page summary of how they fit this criteria.

Preference will be given to a student in descending order of priority:

a) A woman student who grew up in or has spent the majority of their life in rural and northern communities in Canada. Further preference will be given to a student from Northern British Columbia (North of 50° N).

b) An Indigenous student who grew up or has spent the majority of their life in rural and northern communities in Canada. Further preference will be given to a student from Northern British Columbia (North of 50° N).

Selection of the recipients will be made by the Awards Committee upon the recommendation of the Department of Writing.

DAX GIBSON MEMORIAL AWARD IN GENDER STUDIES* (REVISED-UG)

One or more awards are given to academically outstanding undergraduate students in the Department of Gender Studies who produce the most exceptional Gender Studies 400B independent research project and/or Gender Studies honours thesis. This award may be awarded to a graduating student.

CHRISTINE WELSH SCHOLARSHIP FOR INDIGENOUS STUDENTS IN GENDER STUDIES (NEW-UG)

One or more scholarships of $1,000 each are awarded to academically outstanding Indigenous undergraduate students entering 3rd or 4th year with a declared major in Gender Studies. Part-time students are eligible for this scholarship.

UNIVERSITY OF VICTORIA FACULTY ASSOCIATION ENTRANCE SCHOLARSHIPS* (REVISED-UG)

One or more scholarships of $3,000 each are awarded to academically outstanding undergraduate students entering the University of Victoria from BC Secondary Schools, universities, or community colleges.
ANDREW RIPPIN AWARD (NEW-UG/GS)

A prize is awarded to an undergraduate or graduate student who has the best paper within the discipline of Islamic Studies at the annual MEICON-BC student conference in recognition of Dr. Andrew Rippin’s contributions to the field. The adjudication of the award will be made by members of MEICON-BC.

WILLIAM AND AMELIA KUSHNIRYK MEMORIAL AWARD* (NEW-UG)

One or more awards are awarded to undergraduate students of Ukrainian language and/or culture courses who are continuing their studies of Ukrainian language and/or culture in the upcoming summer session through an accredited program in Ukraine. Students must apply to the Department of Germanic and Slavic Studies by March 15th.

ALLISON OSLER ENTRANCE SCHOLARSHIP* (NEW-UG)

One or more scholarships are awarded to academically outstanding Indigenous women entering the Faculty of Law.

STEPHENS FAMILY GRADUATE RESEARCH SCHOLARSHIPS IN ORGANIC AND SUSTAINABLE FOOD SYSTEMS (REVISED-GS)

Two graduate awards scholarships of $10,000 each will be awarded to outstanding UVic graduate students in the Faculty of Social Sciences pursuing innovative novel research in the areas of organic food, sustainable food systems, community and agricultural development, food security, or environmental stewardship in agriculture. Accepted research areas include: organic foods, sustainable food systems, community and agricultural development, food security, or environmental stewardship in agriculture. Excluded research areas include climate change denials, GMO research, seafood, animal husbandry or ethnobotany without agricultural applications. This award may not be awarded to the same student more than once. Selection of recipients will be made by the Graduate Awards Committee, upon the recommendation of the Faculty of Social Sciences Awards and Recognition Committee.

STEPHENS FAMILY UNDERGRADUATE RESEARCH AWARDS IN ORGANIC AND SUSTAINABLE FOOD SYSTEMS (REVISED-UG)

One or more undergraduate awards of up to $5,000 in total will be awarded to students in the Faculty of Social Sciences, 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. This award may not be awarded to the same student more than once. Selection of recipients will be made by Senate Committee on Awards upon the recommendation of the Faculty of Social Sciences Awards and Recognition Committee. Students must submit their application to the Faculty of Social Sciences by September 15.

E. CROTEAU AND N.L. ST. CLAIR BURSARY* (NEW-UG)

One or more bursaries are awarded to undergraduate students in any faculty at UVic, with preference for students who are the first in their immediate family to attend a post-secondary institution.
DARS ALBERTINI RUGBY AWARD* (NEW-UG)

One or more awards are given to members of the Vikes Men’s Varsity Rugby team who meet all U Sports eligibility requirements. Award recipients will be selected on the basis of work ethic, demonstrated exemplary motivation and support for teammates on and off the pitch, as well as commitment and performance criteria set by the Director of Athletics and Recreation in consultation with the Varsity Head Coach and the Manager of Athletics.

PROFESSOR ALFRED E. LOFT MEMORIAL SCHOLARSHIP* (REVISED-UG)

One or more A scholarships are awarded to an academically outstanding undergraduate students in a Major or Honours student program in the Department of History who are studying Canadian History.

FRANK HOBBS EDUCATIONAL FUND BURSARY* (NEW-UG/GS)

One or more bursaries are awarded to graduate or undergraduate students.
Date: February 8, 2017
To: The Secretary of the Senate
From: Dr. Nancy Wright, Chair, Senate Committee on Planning
Re: Proposed Interdisciplinary Minor in Global Development Studies (GDS)

At its meeting of February 7, 2017, the Senate Committee on Planning discussed and approved the request for a Proposed Interdisciplinary Minor in Global Development Studies (GDS).

The following motion is recommended:

That the Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of an Interdisciplinary Minor in Global Development Studies, as described in the document “Proposed Interdisciplinary Minor in Global Development Studies (GDS)”, January 26, 2017, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

:slid

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. Lisa Surridge
Dr. Merwan Engineer
Dr. Richard Rush
Ms. Sandra Duggan, 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
Proposed Interdisciplinary Minor in Global Development Studies (GDS)

January 26, 2017

University of Victoria

Submitted by:

Marlea Clarke, Faculty of Social Science, Political Science
Michelle Bonner, Faculty of Social Science, Political Science
Jutta Gutberlet, Faculty of Social Science, Geography
Simon Springer, Faculty of Social Science, Geography
Daromir Rudnyckyj, Faculty of Social Science, Anthropology
Ana Marla Peredo, School of Environmental Studies
Laura Parisi, Gender Studies, Faculty of Humanities
Dr. Neilesh Bose, History, Canada Research Chair, Faculty of Humanities
Martin Bunton, History, Faculty of Humanities, The Centre for Global Studies
Alan Pence, School of Child and Youth Care, UNESCO Chair for Early Childhood Education, Care and Development, Faculty of Human and Social Development

Contact:
Marlea Clarke mclarke@uvic.ca
Michael Webb, Director, Office of Interdisciplinary Academic Programs dirintd@uvic.ca
Executive Summary

1. Overview
Organisation’s history, mission and academic goals, and credentials to be awarded

Established in 1963 as a degree-granting institution, the University of Victoria now ranks among Canada’s leading universities. It is ranked #11 globally and first in Canada among universities less than 50 years old by Times Higher Education (THE). The University of Victoria (UVic) is widely recognized for its interdisciplinary and international initiatives and its vibrant and diverse learning community. The University’s vision is to be a university of choice for outstanding students, faculty and staff from British Columbia, Canada and the world. It aspires to demonstrate strength in integrating outstanding scholarship, inspired teaching and real-life involvement in all academic endeavors. Part of what makes UVic unique is its civic engagement, its international perspective and its interest in and commitment to ‘real-life learning’, through, for example, the co-op program and other integrated learning opportunities. UVic’s recently released International Plan, 2017-2020 (‘Making a World of Difference’) articulates the University’s strategic commitment to furthering internationalization, by, for example, expanding international outreach and partnerships, increasing opportunities for student participation in international learning opportunities, internationalizing the curriculum, and supporting students’ development as global citizens.

This proposal is for a new interdisciplinary undergraduate minor in Global Development Studies (GDS). The program builds on existing course offerings and faculty expertise across campus and will be open to undergraduate students from any faculty.

2. Location
Victoria, British Columbia

3. Academic units
The Faculties of Humanities and Social Sciences will offer the program, with their sponsorship coordinated through the Office of Interdisciplinary Academic Programs. The GDS Minor will draw on faculty members and courses from a range of departments, including (but not restricted to) Anthropology, Economics, Geography, and Political Science in Social Sciences; and History, Pacific and Asian Studies, and Gender Studies in Humanities. Core GDS courses will be taught by faculty from the two sponsoring faculties, Humanities and Social Sciences.

Colleagues and units from other Faculties are welcome to participate in the Minor as collaborators, with the prospect of other Faculties becoming sponsors of the Minor in the future. GDS will be governed by a program committee consisting of faculty members from each of the two sponsoring Faculties, one faculty member ‘at-large’ (from a non-participating faculty), the director of the Minor, who will report to the Director of Interdisciplinary Academic Programs, a representative from Co-op and Career Services, a representative of a research unit on campus, and a representative from a local NGO. As such, the Minor will benefit from having
the ongoing involvement from representatives of on-campus research units (e.g., the Centre for Asia-Pacific Initiatives, the Centre for Global Studies), and off-campus community groups and international development organisations. This committee will especially contribute to the experiential learning component of the Minor.

4. **Anticipated start date**
   September 2017

5. **Anticipated completion time in years or semesters**
   Anticipated completion time is 8 semesters or 4 years, as completed within a BA or BSc. The program will require 13.5 units, including 6.0 units of required core courses (GDS 201, 202, 301, 400) and 7.5 units of electives selected from approved lists of courses offered by departments and schools.

6. **Target audience(s)**
   The GDS Minor is intended to complement existing disciplinary and interdisciplinary majors and does not constitute a stand-alone degree program. It is expected to be an attractive complement to existing disciplinary majors for students in Humanities and Social Sciences. The program will be open to students in other Faculties, but many of the latter have highly structured programs that can be difficult to combine with an interdisciplinary minor. The Minor is expected to serve mainly the existing pool of undergraduate students, but should also contribute to UVic’s efforts to recruit an outstanding group of undergraduate students by offering a program much sought by prospective students. If the Minor is successful, we plan to consider creating an undergraduate certificate program in order to meet the needs and interests of a different audience at UVic, including non-degree students or post-graduate students.

7. **Enrolment potential (targeted students segments, labour market demand)**
   Once fully implemented, it is anticipated that total enrolment in the Minor will be approximately 60 students (twenty in each of second, third, and fourth years) and to have course enrolments of approximately 270 per year. In addition to serving students seeking a traditional liberal-arts education prior to entering the labour market, the program is designed to provide students with knowledge and practical skills that will better prepare them for careers in global development, international affairs more generally, and the non-profit sector. Further, given the increased global focus of the private sector, its growing role as a key partner in global development alongside its commitment to corporate social responsibility, GDS is designed to provide students with the knowledge and concrete training needed to help secure employment in both the public and private sectors.

8. **Description of proposed Minor**
   **Aims, goals, and/or objectives**

   The GDS Minor aims to foster the development of critical, knowledgeable and engaged global citizens who are aware of the range of factors, actors and conditions that have shaped global development patterns, inequalities, and the conditions and opportunities under which these
patterns and inequalities change. We anticipate a Minor with learning objectives in three main clusters:

1. Interdisciplinary theoretical and historical knowledge about global development;
2. Concrete thematic areas in global development in various geographic and cultural contexts. Four thematic areas have been identified:
   - gender, human rights and democracy
   - environmental sustainability, food security, and health
   - transnationalism, migration and mobility
   - literature, culture and society
3. Skills necessary for working effectively in global development and community organisations.

**Anticipated Contribution to the Mandate and Strategic Plan of UVic**

The program contributes to the commitment in UVic’s Strategic Plan to attract and retain outstanding undergraduate students by offering a new Minor attractive to current and prospective students. Programs with an international focus attract strong enrolment at other BC institutions, and UVic recruitment officers report that global development is one of the specializations not currently offered at UVic that prospective students most often ask about. The Minor also responds to the need to optimize the use of our human and financial resources at a time of budgetary restraint by developing an innovative new Minor drawing primarily on existing courses and faculty members, and encouraging enrolment in existing courses offered by a variety of units across campus. The interdisciplinary nature of the Minor aligns with UVic’s strategic commitment to ensure our programs reflect the dynamic nature of evolving interdisciplinary areas of societal importance. The Minor responds to the strategic aim of increasing opportunities for experiential learning and civic engagement outlined in both the University’s Strategic Plan and new Internationalization Plan by incorporating an experiential component and civic engagement into the program design. Finally, a program in Global Development Studies can be an important strategic mechanism for enhancing internationalisation by creating a program focused on international subjects, that promotes global citizenship and intercultural understanding, and that facilitates the participation of students in international educational opportunities including studies abroad and field schools. Courses, experiential and internationally-engaged activities designed for this minor respond to the University's interest in expanding course offerings focused on 'global citizenship', as outlined in the recent Internationalization Plan.

**Linkages between the learning outcomes and the curriculum design**

The core courses (GDS 201 and 202) and electives from approved lists are designed to enhance understanding and conversation across disciplinary perspectives while introducing basic knowledge about global development and key themes. GDS 201 introduces students to the basic theoretical concepts of development studies, the history of global inequality, and short histories of alternative development strategies. The course will be interdisciplinary and involve
faculty members as guest lecturers. GDS 202 will build on GDS 201 by introducing students to key issues, debates and contemporary topics within the four core thematic areas: gender, human rights and democracy; environmental sustainability and food security; transnationalism, migration and mobility; health and well-being. GDS 202 will be interdisciplinary and team-taught, drawing on the specific expertise of faculty across campus.

GDS 301 focuses on essential skills required for effective practical engagement with global development, including such topics as cross-cultural communication, and project management and evaluation. It will have a lab component focused on skill development. GDS 400 is a capstone seminar in which students engage in a research project or an approved development-related project, such as a program evaluation, a project or fundraising proposal, or a monitoring and evaluation framework. Where appropriate, students will complete their project by working with a development NGO. This seminar course focuses on the intersection of practical experience and theoretical knowledge. As the program matures, it will offer international field schools in collaboration with other universities and partner NGOs.

Relation to other similar programs at UVic and other BC post-secondary institutions

Issues in global development are studied from a variety of disciplinary perspectives, and a number of academic units at UVic offer courses in international/global development that will be used in the proposed program. Some offer related credentials. Geography offers majors and honours students a disciplinary concentration in “Urban, Health, and Development Studies” drawn from Geography courses in those areas. The GDS program will offer a much more interdisciplinary and comprehensive engagement with global development issues. The School of Public Administration offers a Masters in Community Development. As a graduate program focused on community development rather than an undergraduate Minor focused on global development, the two complement each other, and GDS graduates interested in further professional development may provide a source of recruits for the MA in Community Development.

Other academic programs whose focus intersects somewhat with the focus of the proposed Global Development Studies minor include Pacific and Asian Studies, Latin American Studies, and Social Justice Studies. The first two are regional studies programs focusing on regions considered to be part of the global South. A GDS minor would complement rather than compete with regionally focused programs, especially those that offer majors and honours programs, by offering students the opportunity to compare the development experiences of different regions of the global South. The establishment of the GDS minor can be expected to increase enrolment in those PAAS and LAS courses that engage with development issues, and a number of their courses are included on the list of courses that would meet GDS program requirements (see Appendix A). Social Justice Studies addresses a range of issues relevant to global development, but its focus is on broader issues and as much on the global North (including Canada) as the global South.
There is also overlap between global development and Indigenous issues, and this issue generated considerable discussion in the planning process. While recognizing parallels between the history and situations of indigenous peoples in the global North and the global South, there are also substantial differences. GDS would welcome courses on indigenous issues in the global South, though we are not aware of any current offerings in this area at UVic. The Minor will work to support the development of new courses focused on the experiences, histories, issues and current struggles of indigenous people in the global South. Until new courses are developed at UVic, GDS will incorporate global South indigenous issues and histories into its core courses and encourage the inclusion of such content in electives. As such, we anticipate that GDS will offer insights into indigeneity in a diverse global South context. Further, UVic is already home to a strong minor program in Indigenous Studies (IS) and the University is considering the creation of an IS major. Given this, the steering group felt it would be best to maintain the proposed focus on the global South and thus complement rather than duplicate existing content. Finally, the approach we are proposing is consistent with choices at other Canadian universities, many of which host separate programs in indigenous studies and global development studies, but is unique in our commitment to include global South Indigenous issues and contemporary struggles in our core GDS courses.

A number of BC post-secondary institutions offer more general programs in international studies, but only Simon Fraser includes a focus on international development within such a program (International Development, Economic and Environmental Issues is one of three streams students can choose from in this program). The University of the Fraser Valley (UFV) established a BA in Global Development Studies in 2013, and is currently the only BC University that offers such a degree. While our GDS Minor is similar in its interdisciplinary nature to that offered by the UFV, our proposed program differs from UFV in several ways. First, we are proposing an interdisciplinary minor, not a stand-alone degree. Second, strong graduate programs across all the faculties at UVic alongside numerous research centres with a global focus will help link course work to research projects and provide students with diverse opportunities for internships and applied learning opportunities. Third, faculty expertise at UFV combined with program design led to the creation of a program which offers students broad, general exposure to development issues. In contrast, our proposed program draws on the geographic (e.g. Africa, Latin America, Asia and the Middle East) and thematic expertise from various faculties at UVic, and can therefore offer students both general introductory and overview courses alongside thematic and geographically focused courses. Therefore, our proposed minor will offer students a wide range of course offerings not currently available at UFV or many other Universities in Western Canada, and provide students with a program strong in both breadth and depth in global development studies.

Strong student interest in internationally focused programs at other BC institutions suggests there will be demand for a GDS program at UVic, especially for a minor. Indeed, UFV’s experience thus far suggests that a stand-alone degree is not where the strongest demand is in BC right now. There are approximately 12 international / global development studies programs at Canadian universities, though few west of Ontario and only one new program that incorporates
emerging trends in the global South, new forms of international development engagement and activities (such as the growth in social enterprises in the global South). Most program in Western Canada incorporate development studies into existing programs or departments. For example, students can select a 'development' concentration as part of the University of Regina's BA in international studies, and Development Studies is offered as one of four streams in the Department of Anthropology and Archaeology at the University of Calgary.
Full Proposal Submission

1. Identification of new Minor

Name
Interdisciplinary Minor in Global Development Studies (GDS)

Location
Victoria, British Columbia

Academic units offering the Minor
The Faculties of Humanities and Social Sciences will offer the Minor, with their sponsorship coordinated through the Office of Interdisciplinary Academic Programs. GDS will draw on faculty members and courses from a range of departments, including (but not restricted to) Anthropology, Economics, Geography, Political Science and Environmental Studies in Social Sciences; and History, Pacific and Asian Studies, and Gender Studies in Humanities. Core GDS courses will be taught by faculty from the two sponsoring faculties, Humanities and Social Sciences.

Colleagues and units from other Faculties are welcome to participate in the Minor as collaborators, with the prospect of other Faculties becoming sponsors of the Minor in the future.

Anticipated start date
September 2017

Name, title, phone number and e-mail address of contact persons

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2. History and context of the Minor

Global Development Studies (GDS) is proposed as a new undergraduate interdisciplinary Minor. The University of Victoria has many faculty members with research and teaching expertise in international development, a recognized field of interdisciplinary scholarship. Many academic units offer one or more courses related to global development. However, until now Uvic has not offered students an opportunity to focus their studies and receive a credential in this area, in contrast to many other Canadian universities (mainly in eastern Canada; see below). The proposed GDS Minor is intended to fill that lacuna, and to contribute to the achievement of UVic’s strategic objectives as described below.

It is expected that the program will be attractive to a wide range of students seeking to complement a major program with this specialized, internationally oriented thematic minor. Most of these likely will be students registered in Humanities and Social Sciences, though the program may also be of interest to students in other Faculties, including Human and Social Development, Fine Arts, Business, Education, Engineering, and Science. However, many students in these other Faculties have highly structured programs that can be difficult to combine with an interdisciplinary minor.

The purpose of the Minor is to provide students with a thorough understanding of the history, debates, theories and practices of global development, as well as the strategies, techniques and skills required for working in global development. The Minor focuses on development in regions in the global South that have remained poor and globally marginalised despite advances made in other regions. Both the idea of “development” and the idea of the “global South” are contentious, and the core courses in the proposed GDS Minor will explore those contentions. As part of this, GDS will examine global structures that help shape poverty and marginalization in the global South, including colonialism and its legacies and the policies and practices of wealthy regions, countries, and international organisations controlled in the global North. Further, the structure, design and course offerings reflect and explore recent policy and scholarly debates in GDS, and changes in the global South, including rapid economic transformation in such countries as China, India, and Brazil, and the growth of South-South trade, economic and development cooperation.

In alignment with the University of Victoria’s Strategic Plan, A Vision for the Future—Building on Excellence, and the University’s recently released International Plan, the Minor will enhance students’ learning experiences and opportunities for experiential learning and civic engagement) and will contribute to the University’s internationalization goals including the cultivation of a global perspective that strengthens our local and international community and the development of global citizenship. It embraces all seven principles outlined in the International Plan, and will specifically contribute to promoting intercultural competence and awareness and increasing international experiences for our student body. It will also provide learning opportunities to better prepare students for future employment: in broad areas of work associated with the non-profit or international development sectors at a local, international or transnational level, as well as careers in the public and private sectors. The
Minor will respond to student demand and need to differentiate our institution from others in the province by offering a coherent set of courses focused on global development, one of the only such programs in British Columbia.

3. Aims, goals and/or objectives

Distinctive characteristics
The overall goals of the GDS Minor are to help foster the development of critical, knowledgeable and engaged global citizens who are aware of the range of factors, actors and conditions that have shaped global development patterns, inequalities, and the conditions and opportunities under which these patterns and inequalities change. We anticipate a Minor with learning objectives in three main clusters (see section 5 below). Each of these areas corresponds to a particular set of courses, though it is likely all courses will contribute in some way to all three clusters of learning objectives.

We expect that students who complete the program will emerge with an understanding of the historical emergence and evolution of contested ideas, theories and policies about global development, as well their concrete application in different societies and with reference to specific thematic issues in the global South. Throughout the Minor, students will examine how practices and policies associated with global development are influenced by economic, social, and political structures and struggles as well as theories of what constitutes ‘development’ and how development has or might take place. This includes understanding how the global North is implicated in poverty and marginalization in the global South. Students will learn about patterns and dynamics of change, and the role of a wide range of actors – such as states, social movements, corporations, development NGOs, international and transnational groups and organisations – in shaping such change.

The program will be interdisciplinary and will take a comparative approach to the study of the sources and broad consequences of inequality and development: social, environmental, political, economic, health, cultural, ecological, etc. Transnational or global social relations and phenomena constitute much of what matters in this realm and will be emphasized in the program. This is reflected in the program title, which uses “global” rather than the more traditional “international” (see below). Ultimately the program aims to educate students to see themselves as global citizens whose social, political and consumption decisions and patterns have real social, political, economic, cultural and ecological implications for the world far from Victoria.

Further, the proposed program will have a strong practical component and emphasize the relationship between academic theory and discourses about development, on the one hand, and concrete experiences and actual development practice on the other. Consequently, the program will offer students practical work experience, overseas or local NGO exposure and experience, and opportunities to develop and build skills associated with non-profit and global development work. Such skills include inter-cultural competencies; research skills, including field research, community-based participatory research and inter-cultural research; program
monitoring and evaluation; the ability to evaluate documents generated by the international donor community; a basic understanding of the key components of a funding proposal and / or project plan; and general knowledge about the steps necessary to implement a project.

International experiences initially will not be a required part of the program as it will take time to create the necessary infrastructure, but students will be encouraged to complement their classroom learning with practice in the field. We will facilitate practical or international experiences by encouraging students to participate in field schools currently offered at UVic (and providing course credit for doing so). We will also work with Co-op and Career Services, research offices on campus (e.g. Centre for Asia-Pacific Initiatives and Global Studies) and NGOs to encourage and facilitate students’ participation in international co-op placements, internships and other international opportunities.

Overall, we intend to develop and implement an academically oriented and practically informed program that addresses historical, conceptual, theoretical, methodological, ethical and policy-related issues and debates pertaining to international development and social change.

Relevance of GDS
Most international development studies (IDS) programs in Canada started in the 1970s and early 1980s, during a time of sustained interest and attention on ‘development’ in both academic and policy arenas. The Canadian International Development Agency (CIDA) played an important role, both internationally and nationally, in supporting international development, and a large number of Canadian-based NGOs were active throughout the global South. As such, IDS programs had a clear focus and also had a large sector in which students could find future employment. Much has changed since then, and some would question the relevance of GDS today and the rationale for beginning a program at a time when development funding from many OECD countries has stagnated or dropped.

However, we believe that the timing is actually ideal: we are designing a program that will be ‘modern’ and contemporary, a program that will strongly reflect and present current debates and trends. For example, the entire program will embrace and use contemporary language and discourses around development and might not have some of the ‘baggage’ of older programs that began during the ‘charity’ period of international development. One aspect of this is the program’s emphasis on global phenomena (capitalism, legacies of colonialism, globalisation and new patterns of trade and economic growth) as structural forces shaping patterns and problems of development, rather than on changes allegedly needed in developing countries. The program will also place emphasis on culture, human development and community-based development, and will focus on emerging trends and patterns – such as south-south economic cooperation, the rise of China and other ‘new’ economies, and the recent growth of social enterprise activities in the global South encouraged by both the business and NGO sector.

Finally, as we are frequently reminded when watching the news or reading research reports or academic articles, ‘development’ and inequality are not topics of the past. Indeed, development and location still matter. They matter as much or more than they ever have. The
contours of the global map reveal a landscape of staggeringly high clusters of affluence and
deep troughs of poverty and deprivation sprinkled with pockets of greater or lesser degrees of
prosperity. Prior to the 2008 global economic crisis, the UN Human Development Report
reported:

The era of globalisation has been marked by dramatic increases in technology, trade and
investment – and an impressive increase in prosperity. Gains in human development
have been less impressive. Large parts of the developing world are being left behind.
Human development gaps between rich and poor countries, already large, are widening ...
The scale of human development gains registered over the past decade should not be
underestimated – nor should it be exaggerated. Part of the problem of global snapshots
is that they obscure large variation across and within regions ... Progress towards human
development has been uneven across and within regions and across different
dimensions (2005: 19, 21).

This statement is even more valid today. Globally, inequality remains extremely high and largely
based on similar divides as those that characterized the globe several decades ago: western
countries continue to contain a disproportionate share of the world’s wealth, trade, investment
and access to modern technologies (including health). The 20% of the world’s population living
the highest-income countries have well over 80% of the world income, trade, investment. In
short, ‘development’ remains as important now as it was in the 1970s, when most of the IDS
programs in Canada and elsewhere started. And, new global development issues are emerging,
or existing challenges – such as health, food security and deforestation – are increasing, as
climate change and diseases (e.g. Zika virus) threaten to claw back development gains made in
many countries in recent years. Further, as the Syrian crisis reminds us, international migration
and displacement is a growing issue: the last few years witnessed a dramatic rise in the number
of refugees, asylum-seekers and internally displaced people across various regions of the world
– from Africa to the Middle East and South Asia. No surprise, then, that the United Nations has
recently ratified a new sustainable development agenda and that ‘reduced inequalities’ is one
of the 17 goals.

Other important changes can be noted in the development environment and community, such
as the establishment of new northern-based development NGOs, the expansion of public-
private partnerships in global development, the growing prominence of small and large
businesses with an international focus, the growth of south-south development aid, and the
establishment of new global South development banks and organisations. This context, and
growing economic interest in the global South, has resulted in the creation of new jobs and
career opportunities for those interested in global development studies. And, given that the
UN’s sustainable development goals (SDGs) will be the dominant global policy framework for
the next 15 years and since all countries will be expected to meet these targets, students in the
GDS program will be well positioned to work in a variety of sectors directly or indirectly linked
to development. This proposed GDS program will focus on contemporary issues, debates and
trends while placing these in historical context, and will provide students with the kind of
education and training needed for a wide range of jobs and opportunities in the contemporary
‘development’ sector.
Anticipated contribution to the University’s Strategic Plan

The University of Victoria’s Strategic Plan, *A Vision for Excellence*, articulates several strategic aims pertaining to quality programming and internationalisation. Recognizing that academic programs will grow at a slower rate in the current climate of resource constraint, *A Vision for Excellence* nevertheless highlights the importance of interdisciplinary programming at the University of Victoria both as a way of building on a tradition of excellence, and in the spirit of smart growth. Such growth is based on an inward-oriented assessment and appreciation of existing courses, materials, opportunities for experiential learning and human resources at the University of Victoria, with the aim of expanding programming and maximizing quality program delivery with minimal budgetary expansion.

The strategic plan also draws attention to the increasingly competitive environment for attracting and retaining students, including changes in the BC post-secondary education system and the corresponding need to differentiate our institution from others in BC. As the plan notes (page 11-12), some of UVic’s key distinguishing characteristics include its commitment to student engagement and experiential learning, a culture driven by research and discovery, and commitments to civic engagement, student success, and the student experience. With the aim of building on a tradition of excellence while continuing to attract students through expanding or strengthening existing programs, the strategic plan also calls for a rich and diverse set of academic programs that are sustainable and optimize existing resources. The decline in community college students transferring to upper-level programs and more competitive provincial environment are both identified as key areas of concern.

The proposed program specifically aligns with the strategic goals of the University in at least four core ways:

- It responds to the strategic aim to increase undergraduate enrolment and retention by building a program attractive to current and prospective students as evidenced by enrolment trends at other Universities (see Appendix 3), and by reports by UVic’s recruitment officers that international development is one of the programs that prospective students most often ask about.

- It responds to the aim of sustainable innovation in undergraduate programming and the need to differentiate our institution from others in BC by focusing on niche programming that attends to student demand. Its innovative interdisciplinary character corresponds to an area in which UVic seeks to identify itself as different.

- It responds to the strategic aim of increasing opportunities for experiential learning and civic engagement by incorporating an experiential component and opportunities for civic engagement into the program design.

- It responds to the strategic aim to further enhance internationalisation by creating a program that promotes global citizenship and intercultural understanding, and both
encourages and facilitates the participation of students in various international opportunities, such as study-abroad and field schools.

Target audience, student and labour market demand
The University of Victoria has considerable strength in research and teaching focused on the global development issues, and geographically focused global South work. This strength includes expertise in specific regions such as Asia-Pacific, Africa, the Middle East and Latin America. In addition, the University has a large and diverse range of courses addressing development topics. However, the University does not offer a degree credential in this area at present. In fact, while development studies programs exist at more than ten universities in Canada, most of these are concentrated in Eastern Canada and only one other BC university offers a similar program to what we are proposing (see section # 9 below).

Other BC universities do offer programs in international and global studies more generally, many of which are popular among students. UVic currently does not offer any programs in international or global studies (students can study international topics within specific academic units, but cannot earn an "international" or "global" credential). The proposed UVic program would be distinctive in its focus on Global Development Studies, a recognized field of interdisciplinary scholarship.

GDS should appeal to a large and growing pool of current and prospective students in British Columbia and elsewhere around the country, especially in western Canada (given the absence of IDS programs in western Canada). UVic recruiters report strong student interest in this field, with one identifying it as the most-requested program not currently offered at UVic. University of Victoria faculty members in a number of academic units report strong interest in courses that focus on development and the global South. For instance, class enrolment has been high in both the GNDR 306 ("Gender and International Development") and POLI 217 ("Development and Social Change") since they were introduced a few years ago. The latter course, along with similar courses across campus, remain popular courses and faculty have expressed interest in expanding or strengthen their course offerings in this area. A number of students have pursued student-designed minors in global development studies; given the effort required to create a student-designed minor, this testifies to the passionate interest some students have in the field.

Further, the broad and deep expertise in international development that already exists at UVic means the program can build on existing informal and formal campus networks focused on development issues and regions in the global South (e.g., CAPI, the Latin American Research Group). For example, UVic faculty involved with this proposed program have been active with CAPI's student internship program in Asia and are currently working with staff at the Centre for Global Studies to secure new sources of funding for global South internships, exchanges and research opportunities for UVic students. In doing so, the program will help increase opportunities for student mobility and other international experiences. We are also working with the Centre to develop a strong and ongoing connection between the minor and the Centre's research and other activities. Further, UVic's strength in the area is reflected in the
SSHRC Partnership Development Grant awarded to Dr. Laura Parisi in conjunction with VIDEA, a Victoria-based development NGO, and strong networks and collaborative work that several faculty members involved in this minor have with local, national and global development organisations. The scale and diversity of existing faculty expertise and relevant course offerings both makes it possible to offer GDS without extensive new course offerings and ensures the program has the faculty support needed for ongoing sustainability.

Finally, a program in Global Development Studies that includes a strong practical orientation will help prepare students for the labour market, including the local BC labour market. The program will provide students with broad and specific training relevant to a diverse set of jobs and careers linked to international development: work in the domestic or international non-profit sector; international work for government or the business sector; communication and cross-cultural skills for work with humanitarian or refugee resettlement agencies; and fundraising and project management skills for all sectors. This program would build on UVic’s strength and experience with internship and co-op placements, and would draw on existing faculties’ connections with international development organisations, including those with local national and/or international offices.

Plans for student recruitment, retention and success
The proposed GDS minor will be open to any registered undergraduate student at UVic, and does not require separate recruitment efforts. However, the creation of the program should assist UVic’s recruitment efforts because the subject is in demand among current and prospective students. For example, student interest in IDS type programs across Canada has remained strong, with student enrolment remaining stable or even increasing in recent years, despite declining student enrolment numbers in the same time period in other programs in the same universities. And, newly created IDS programs have large student numbers: Carleton University recently launched a BA in Global and International Studies (with a strong focus on development) and the first incoming class (2015) had 240 students.

There is clear interest for such a program in British Columbia, including interest from high school students in Victoria. One example is the recently launched (in 2012) Institute for Global Solutions (IGS) at Claremont Secondary School, which encourages students to explore pressing global challenges and has growing numbers of high school students interested in, and engaged in, activities linked to international development. This group does not have a provincial University to link to, or to direct their students to for post-secondary studies. The proposed GDS program will establish linkages with the IGS at Claremont, and high schools in BC and Western Canada that offer internationally oriented programs and International Baccalaureate Schools such as Glenlyon Norfolk School.

We also hope to build partnerships with international and local NGOs such as VIDEA, Oxfam-Canada, Aga Khan Foundation, WUSC, CUSO and the British Columbia Council for International Cooperation (BCCIC). As other sections of this proposal note, we have already begun discussions with these groups and faculty members involved in this proposed minor have previously worked with, or currently have close links with these international organisations and
therefore are well placed to help develop partnerships with these groups that could support UVic's recruitment efforts.

The proposed minor will not have specific programs for student retention and success. Nevertheless, it should contribute to UVic's efforts in both areas by diversifying our program offerings to include a subject of interest to many current students and because the program is designed around best-practice pedagogy, including opportunities for experiential learning.

4. Admission requirements

The program will be open to any registered undergraduate student at UVic, and courses will be open to exchange students from other Universities providing that prerequisites are met.

5. Areas of specialization and evidence of adequate faculty complement

The GDS minor will draw on faculty expertise in the two sponsoring Faculties (Social Sciences and Humanities), and individual faculty members from other Faculties will be welcome to participate. The program also will collaborate with Co-operative Education and Career Services in relation to experiential learning opportunities. The large number of contributors ensures the program has a more than adequate faculty complement. This is evident from an examination of expertise in each of the three main clusters of knowledge, skills, and courses around which the program is designed: 1. interdisciplinary theoretical and historical knowledge about global development; 2. concrete thematic areas in global development in various geographic and cultural contexts; and 3. skills necessary for working effectively in international/global development and community organisations.

1. Interdisciplinary theoretical and historical knowledge about global development. The first cluster focuses on building knowledge about international development at a theoretical level and from an interdisciplinary perspective. Its primary objective is to introduce students to past and contemporary development theories, discourses/perspectives and issues so they can read and write about these approaches as well as understand how theories and diverse perspectives of 'development' have shaped development policies and actions. Courses will explore the historical emergence and evolution of contested ideas and approaches to international development, including their theoretical and cultural assumptions. In keeping with the overall approach in the program, this cluster will also seek to connect the global to the local by examining the lived experience of international development and our individual connection to it. It will do this by, for example, exploring the history, debates and evolution of development and its international framework alongside their concrete application in diverse historical, economic, social and geographic contexts. In doing so, we will explore the various 'actors' that shape development outcomes in specific contexts, especially powerful actors that can contribute to development and underdevelopment, and those that struggle to achieve equitable and sustainable development. By actors we mean international financial institutions, international development agencies, international and transnational groups and organisations,
governments, multinational corporations, northern and southern-based non-governmental organisations (NGOs), national and local civil society organisations, social movements, etc.

Courses in this first cluster will cover topics such as theoretical, historical and policy debates within contemporary Global Development Studies; various approaches to development in policy and practice; the role of gender, culture and location in shaping development; economic growth strategies, debates surrounding sustainable economic growth; economic dimensions of international development issues; migration and displacement; historical and contemporary patterns of trade, aid and related structures of inequality and poverty; new debates and trends in development, such as the emergence of new centres of economic growth in countries like Brazil, China, India and South Africa; and new/contemporary opportunities, strategies and approaches to development.

Key courses contributing to the first cluster include new GDS courses (GDS 201, 301, and 400). One course in the economics of development (ECON 320 or 329) is required to ensure that students understand the economic discourse that often dominates discussions of global development (understanding does not equal acceptance, and we anticipate debates among students as lively as debates among scholars and activists). As well, each student will be required to select one course that presents a disciplinary perspective on global development, selected from courses outside the academic unit in which the student is completing a major. This requirement will contribute to each student’s ability to understand global development from an interdisciplinary perspective.

2. **Concrete thematic areas in global development in various geographic and cultural contexts.** Each student will be required to complete 3.0u of coursework in one of four themes. Each of these themes raises intrinsically important issues and are also key areas of focus for contemporary debates in GDS. These themes also provide a lens for understanding regional or country-specific experiences, and how social structures and culture are represented and shaped by literature and development theories, policies and practices (requiring this level of knowledge for just one theme reflects the program’s status as only a minor). The aim is to enable students to apply their knowledge about debates and practices of development to concrete country/regional experiences. Students will be able to compare and assess the range of factors that shape development in diverse contexts. In addition to building understanding of each topic and country experience, examining a theme in depth will contribute to students’ ability to engage with broad development issues facing the global South.

Four themes have been identified: human rights, democracy, and gender; environmental sustainability and public health; transnationalism, migration and mobility; and literature, culture and society. Economic development is not identified as a theme because it is integral to the first theme and core required courses, and a range of economic issues will be covered in various courses as these intersect with the four specific themes for the program. Indigenous issues, struggles and development challenges in the global South will also be explored through our four thematic areas, and will be addressed in the program’s core courses.
The four thematic areas for the GDS program were chosen after conducting an inventory of existing courses and research interests on campus, and completing a mapping exercise of other GDS programs in Canada and elsewhere to assess student interest and demand, and strengths and gaps in other programs. Extensive consultations with faculty across campus and deep knowledge of new trends and debates in the field by faculty who worked to prepare this proposal helped us determine these thematic areas. Further, these themes overlap and complement the four main areas of international impact and engagement outlined in UVic’s new International Plan (page 19-20). For example, while area A (‘International Development, health and education’) encapsulates this entire Minor, area B (‘Science, technology and sustainability’) intersects with this proposal’s ‘environmental sustainability’ theme. Area C (‘Borders, trade immigration, laws and government’) intersects and overlaps with our third theme, and area D (‘Arts, language, culture and history’) overlaps with the fourth theme in this Minor. Given the Minor’s overall focus on international development, courses and other activities associated with the Minor will help strengthen and advance UVic’s international impact and engagement in these four areas through a specific focus on these themes and topics in the global South. Appendix X lists courses that would be suitable for fulfilling the requirement in each of the four thematic areas.

3. **Skills necessary for working effectively in global development and community organisations.** While the first two clusters focus on the cognitive domain (thinking / knowledge), the third cluster centers on building students’ skills through experiential learning. GDS 301 will introduce students to a range of knowledge and skills needed to work effectively with community organisations on international development. These include research methodologies and methods; program and project evaluation and monitoring; fundraising; project design and management; and cross-cultural competency. In addition to classroom learning, the GDS program will work with Co-op and Career Services, relevant UVic research centres, and non-governmental organisations (NGOs) active in international development to create opportunities for students to work on community-inspired projects. Placements within community organisations in Victoria involved in international development will be supervised jointly by a faculty member and a representative of a community organisation.

In addition, we will encourage GDS students to participate in field schools offered by UVic and explore ways that GDS students might complete some program requirements through study aboard programs. As the program matures, we expect to expand experiential learning opportunities to include term-abroad opportunities through agreements with foreign universities and international field schools offered in partnerships with development studies programs at other Canadian universities. All of these experiences are intended to provide valuable hands-on experience for students and opportunities for cross-cultural living as well as help students acquire skills related to international development. Further, international and hands-on experiences can open new avenues of thinking, and will help develop students’ affective domain, by, for example, challenging their own assumptions and lifestyles, and perhaps adjusting their own behavior or consumption patterns in ways that might contribute to reducing or challenging inequalities and poverty, or to contribute to social change in other ways.
Language skills are very useful in relation to global development, and we will encourage all students to take advantage of UVic course offerings such as Mandarin Chinese, French, Indonesian-Malay, or Spanish. However, within the modest number of units required for a minor it is not possible to make this a formal requirement. Students will also be encouraged, but not required, to take additional skill-oriented courses, some of which are identified with Cluster 3 in the Appendix.

6. Curriculum design

Schedule of course delivery

Minor requirements
Global Development Studies is an interdisciplinary minor. It requires completion of 13.5 units of coursework, made up of 4.5 units of lower level courses including GDS 201 and 202, and 9.0 units of upper-level courses including GDS 301 and 400. Three of the four core courses (202, 301 and 400) are new to UVic and are described below. To ensure interdisciplinary breadth of learning, GDS students will be required to select electives from outside their major department to meet additional requirements. Similar to other minors at UVic, the Minor requires minimum of 9.0u of 300- and 400-level coursework, none of which can be used to meet the requirements of another minor, major, or honours program. At least 6.0u of the 9.0u of 300- and 400-level coursework must be taken at UVic.

Lower level requirements (4.5u):
- 1.5 units in world history: HSTR 112A, or 112B (112 or 112A+112B recommended). Students majoring in History will be required to substitute 1.5u of introductory courses in other fields relevant to global development, such as ADMN 200; ECON 113; GEOG 101A; GNDR 100; LAS 100; PAAS 105; PHIL 236; SJS 100 or 200; SOCI 100B
- GDS 201, 202

Upper Level Requirements (9.0u):
Required Core Courses:
- 4.5u consisting of GDS 301 and 400 (descriptions below); and ECON 320, 329, or 420.

Requirements to be met by selecting from lists of existing courses:
- 1.5u chosen from core disciplinary courses on global development or a specific region in the global South, selected from courses outside the academic unit in which the student is completing a major or honours degree. Examples of courses that will be considered to meet this requirement include CYC 379; GEOG 347B or 382; GNDR 306; LAS 310; PAAS 300 or 369; POLI 327.
- 3.0u of 300 and 400 level courses in one of the following areas (see Appendix 1):
  - environmental sustainability and public health
  - human rights, democracy, and gender
- transnationalism, migration and mobility
- literature, culture and society

Draft Calendar Descriptions for GDS courses

GDS 201: Introduction to Global Development Studies
Units 1.5; Hours 3-1
An interdisciplinary, introductory course focusing on theoretical, historical and policy debates shaping international development. The theory and practice of international development in diverse historical, social, cultural and geographic contexts. Topics will also include colonization and decolonization; global poverty and inequality; modernisation and social change; and international development assistance and the role of international organisations, NGOs and groups in shaping development.

GDS 202: Contemporary Issues in Global Development Studies
Units 1.5; Hours 3-0
Considers contemporary topics and issues, several of which form key areas of focus for contemporary official development assistance: gender, human rights and democracy; environmental sustainability and food security; transnationalism, migration and mobility; identity, ethnicity and cultural change; culture and social change; and health and well-being. Other topics might include conflict and displacement; development policy and poverty reduction; food and agriculture; labour markets and global migration.
Pre-requisites: 201

GDS 301: Working in Global Development
Units 1.5; Hours 3-0
Essential skills required for effective practical engagement with issues in global development. Topics may include advocacy; cross-cultural communication; project management and evaluation; community based research; fundraising; community organising; management of non-profits.
Pre-requisites: 201 and 202, or permission of the Director

GDS 390 – Special Topics in Global Development Studies
Unit 1.5 or 3.0; Hours variable depending on topic
Pre-requisites: 201 and 202
GDS 390 would provide a framework for offering an international field school, as well as for special course offerings as opportunities arise.
NOTE: We do not anticipate offering this course until the minor is well established, and there is sufficient interest or opportunity to participate in a field school.

GDS 400 – Global Development Studies Capstone Seminar
Unit 1.5; Hours 3-0
Students conduct interdisciplinary project linked to global development with attention to research methods in development studies, and to practical and ethical challenges associated
with development projects, in a workshop format. In addition to research on an international development issue, projects might include assessment of an existing development project, or developing a monitoring and evaluation framework for a development program. Pre-requisites: GDS 301, registration in Global Development Studies minor program.

**GDS 490 – Directed Studies**  
Unit 1.5 Hours 3-0  
This course is built into the overall program to accommodate potential areas of mutual interest between students and faculty who teach in the program.

**GDS 491 – Directed Experiential Learning**  
Unit 1.5 Hours 3-0  
Individual examination of analytical issues in GDS in relation to work or volunteer activities directly related to global development. Student will work with an instructor to identify issues to be explored and methods of assessment before the experiential learning opportunity begins. Must include at least 150 hours of work or volunteer activities. Assessment normally will involve a reflective journal and final paper.  
Pre-requisites: registration in GDS program; minimum third-year standing.  
**Delivery methods**  
GDS courses will be offered in a face-to-face format on campus, and will be open to all registered undergraduate students who meet the specified prerequisites. Some departmental courses that can be used to meet program requirements may be available through distributed learning.

**Linkages between the learning outcomes and the curriculum design**  
Students in the GDS Minor will achieve a wide-ranging, interdisciplinary introduction to Global Development Studies in GDS 201 and GDS 202. It is expected that GDS 201 will, at least initially, be taught by one instructor, with its interdisciplinary character reinforced by involving faculty members from various units in the course design and as guest lecturers, and by inviting guest speakers from community organisations involved in international development (which will help add experiential wisdom to the classroom). GDS 202 will also take an interdisciplinary approach, and will be team-taught by several instructors with research, teaching and potentially work experience in each of the four thematic areas. Assignments and exams in these courses will emphasize the importance of clear analytic thought and written expression alongside comprehension of course material.

GDS 301 will also take an interdisciplinary approach, and will be team-taught by several instructors with research, teaching and potentially work experience in each of the four thematic areas. Assignments and exams in these courses will emphasize the importance of clear analytic thought and written expression alongside comprehension of course material.

Minor requirements to be met by selecting courses from approved lists of departmental courses will ensure that students gain competence in a significant substantive area within the compass of Global Development Studies. Given the limited number of units required for the
Minor, it is essential that all elective courses have development in the global South as a primary focus. The selection of elective courses to meet Minor requirements will be made by the program committee established when the Minor is approved by Senate. Lists of courses that can be used to fulfil Minor requirements will be posted on the Minor’s website and regularly reviewed and updated as the University’s course offerings change.

The 1.5-unit capstone course, GDS 400, will be taught by a single instructor in seminar format. This course will have a strong experiential component, as students will engage with civic and community issues in completing a major project.

In combination, from this curriculum, learners will be able to:
- Identify and explain the historical emergence and evolution of contested ideas and practices about global development and social change;
- Outline and discuss, with reference to one or more theoretical approaches, key development issues within one of the four central thematic areas, make informed judgments and reach conclusions using critical thinking and analytical skills;
- Identify and explain issues of international development in both a historical and contemporary context in specific geographic locations;
- Identify and discuss the role of international development actors in shaping development discourses, policies and practices;
- Communicate effectively in written and verbal forms to diverse audiences about a range of development issues;
- Engage respectfully with local, national and international groups and organisations involved in international development and social change.

Integration of opportunities for experiential learning or other forms of civic engagement
This program aims to incorporate an experiential component and opportunities for civic engagement into the program design. Initially, the main way this will mostly be achieved through skills-based coursework that include hands-on learning. As noted above, one stream of the program will focus on skills-based and experiential learning. This will be done in three key ways. First, the capstone seminar will focus on advanced topics in international development theory and practice. In addition to building students’ knowledge of contemporary theoretical and conceptual debates in Global Development Studies, the course will provide students with opportunities to apply some of the practical skills acquired in GDS 301.

Students will work with the program director and the course instructor for GDS 400 (or an appropriate faculty member who has been assigned to be their mentor) during their third year to identify a topic or project for the capstone class (prior to enrolment in the class). Students can select their own project, or can select from a number of concrete projects with development organisations, including local organisations involved in international development. Once the class begins, the four weeks will be structured as the in-class component and prioritize in-depth discussions. Students will spend the remainder of the course working individually or in groups on their project (skills-based activity) under the supervision of
the program director and course instructor to complete their project. The final weeks will be spent presenting their project to the class.

Second, and as noted earlier, GDS will work with Co-op and Career Services, relevant UVic research centres, and non-governmental organisations (NGOs) active in international development to create opportunities for students to work on community-inspired projects. Placements with community organisations in Victoria involved in international development will be supervised jointly by a faculty member and a representative of a community organisation. As the program matures, we expect to expand experiential learning opportunities to include field schools in collaboration with international development programs at other Canadian universities, and international internships.

Third, we will work with various faculties who offer field schools and other experiential learning activities to include such courses as electives in the program. We will also work to support the development of additional field schools to the global South across UVic, and will work to develop partnerships with GDS programs across Canada who have well developed field schools to ensure our students have the opportunity to join these programs and get UVic credit for them. As such, the practical and experiential learning component of the program will include skills training and experience working on activities associated with international development, and opportunities for field-study and term abroad, work-study, coop and internship opportunities.

Residency requirements and anticipated times to completion
The GDS Minor will be completed within a Bachelor’s degree, typically over eight terms or 4 years. The Minor program will require 13.5 units, including 4.5 units of required core courses (GDS 201, 301, and 400, and ECON 329 or 320) and 4.5 units of courses chosen from lists of selected departmental courses.

Policies on student evaluation, candidacy exams, and oral examinations
All University of Victoria standards and regulations will be respected in evaluating student performance in GDS courses.

Plans for integration of teaching and research
The GDS program will increase opportunities for faculty members with research interests in international development to integrate their own research more fully into their teaching, especially in GDS 201, 202, 301, and 400 (as either the instructor or student supervisor in 400). GDS 400, the capstone seminar, is designed to create an opportunity for in-depth undergraduate student research.

Describe any plans to develop international opportunities or perspectives
The entire program is designed to contribute to internationalisation of the curriculum at UVic, as explained throughout this document. As noted earlier, the program will seek to develop opportunities for international experiential education.
7. Enrolment plan

It is anticipated that GDS 201 and 202 will enroll approximately 100 students per year. Anticipated enrolment in GDS 301 is 50, and in GDS 400 is 20. It is expected that approximately 20 students will register in each year of the minor (second through fourth), for a total registration of 60.
Governance of the Minor

The Global Development Studies Interdisciplinary Minor will be led by a Director, reporting to the Director of the Office of Interdisciplinary Academic Programs (OIAP) and, through the interdisciplinary programs director, to the Deans of Humanities and Social Sciences. The GDS Director has overall responsibility for the Minor, as outlined in the "Duties and Responsibilities of Directors of Interdisciplinary Academic Programs" established by the OIAP. In addition to those duties, the Director will liaise with other global development programs across Canada through the Canadian Association for Studies in International Development (CASID) at Congress, represent UVic's GDS programs in the Canadian Consortium of University Programs in International Development Studies (CCUPIDS), and participate in their annual meetings. He or she will be appointed for a term of three years and will receive one course release for service as GDS Director, following the procedures established by the OIAP. After the first three-year term, the Director will be awarded course releases in keeping with OIAP policy, and subject to funding by the sponsoring faculties.

The Director will chair a Global Development Studies Program Committee consisting of:

i. two faculty members from each participating faculty. Normally the two members will come from different units within the faculty, and will serve two-year terms beginning in alternate years;
ii. a faculty member ‘at large’ (e.g. an additional member which expertise in any of the topics or thematic areas from a participating or non-participating faculty);
iii. a representative of Coop and Career Services;
iv. a representative of one of the on-campus research centres involved in development studies (e.g., the Centre for Global Studies, the Centre for Asia-Pacific Initiatives); and,
v. a member of a community organisation active in the field of global development selected by the Director and faculty members on the program committee.

The program committee, working with the Director, is responsible for academic guidance and oversight, including such issues as curriculum development, program review, shaping the program as opportunity and need dictate, and approving courses focused on the global South that can be used to fulfill program requirements. Academic units that wish to have a course or

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1 CCUPIDS is a group of instructors and coordinators associated with Development Studies programs in Canadian universities. CCUPIDS was established as a network of International Development Studies programs in June 1995 with funding from the International Development Research Centre (IDRC). Members of CCUPIDS are engaged in training and educating future generations of development scholars and practitioners in Canada.
courses included on lists of courses that can be used to fulfill specific program requirements will be invited to submit course descriptions and syllabi to the GDS program committee.

Related programs in your own or other British Columbia post-secondary Institutions

BC universities offer a number of programs in international studies, though only one offers a program specifically in development studies (UFV)

- UBC offers an International Relations major in which development is one area of study (but no credential is offered), and an online Certificate in International Development through UBC Continuing Studies.

- SFU's School for International Studies offers an interdisciplinary program in International Studies in which students can specialize in “International Development, Economic and Environmental Issues”.

- UNBC offers programs in “International Studies”.

- VIU offers a Global Studies program with a specialization in “Human Development”

- University of the Fraser Valley recently launched (in 2013) an interdisciplinary program most closely related to the proposed UVic program, named Global Development Studies. UFV also offers a two year Associate of Arts Degree in International and Development Studies.

- Trinity Western University offers an International Studies degree with a specialization in “International Development and Cultural Change”.

A number of academic units at UVic offer courses in international development that will be used in the proposed program, and some offer related credentials. The Department of Geography offers majors and honours students a disciplinary Concentration in “Urban, Health, and Development Studies” drawn from Geography courses in those areas. This does not provide a broad, interdisciplinary education in Global Development Studies. The School of Public Administration offers a Masters in Community Development. As a graduate program focused on community development rather than an undergraduate program focused on international development, the two programs will complement each other, and GDS graduates interested in further professional development may provide a source of recruits for the MACD.
Appendix 1: Draft List of Courses in Each Cluster
(final list will be approved by the Program Committee)

Cluster One: Disciplinary perspectives on global development, and country/regional experiences. These courses can be used to fulfill the requirement for “1.5u chosen from core disciplinary courses on global development”. All courses in this cluster must be 300 or 400 level.

ANTH 314: Economic Anthropology
ANTH 405: Advanced Economic Anthropology
CYC 379: Interdisciplinary Perspectives on Sub-Saharan Africa
GEOG 347B: Geographies of Development
GEOG 386: Contemporary Geopolitics
GEOG 382: Geography of Southeast Asia
GEOG 404: Space and Power
GNDR 306: Gender and International Development
HSTR 307A: The United States in the World, 1750-1914
HSTR 307B: The United States in the World, 1914-present
HSTR 375: History of Decolonization in Asia and Africa
HSTR 376A: Conquest and Rebellion in Latin America, 1492-1783
HSTR 376B: The Struggle for Independence in Latin America, 1767-1867
HSTR 376C: Revolutions and Dictators in 20th Century Latin America
LAS 310: Major Issues in Latin American Studies
PAAS 300: Social and Economic Change in the Pacific Region
PAAS 369: Development and the State in Southeast Asia
POLI 327: Political Economy in the Global South

Cluster Two: Concrete thematic areas in global development in various geographical and cultural contexts. Many units offer special-topics courses that sometimes focus on the global South; students will be permitted to substitute such courses with approval of the program. All courses in this cluster must be 300 or 400 level.

Theme One: Human rights, democracy, gender
GNDR 305: Gender and International Human Rights
GNDR 307: Sexuality and the Body in International Development
GNDR 323: Women in Contemporary India
HSTR 372: The Atlantic Slave Trade
HSTR 379: Western Imperialism in the Middle East and North Africa
HSTR 485B: Making ‘Race’ in the British Atlantic World
PHIL 339: Theories of Justice
POLI 371: Chinese Politics
POLI 372: Latin American Politics
POLI 373: African Politics
POLI 375: Gender Politics in China
POLI 376: Politics of India
POLI 381: Politics of Mass Media in Latin America
POLI 436: Politics of Human Rights in New Democracies
SOCI 316: Social Movements
THEA 394: Directed Studies in Applied Theatre: Theatre, Conflict and Development

Theme Two: Environmental sustainability, public health
ANTH 302: Globalisation, Health, and the Environment
ANTH 355: AIDS in the World
ES 380 Social enterprises and community economies
ES 402: Global Issues in Sustainability
GEOG 332: Urban Development in the Global South
HSTR 355: Epidemics and Public Health in Modern History
INTS 461: Foundations in International and Global Health and Human Development
INTS 462: Engaging In International and Global Health Development Work
SOCI 327: International Perspectives on Inequalities in Health and Health Care
SOCI 419: Globalisation and Sustainability

Theme Three: Transnationalism, migration, mobility
ANTH 483: Migration, Mobility and the Family
GNDR 302 Sex Work, Trafficking and Human Rights
GNDR 335: Border Crossing, Migration and Gender
HSTR 466: Migration, Race & Empire: Canada and the Transpacific
HSTR 481: A Global History of the Chinese Overseas
POLI 412: Migration, Nationalism and Identity in Asia
PAAS 402: Asian Canadians and Their Homelands

Theme Four: Literature, culture and society
ANTH 325: Anthropology of South America
ANTH 329: Anthropology of South East Asia
ANTH 330: Anthropology of South Asia
ENGL 439A: Colonial Discourse and Postcolonial Studies
ENGL 439B: Special Studies in Postcolonial Literatures
FRAN 422: Contemporary Francophone African Novel
FRAN 423: Contemporary Francophone Caribbean Novel
GNDR 304: Imagining India from Empire to Bollywood
HSTR 380: Religion and the Making of the Modern Middle East
HSTR 479: Religion and State in the Modern Middle East
LING 377: Global Contexts of Language
SPAN 380: The Invention of Spanish America, 1492 to 1900
SPAN 385: The Rise of Modern Latin American Literature, 1900-present
SPAN 483C: Modern Latin American Literature and the Arts
SPAN 484A: Latin American Women's Writing
SPAN 485B: Latin American Film

Cluster Three: Experiential Learning and Skills Development. Students will be encouraged to take courses in this area, but they are not required within the 13.5u for the minor.

ADMN 312: Managing in Public and Non-Profit Organisations
ADMN 409: Leading and Managing in the Non-Profit Sector
ADMN 437: Program Evaluation and Performance Measurement
ADMN 477: Strategic Planning and Implementation
ENGL 302: Writing for Government and the Public Sector
GEOG 407: Activism and Community-Based Planning
SOSC 300: Working in the Community
Appendix 2: Learning Objectives

Cluster One: Theory, History and Debates

Overall Learning Outcome: to understand the historical emergence and evolution of contested ideas and practices about development.

Sub-outcomes:
- identify, describe and compare diverse development theories, including contested meanings of development in each, and assess their relevance today
- discuss and analyse how development theories and discourses have shaped development policies, programs and practices over various historical periods and in different regions and countries in the global South
- identify and explain the various sources and consequences of global inequality, and the role of local, national, regional and international actors in shaping, challenging and transforming these inequalities
- define community development, and be able to outline how local community development efforts and activities are shaped by, and also shape, national, regional and international development processes
- categorise and compare some of the fundamental ideas about the determinants of economic development, and the policies and models implemented to spur and sustain economic growth
- explain and evaluate the complimentary or conflicting role of various development actors in addressing poverty or inequality in the global South

Cluster Two: Themes and country/regional experiences

Overall Learning Outcome: to identify and discuss a development issues and challenges within any of the four central thematic areas, and the various actors that shape development outcomes in specific geographic contexts.

Sub-outcomes:
- identify and discuss at least two concrete development issues in any of the four central thematic areas
- identify and describe how perspectives and experiences about any specific or general development issues within any of the four central thematic areas vary based on locality, culture, historical experiences, environment, and or other differences
- outline and explain the differential effects of development discourses and practices on the environment and on various marginalised groups in society, such as women, migrants or indigenous peoples
- outline and discuss country or regional-specific experiences and approaches to development
discuss the relationship between literature and culture representations of peoples and societies in the global South and global north
identify how social structures and cultures shape the development process in multiple and diverse contexts
discuss the role of literature in both colonisation and in the struggle against colonisation in the global South
discuss any one concrete issues within any of the four thematic areas, and to evaluate response strategies that have been proposed or enacted at a local, regional, national or local level to that issue

Cluster Three: Experiential Learning and Skills Development

Overall Learning Outcome: to build skills in research, fundraising, program development and evaluation and then be able to relate and apply these skills to development activities at a local, national, regional or international level with inter-cultural awareness.

Sub-outcomes:
- understand what professional and practical skills are needed to be able to engage in, and support, development activities at a local level, national or international level
- identify general and specific research approaches, methodologies and / or methods useful for research in international development and be able to propose, plan and carry out research
- explain how ethical, cultural, or other issues associated with power differentials might inform the actions and work of development agencies and / or individuals involved in international development
- define intercultural competence and intercultural communication, and assess the appropriateness of any one development program, policy, or activity in a variety of cultural contexts
- discuss the challenges of translating development theories or general strategies into practical programs or projects and the potential usefulness of ‘best practice’ models
- define and explain what monitoring and evaluation (M&E) and project management are, and be able to either assess existing M & E or project-management plans or construct new plans
Appendix 4: Letters of Support

Letters of support for the Global Development Studies Minor proposal from the following are attached:

Norah McRae, Executive Director, Co-operative Education Program and Career Services
Andrew Marton, Director, Centre for Asia-Pacific Initiatives
Chris Goto-Jones, Dean, Faculty of Humanities
Catherine Krull, Dean, Faculty of Social Sciences
Lynn Thornton, Executive Director, VIDEA
Karena Shaw, Director, School of Environmental Studies
Kirsten Sadeghi-Yekta, Department of Theatre
Nilanjana Roy, Department of Economics
Alok Kumar, Department of Economics
Elizabeth Vibert, Department of History
Mehmoona Moosa-Mitha, Department of Social Work
Simon Springer, Department of Geography
Moussa Magassa, UVic Human Rights Advisor
Alan Pence, School of Child and Youth Care
Daromir Rudnyckyj, Department of Anthropology
Melissa Gauthier, Department of Anthropology
Michael Hayes, School of Public Health and Social Policy
David Dunne, Peter B. Gustavson School of Business
Leslie Butt, Department of Anthropology
Budd Hall, UNESCO Chair in Community Based Research and Social Responsibility in Higher Education
Matt Murphy, Peter B. Gustavson School of Business
Maria del Carmen Rodriguez de France, Indigenous Education
Tricia Marck, Dean, Faculty of Human and Social Development
Oliver Schmidtke, Director, Centre for Global Studies
February 7, 2017

To: Senate Committee on Academic Planning

The Cooperative Education and Career Services program is pleased to support the proposed Minor in Global Development Studies. The proposed program has potential to contribute significantly to fulfilling UVic's commitments to providing all students with engaged learning opportunities and to the goal of increasing international engaged learning opportunities. The Cooperative Education Program was consulted in early stages of the development of the proposal and we welcome its recognition of the importance of experiential education and community engagement. The proposal indicates the program intends to build gradually, beginning with the offering of core 200-level courses only in 2017-18. This gradual approach provides time to work out the details of collaboration with the Cooperative Education Program — especially regarding the development of additional international coop opportunities, which requires the commitment of time and resources by the program leaders and the Cooperative Education Program. Eventually, students who have completed GDS 201, 202, and 301 will be academically well prepared to thrive in international experiential learning opportunities.

We also applaud the proposal’s focus on helping students develop career skills relevant to work in global development and the non-profit sector. Cooperative Education and Career Services has strong relationships with a variety of non-profit organizations active in global development and we look forward to collaborating to strengthen and expand those relationships. We especially support the proposed GDS 301 course, “Working in Global Development”. The design of this course reflects consultations between Cooperative Education and Career Services and the program’s developers, and the latter’s experience in the innovative SOSE 300 course — a collaboration between the Faculty of Social Sciences and the Cooperative Education Program. Skills in such areas as intercultural communication, project management, and community organizing will help UVic students seeking career options well beyond global development.

In summary, this is a thorough and well-developed proposal and we are happy to support the Minor in Global Development Studies.

Sincerely,

Original signed by Norah McRae, PhD, MBA

Norah McRae, PhD, MBA
Executive Director
Co-operative Education Program and Career Services
January 17, 2017

Dear Members of the Global Development Studies Minor Steering Committee,

It is with great enthusiasm that I write to support the proposal for a Minor in Global Development Studies. As a research centre on campus with strong links to the UVic community, the Asia-Pacific region and other research and development organizations in Canada, CAPI welcomes new research and teaching initiatives on campus that intersect with and contribute to its activities. For example, CAPI has a nationally recognized Internship and Scholarship programs that has grown from three interns in 2004 to over 30 interns and scholarship recipients in 2016. The proposed Global Development Studies minor would help create a larger pool of well-qualified UVic students that could apply to our Internship and Scholarship programs. Further, the program would also offer students upper level courses to further their knowledge and skills once they return to UVic after successfully completing their internship.

CAPI’s new program, “Migration & Mobility”, also intersects nicely with the proposed minor, specifically with one of the latter’s thematic focus on ‘transnationalism, migration and displacement’. CAPI’s migration focused biannual conference could be a strong platform for engagement for students working in the new proposed minor, offering opportunities for networking, volunteer work, and most importantly exposure to leading research in the field of migration.

There are other strong synergies between the proposed minor and CAPI, such as additional new learning opportunities, programming or research activities. CAPI is especially supportive of the ‘experiential’ emphasis in the proposed minor, and can imagine a number of ways in which the Centre can both contribute to and benefit from (e.g. fundraising or the evaluation of final-year projects linked to CAPI’s work that might be undertaken in the students’ final year).

CAPI has a close and meaningful working relationship with many UVic faculty members who will be participating in the programme. We look forward to continuing and deepening our collaboration with UVic students and faculty.

Sincerely,

Original signed by Andrew Marton
Andrew Marton
Director
Date: 13 January 2017
To: Nancy Wright, Senate Committee on Planning
CC: Michael Webb, Director, Interdisciplinary Academic Programmes
From: Chris Goto-Jones, Dean, Humanities

Re: Minor in Global Development Studies

The Faculty of Humanities is pleased to support the Minor in Global Development Studies. This Faculty is committed to strengthening its programming in the context of internationalization and internationalism, in accordance with the university’s International Plan, and this minor represents a clear contribution in this direction.

The Faculty of Humanities was carefully consulted during the process of developing the proposal, and a number of amendments were made in order to better accommodate and reflect the availability of resources and expertise in this Faculty. In particular, the Faculty was pleased to see an increased emphasis on the place of culture and literature in the study of development. Because of this, the Faculty Council voted to support this minor.

The minor is soundly built on principles of interdisciplinary cooperation within and between Faculties, especially between Humanities and Social Sciences. It successfully captures the extra value of this cooperation, and frames an attractive programme that would not be possible without it.

I am confident that the minor builds upon existing trajectories within Humanities, and also adds value to the student experience. Hence, I am also confident that it will attract students already on-stream in the Humanities as well as draw in a new constituency of students who might otherwise have chosen to go elsewhere. Global Development Studies is an attractive and timely addition to UVic’s portfolio.

Graduates of this programme will be well-placed to enter a range of interdisciplinary graduate programmes, either at UVic or elsewhere, including the ever-growing number of graduate and professional programmes in the field of Development itself. At the same time, this minor will provide graduates with skills and expertise that will be attractive to employers, especially (but not exclusively) in the public sector. More importantly, this minor contributes powerfully to the ethical mission of the
Humanities, which involves requiring our students to reflect seriously on the interconnectedness of the globe and the implications of development differentials.

This minor represents an exciting opportunity for UVic and I am pleased to be able to support it. I should commend the faculty members who were involved in its design, and I look forward to seeing this flourish.

Sincerely,

Chris
Date: January 13, 2017

To: Dr. Nancy Wright, Senate Committee on Planning

Cc: Dr. Michael Webb, Director, Interdisciplinary Academic Programs

From: Catherine Krull, Dean

Re: Minor in Global Development Studies

The Faculty of Social Sciences strongly supports the proposed Minor in Global Development Studies, in particular, due to its broad and deep interdisciplinary nature, offering experiential opportunities, alignment with the UVic International Plan to support global citizenship among our students, and meeting an education need in BC and Canada.

The program has been designed with broad and deep interdisciplinary connections. These are reflected in the involvement of three faculties (Social Sciences, Humanities and Human and Social Development), including four units in Social Sciences (Anthropology, Environmental Studies, Geography and Political Science), and two research centres (Centre for Asia-Pacific Initiatives and the Centre for Global Studies). These units offer a broad range of courses and expertise from which students will benefit particularly with respect to interdisciplinary theoretical and historical knowledge about global development. The breadth and depth of interdisciplinary is further reinforced by the four thematic areas in global development, namely, gender, human rights and democracy; environmental sustainability, food security, and health; transnationalism, migration and mobility; and literature, culture and society.

In addition to the theoretical knowledge gained the GDS program facilitates extensive opportunities for experiential learning and civic engagement to reinforce and apply students’ course work. These opportunities include international educational opportunities such as study abroad, field schools and community engagement. As a result, students will gain valuable skills and first-hand exposure to work effectively in the field of global development.

The proposed program is clearly aligned and supports the UVic International Plan with respect to internationalization of UVic and preparing our students to be ‘global ready’. Graduates of the Minor in GDS will be trained to be knowledgeable and engaged global citizens with intercultural understanding.

I am confident that this program will be an attractive program to Canadian students. In addition to the already stated benefits, it would be the only minor in Global Development Studies in Canada with broad employment opportunities in the public, private and non-profit sectors. There are indications that such a program is in high demand by prospective UVic students and as such, it will not only attract current students but will also recruit new students to the University.
In conclusion, the proposed Minor in Global Development Studies is robust in its interdisciplinary design, provides essential competencies for our students to be global citizens and will fill a niche in student demand.

Sincerely,

Original signed by Catherine Krull

Catherine Krull
Dean of Social Sciences
3rd November 2016,

Dear Members of the Global Development Studies Minor Steering Committee,

It is with pleasure that I write to support the proposal for the Global Development Studies Minor. As a Victoria-based international development organization, VIDEA has worked with UVic students interested in global development and citizenship for close to 40 years. During this time UVic students have been key organisers and users of the VIDEA resource library, have helped to organize events on campus for International Development Week, as well as being important contributors to VIDEA research, public engagement, education and fund raising programmes. We also place university graduates in the International Youth Internship Programme that is funded by Global Affairs Canada. This minor will help create a pool of qualified UVic alum that may be interested in applying to this programme. We have a close and meaningful working relationship with many UVic faculty members who will be participating in the programme. We look forward to continuing and deepening our collaboration with UVic students and faculty.

Most sincerely,

Original signed by Lynn Thornton

Lynn Thornton,
Executive Director,
VIDEA

lthornton@videa.ca
250 704 9090
www.videa.ca
From: Karena Shaw - ENVI Director  
Sent: December 15, 2015 2:57 PM  
To: Marlea Clarke <mjclarke@uvic.ca>  
Cc: James Rowe <jkrowe@uvic.ca>  
Subject: Re: Global Development Studies Minor  
Importance: High

Hello Marlea,

Thank you for your recent e-mail about the progress of the Global Development Studies Minor. I am pleased to support, and for the School of Environmental Studies to participate in, the proposed Interdisciplinary Minor and General Program in Global Development Studies. The ES courses you have listed (ES 301, 312, 402, 417) fit the program well, and we will be happy to welcome student from the Minor into them. In addition, we anticipate a few additional relevant courses to come online over the next few years.

I believe that the program responds to growing interest in the field of global development and offers coursework and training that align with the University's commitment to internationalization, community engagement, dynamic learning and social justice. In addition, the program offers opportunities for students to work on community inspired international projects or participate in field-schools or internships during their course of study.

I believe that the program responds to growing interest at UVic, and will help attract and retain new students to UVic. I support the Interdisciplinary Minor and General Program in Global Development Studies proposal and look forward to the opportunities it will bring to UVic students.

Sincerely,

Kara

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Dr. Karena Shaw  
Associate Professor and Director  
School of Environmental Studies  
PO Box 1700 STN CSC  
University of Victoria  
Victoria, BC V8W 2Y2  
Canada

e: shawk@uvic.ca  
tel: 250.472.5070  
web: http://www.uvic.ca/socialsciences/environmental/
From: Kirsten Sadeghi-Yekta  
Sent: December 14, 2015 11:24 AM  
To: Marlea Clarke <mjclarke@uvic.ca>  
Subject: Re: Global Development Studies Minor  
Importance: High

Hi Marlea,

How wonderful to see this happening. I am fully supporting this. Congratulations.

I Kirsten Sadeghi-Yekta from the Department of Theatre am pleased to support the proposed Interdisciplinary Minor and General Program in Global Development Studies. My own research and teaching fit this proposal minor well. For example, my course THEA 394: Theatre, Conflict and Development fits one of the program's core thematic areas, such as culture and human rights and general international development topics based on the arts and culture.

I believe that the program responds to growing interest at UVic, and will help attract and retain new students to UVic. I am pleased to support this proposed new program, and look forward to being involved in its delivery.

In line of the Global Development Studies Minor, please check out the TEDx Talk I recently did in Victoria:  
https://www.youtube.com/watch?v=U2FQByCTgTs

Would be wonderful if you could share it amongst your networks to “spread” the idea.

Happy holidays,  
Kirsten

****
From: Nilanjana Roy
Sent: December 14, 2015 10:47 AM
To: Marlea Clarke <mjclarke@uvic.ca>
Subject: RE: Global Development Studies Minor

Dear Marlea,

Thanks for updating us on this. Very happy to see if move forward.

I, Nilanjana Roy, from the Department of Economics am pleased to support the proposed Interdisciplinary Minor and General Program in Global Development Studies.

I believe that the program responds to growing interest in the field of global development and offers coursework and training that align with the University’s commitment to internationalization, community engagement, dynamic learning and social justice. In addition, the program offers both direct employment outcomes for its graduates and opportunities for students to work on community inspired international projects or participate in field-schools or internships during their course of study.

I support the Interdisciplinary Minor and General Program in Global Development Studies proposal and looks forward to the opportunities it will bring to UVic students.

All the best,
Nilanjana

Dr. Nilanjana Roy
Associate Professor and Undergraduate Advisor
Department of Economics
University of Victoria
From: Alok Kumar
Sent: December 14, 2015 1:19 AM
To: Marlea Clarke mjclarke@uvic.ca
Subject: Re: Global Development Studies Minor

Thanks Marlea for developing this proposal. I fully support this program.

Dr. Alok Kumar
Ph.D. (Queen's)
Associate Professor
Department of Economics,
University of Victoria,
From: Elizabeth Vibert  
Sent: December 12, 2015 8:26 AM  
To: Marlea Clarke <mjclarke@uvic.ca>  
Subject: Global Development Studies Minor

Hello Marlea,

I, Elizabeth Vibert from the Department of History, write to express my strong support for the Minor and General Program in Global Development Studies. 

Having offered the Colonial Legacies Field School in South Africa to interdisciplinary students from across campus (we could only accept half of those who applied), I’m convinced there is a deep vein of student interest in and commitment to the study of global development issues. The program will only increase that interest by attracting students with these commitments to UVic.

The coursework and training proposed align closely with the university's stated commitments to internationalization, community engagement, experiential learning, and social justice. Internships and field learning opportunities will make for rich and meaningful learning, and help to equip students for careers in this field after their degrees. It’s clear that a great deal of thought and consultation have gone into the crafting of this program.

I support the Interdisciplinary Minor and General Program in Global Development Studies proposal without reservation and look forward to participating.

Sincerely,

Elizabeth

Dr. Elizabeth Vibert  
Associate Professor  
Department of History  
University of Victoria
From: Mehmoona Moosa-Mitha  
Sent: December 10, 2015 10:00 PM  
To: Simon Springer <springer@uvic.ca>; Marlea Clarke <mjclarke@uvic.ca>  
Cc: Budd Hall <bhall@uvic.ca>; Michael Hayes <mhayes@uvic.ca>; Eric Roth <ericroth@uvic.ca>; Moussa Magassa <mmagassa@uvic.ca>; Yin-Man Lam <ymlam@uvic.ca>; Matt Murphy <mmurphy@uvic.ca>; David Dunne <ddunne@uvic.ca>; Martin Bunton <mbunton@uvic.ca>; Daromir Rudnyckyj <daromir@uvic.ca>; aparedo@uvic.ca; Kara Shaw <shaw@uvic.ca>; Jason Colby <jcolby@uvic.ca>; Elizabeth Vibert <evibert@uvic.ca>; Melissa Gauthier <meligau@uvic.ca>; Philip Dearden <pdearden@uvic.ca>; gutber@uvic.ca; Merwan H. Engineer <menginee@uvic.ca>; Alok Kumar <kumara@uvic.ca>; Nilanjana Roy <nroy@uvic.ca>; Evert Lindquist <evert@uvic.ca>; Kirsten Sadeghi-Yekta <ksadeghi@uvic.ca>; Carmen Rodriguez de France <mdcr@uvic.ca>  
Subject: RE: Global Development Studies Minor

Dear Marlea,  
Please accept the following as an expression of my interest and commitment to support the interdisciplinary program,

Thanks,  
mehmoona

I Mehmoona Moosa-Mitha from the Department of social work am pleased to support the proposed Interdisciplinary Minor and General Program in Global Development Studies.

I believe that the program responds to growing interest in the field of global development and offers coursework and training that align with the University’s commitment to internationalization, community engagement, dynamic learning and social justice. In addition, the program offers both direct employment outcomes for its graduates and opportunities for students to work on community inspired international projects or participate in field-schools or internships during their course of study.

I support the Interdisciplinary Minor and General Program in Global Development Studies proposal and looks forward to the opportunities it will bring to UVic students.

Thanks,  
mehmoona
From: simonspringer@gmail.com [mailto:simonspringer@gmail.com] On Behalf Of Simon Springer
Sent: December-10-15 10:39 AM
To: Marlea Clarke
Cc: Budd Hall; Michael Hayes; Mehmaona Moosa-Mitha; Eric Roth; Moussa Magassa; Yin-Man Lam; Matt Murphy; David Dunne; Martin Bunton; Dáromír Rudnycký; aparedo@uvic.ca; Kara Shaw; Jason Colby; Elizabeth Vibert; Melissa Gauthier; Philip Dearden; gutber@uvic.ca; Merwan H. Engineer; Alok Kumar; Nilanjana Roy; Evert Lindquist; Kirsten Sadeghi-Yekta; Carmen Rodríguez de France
Subject: Re: Global Development Studies Minor

Hi Marlea,

Thanks for the update, and for pressing forward with this initiative, very much appreciated!

I Simon Springer from the Department of Geography am pleased to support the proposed Interdisciplinary Minor and General Program in Global Development Studies.

I believe that the program responds to growing interest in the field of global development and offers coursework and training that align with the University’s commitment to internationalization, community engagement, dynamic learning and social justice. In addition, the program offers both direct employment outcomes for its graduates and opportunities for students to work on community inspired international projects or participate in field-schools or internships during their course of study.

I support the Interdisciplinary Minor and General Program in Global Development Studies proposal and looks forward to the opportunities it will bring to UVic students.

Cheers,

Simon

Simon Springer, PhD
Associate Professor
Department of Geography, University of Victoria
From: Moussa Magassa  
Sent: December 10, 2015 12:22 PM  
To: Marlea Clarke <mjclarke@uvic.ca>  
Subject: RE: Global Development Studies Minor  

HI Marlea,  

Thank you so much for including me. This is just great news.  

I, Moussa Magassa, UVic Human Rights Advisor and Interdisciplinary PhD student, totally support this proposed Interdisciplinary Minor and General Program in Global Development Studies. As a student, I already had a very positive experience with some the courses taught in this program. These have greatly contributed to my understanding of global development issues.  

I am really happy that UVic is going forward with an Interdisciplinary Minor and General Program in Global Development Studies. I really believe this program is timely and responds to a real need for most of us, UVic students interested in global development issues.  

Thank you so much,  

Moussa  
Moussa Magassa  
UVic Human Rights Advisor – Education  
University of Victoria
Dear Marlea,

Thank you for your leadership in bringing forward the proposed Minor and General Program in Global Development Studies. I have no doubt that the program will be a very popular one, and it supports the University's commitment to internationalization, community engagement and social justice.

The program fits very well with my own research and teaching interests and complements my role as UNESCO Chair for Early Childhood Education, Care and Development. Through teaching a 1.5 unit elective over the past seven years, 'Africa & UVic', I have become aware of faculty strengths we have in regards to just that one region that are not immediately apparent but which could be strengthened for the benefit of students, faculty and the university at large. I know there are similar possibilities for other regions, and for diverse disciplines and topics.

I support the Interdisciplinary Minor and General Program in Global Development Studies proposal and looks forward to the opportunities it will bring to UVic students, and to the University more broadly.

Regards,
Alan

Alan Pence, PhD
UNESCO Chair for Early Childhood Education, Care and Development
Professor, School of Child and Youth Care, University of Victoria
Director, Early Childhood Development Virtual University (ECDVU)
Co-Director, Unit for Early Years Research and Development (EYRD)
From: Daromir Rudnyckyj  
Sent: December 10, 2015 9:22 AM  
To: Marlea Clarke <mjclarke@uvic.ca>  
Cc: Michael Webb <mwebb@uvic.ca>  
Subject: Letter of Support

Hi Marlea and Michael,

Great to hear that the minor is almost off the ground. Congratulations!

I was wondering, could my course History of Anthropological Theory (Anth 400A) by added to one of the clusters? A lot of the course concerns how we think about the relationship between the global north and the global south and would provide excellent conceptual training for GDS students. We pay special attention to the shift away from evolutionary thinking and the typology of "civilization, barbarism, and savagery" that still undergirds some development undertakings. Thus, it is a vital course for doing non-essentialist and non-progressivist development work.

My letter of support is appended below.

Warm regards,  
Daromir

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I, Daromir Rudnyckyj, from the Department of Anthropology enthusiastically support the proposed Interdisciplinary Minor and General Program in Global Development Studies. My own research and teaching fits perfectly in this proposal minor well. Several courses I teach, including Anthropology of Southeast Asia (Anth 329), Advanced Topics in Economic Anthropology (Anth 405), and History of Anthropological Theory (Anth 400A) fits into several of the program's core thematic areas, especially human rights and democracy, transnationalism, migration and mobility; and theories of international development.

I believe that the program responds to growing interest at UVic, and will help attract and retain new students to UVic. I am pleased to support this proposed new program, and look forward to being involved in its delivery.

Sincerely,  
Daromir Rudnyckyj  
Department of Anthropology
From: Melissa Gauthier  
Sent: December 10, 2015 9:08 AM  
To: Marlea Clarke <mjclarke@uvic.ca>  
Subject: RE: Global Development Studies Minor  

Hello Marlea  

I teach a course in anthropology called “Economic Underworlds & Globalization” (ANTH393) that you might consider relevant to the minor and the theme on transnationalism, migration and mobility: http://www.uvic.ca/socialsciences/anthropology/assets/docs/short-course-descriptions/ANTH_393_EconomicUnderworlds_GAUTHIER.pdf  

Best regards,  

Melissa  

Dr Mélissa Gauthier  
Assistant Teaching Professor  
Department of Anthropology  
University of Victoria
From: Michael Hayes
Sent: December 9, 2015 6:32 PM
To: Marlea Clarke <mjdarke@uvic.ca>
Subject: Re: Global Development Studies Minor

Hi Marlea - how lovely to see the proposal at this stage! Please accept this email as evidence of my full support. In previous discussions our INTS courses were also considered as potential course offers for the minor. If they do not fit into the current planning, I completely understand. If you would like to include them, please do.

Dr. Michael V. Hayes
Director of Health Education and Research
From: David Dunne  
Sent: December 9, 2015 4:44 PM  
To: Marlea Clarke <mjclarke@uvic.ca>  
Subject: Re: Global Development Studies Minor  
Importance: High

Thanks Marlea. As we discussed I am in full support of the proposal. Since you asked whether courses from our areas might need to be considered I thought I might mention that I see a strong role for courses in Entrepreneurship as a vehicle for development; similarly, models of innovation that respond to community needs; negotiation; leadership, etc. Gustavson currently runs a suite of such courses in aboriginal communities in BC. It is also engaged in a Leadership and Entrepreneurship program in Tunisia.

Regards

D  
David Dunne, Ph.D.  
Professor and Director, MBA Programs  
Peter B. Gustavson School of Business  
University of Victoria
From: Leslie Butt  
Sent: November 24, 2014 4:07 PM  
To: Marlea Clarke <mjclarke@uvic.ca>  
Subject: RE: Global Development Studies Minor: summary document

Hello Marlea,
Thank you for the information about the IDS minor. It looks great and I am sure will pass all levels of evaluation. I will be teaching a course which may be quite relevant for the 3rd year health and well-being section of the minor. It is ANTH 302, Globalization, Health and the Environment. As I will be teaching it, it will focus heavily on international case materials, and many of the cases and readings will revolve around regions experiencing the impacts of globalization through international, national and private development initiatives. I imagine the content would be a good fit with your program.

As I have yet to teach the course, I don't have an outline or other materials yet. I'll be developing them soon. If you would like to include the course in your offerings, please let me know what you need from me and I will provide it for you.
Best wishes,
Leslie
December 10, 2015

Professor Marlea Clark  
Department of political science  
University of Victoria

Dear Professor Clark,

I am delighted to add the support of the UNESCO Chair in Community Based Research to the proposed Global Development Studies minor proposal. Our chair is a global partnership with some 50 research units throughout the global South. I share this chair with Dr. Rajesh Tandon, President of PRIA based in New Delhi.

I am pleased to see that the international community development course (ADMN200) will be an elective as well as the Community Based Research Course (ADMN505).

Please accept our congratulations for the work that you, Mike and Catherine have done to get the proposal this far.

Original signed by Budd L. Hall, PhD

Budd L Hall, PhD
ATTN: Senate Committee on Planning

RE: Interdisciplinary Minor and General Program in Global Development Studies

I, Dr. Matt Murphy, from the Peter B. Gustavson School of Business, am pleased to support the proposed Interdisciplinary Minor and General Program in Global Development Studies. My own research and teaching fit this proposal minor well.

For example, my research in Latin America which explores how Indigenous and other marginalized communities manage relationships with powerful corporate and government actors to secure and fulfill their right to self-determination. Here on Vancouver Island, I collaborate with the Toquaht Nation on a SSHRC-funded project aimed at designing support systems and tools that will be used by the Toquaht to assess, design and monitor economic development projects that are aligned with the Toquaht’s own vision of self-determined sustainable economy. These projects relate closely to the GDS program’s content on Indigenous peoples’ struggles and development challenges in the global south, and could contribute to courses that consider comparative research on Indigenous issues between the global south and north.

Meanwhile, several courses I teach or participate in as a guest lecturer are relevant for the GDS program. Business and Sustainability (COM 362 and MBA 514) introduces students to Business and Human Rights issues and frameworks directly related to protecting and respecting the rights of Indigenous peoples in the context of extractive industry-Indigenous relations. Social Entrepreneurship (COM 450), which is open to students across campus, provides students with an understanding of how organizations with a social mission may engage in commercial activity as a means to achieving social change. Finally, I have also participated as a guest lecturer in CYC 376: Interdisciplinary Perspectives on Sub-Saharan Africa, where I share my experience as a social entrepreneur and co-founder of Value Added in Africa - a non-profit organization that aims to support sourcing of ethically produced, value added, products from Africa.

I believe the GDS program responds to growing interest that I feel strongly from our students at Uvic, and will help attract and retain new students to UVic. I am pleased to support this proposed new program, and look forward to being involved in its delivery.

Best regards,

Matt Murphy, PhD
Assistant Professor, Sustainability & Strategy
University of Victoria
Gustavson School of Business
Tel: 250-853-3868
Email: mmurph@uvic.ca
Dr. Marlea Clarke  
Assistant Professor  
Department of Political Science  
University of Victoria  
PO Box 1700 STN CSC  
Victoria B.C., Canada, V8W 2Y2  

December 14, 2015

Dear Marlea,

I, Carmen Rodríguez de France, from Indigenous Education in the Faculty of Education am pleased to support the proposed Interdisciplinary Minor and General Program in Global Development Studies. My own research and teaching fit this proposal minor well. For example, my course IED 372, Indigenous Epistemologies fits one of the program’s core thematic areas, which is gender, human rights and democracy. The history of Indigenous people not just in Canada but the world over is one that needs to be revisited under these themes given the undemocratic and discriminatory practices against Indigenous peoples, languages, and cultures in the past 150 years.

I believe that the program responds to growing interest at UVic, and will help attract and retain new students to UVic. I am pleased to support this proposed new program, and look forward to being involved in its delivery.

Sincerely yours,

Original signed by Maria del Carmen Rodriguez de France, PhD

Maria del Carmen Rodriguez de France, Ph. D  
Assistant Professor  
Acting Director, Indigenous Education  
Faculty of Education  
University of Victoria  
250 721 8633  
mdcr@uvic.ca
December 10, 2015

Dr. Marlea Clark, Political Science  
Dr. Catherine McGregor, Director Interdisciplinary Academic Programs  
University of Victoria

Dear Drs. Clark and McGregor,

Re: Global Development Studies Minor

I am writing to express my support in principle for the newly proposed interdisciplinary minor in Global Development Studies. As a faculty with many professional schools and with expertise in applying foundational and disciplinary knowledge to professional practice, we can appreciate the undergraduate student opportunities this program could provide to explore the inter relationship between global issues and a broad range of academic fields and areas of scholarship.

The program design and thematic areas including gender, human rights, transnationalism, health and well-being and intercultural communication and education are areas where some HSD faculty members hold considerable research and teaching expertise. We look forward to working with the project proponents should the program receive funding.

Sincerely,

Original signed by Dr. Tricia Marck

Dr. Tricia Marck  
Dean, Faculty of Human and Social Development
December 10, 2015

Dr. Oliver Schmidtke
Director Global Studies
Professor, Depts. of Political Science and History
Jean Monnet Chair in European History and Politics
Tel.: 250-721-7490, email: ofs@uvic.ca

To Whom It May Concern:

In my capacity as the director of the Centre for Global Studies (CFGS) at the University of Victoria I would like to express my strong support for the proposed Interdisciplinary Minor and General Program in Global Development Studies. The Minor addresses a growing student interest in the field of development studies and the great potential that such a program has for promoting UVic's commitment to internationalization, community engagement, dynamic learning and social justice. In particular, the proposed Minor's plan to have students involved in international projects or participate in field-schools/ internships will greatly enhance the learning opportunities for students interested in the global south.

The Centre for Global Studies looks forward to supporting the proposed Minor in Global Development Studies. In particular the fellows housed at the Centre are likely to take a great degree of interest in the new minor and could possibly contribute to parts of the educational program. Similarly, the proposed Minor could work very well in tandem with the proposed MA in Global Studies that is likely to be launched over the next two years.

As the director of the CFGS I strongly endorse the proposal of an Interdisciplinary Minor and General Program in Global Development Studies and look forward to working with my colleagues to make this new Minor a success.

Sincerely,

Original signed by Dr. Oliver Schmidtke

Dr. Oliver Schmidtke; Centre for Global Studies, Director
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<thead>
<tr>
<th>SOSC HUMA</th>
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<tbody>
<tr>
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<td>Decentralized focus, content, structure, or requirements does not significantly change the program of</td>
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<td>A major modification in program or credential that can be used to meet a program or credential</td>
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<td>Type of program change:</td>
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<th>Contract Name: Michael Webb</th>
<th>Local: 4248</th>
<th>Academic Unit: Global Development Studies</th>
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<td></td>
<td>Feulty: Humantie and Social Sciences</td>
<td>Effective Date: 01SEP2017</td>
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Summary of Program Curriculum Change:
Global Development Studies

The Faculty of Humanities and Social Sciences offers a variety of disciplines in Humanities and Social Sciences courses are designed to enable students to integrate various fields of study and understand the complexities of global issues. The interdisciplinary minor in Global Development Studies offers a major in the major in Global Development Studies.

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<td>Effective date of change:</td>
<td>02/07</td>
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<tr>
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<td>12/04/20</td>
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<td>Academic unit: Global Development Studies</td>
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<td>Faculty: Humanities and Social Science</td>
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UVic Program Curriculum Change

Current calendar page number: N/A

If new, suggest page to insert in calendar section on interdisciplinary programs or academic units focusing on interdisciplinary studies. A major modification in program or content of program. A change in a standing or eligible or elective course that does not significantly change the program.
3.0 units of courses numbered 300 and above in one of the following areas:

   - 332 or 347B; Gender 306; LAS 310; PAPS 300; POLI 327
   - Development or a specific region in the Global South: CYC 379; GEOG
   - 1.5 units chosen from core disciplinary courses on global
     development.
   - One of ECOn 320, 329, or 420
   - GDES 301 and 400
   - Upper Level Requirements (9.0 units):
     - GDES 201, 202
     - One of HIST 112A, 112B, 112
   - Lower Level Requirements (4.5 or 6 units):

All students must be taken at UVic.

At least 6.0 units of the 9.0 units of 300- and 400-level coursework.

Total of 15.0 units including 9.0 units in Global Development and
Global Environment.

Undergraduate curriculum change:

Certain requirements will also gain specialized knowledge.
| Written evidence of all consultations should be included in a single PDF for the entire program package. |
|---|---|---|
| Other units consulted in preparation of submission: | In-Progress/Approved: |
|Senate Committee on Planning: | |
|Consultation: | Calendar program entry for the new Global Development Studies Minor: |
|Proposed change: | |
|Interdisciplinary Program Assistant (Campuswide): | |
|Global Development Studies Program (edWARDS) or to the | |
|Director of the | |
|Questions about the program should be directed to the | |
|Director of the | |
|http://www.uvic.ca/interdisciplinary/edwards | |
|Requirement are available on the program website. | |
|List of courses in each area that can be used to fulfill the | |

UVic Program Curriculum Change
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Other units considered:

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<td><a href="mailto:dhrna@yurica.com">dhrna@yurica.com</a></td>
<td>Michael Webb</td>
<td>4248</td>
<td>Humanities and Social Sciences</td>
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Effective Date: 05SEP2017
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**Introduction to Global Development Studies**

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**Proposed calendar entry:**

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**Other:**

- Retention of a course not offered for five years: 
- Course title or description: 
- Course code or number: 
- Department: 
- Other: 
- Change or addition of a pre-requisite: 
- New or revised course: 
- Faculty: Humanities and Social Sciences

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**Uvic Course Curriculum Change**

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**Page 65 of 72**
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<th>Unit: 1.5</th>
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<td>Labour markets and global migration; development and poverty reduction; development, poverty and agriculture; food, health and wellbeing; other topics may include: conflict and development; environment and sustainability; and food security.</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Proposed calendar entry:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retention of a course not offered for five years</td>
<td></td>
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<tr>
<td>Change of title of description</td>
<td></td>
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<tr>
<td>Change of code or number</td>
<td></td>
<td></td>
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<tr>
<td>New or reinstated course</td>
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<td></td>
<td></td>
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<tr>
<td>Funding: Humanities and Social Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Unit: Global Development Studies</td>
<td></td>
<td></td>
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<tr>
<td>Date of submission: 2ND DEC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submission number: 2</td>
<td></td>
<td></td>
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<tr>
<td>Proposed calendar entry:</td>
<td>Current calendar entry:</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>GDS 301</td>
<td>GDS 201 and GDS 202, or</td>
<td></td>
</tr>
<tr>
<td>Units: 1.5</td>
<td>Units: 3.0</td>
<td></td>
</tr>
<tr>
<td>Hours: 3.0</td>
<td>Hours: 3.0</td>
<td></td>
</tr>
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</table>

**Permission of the program:**

Pre-requisites: GDS 201 and GDS 202, or Community organizing: management of non-profits. Project management and evaluation: community based research. Fundraising: development. Topics may include advocacy, cross-cultural communication. Essential skills required for effective pratical engagement with issues in global development.

**Retention of a course not offered for five years:**

- [ ]

**Course code or number:**

- [ ]

**Change or addition of a pre- or co-requisite:**

- [ ]

**New or revised title:**

- [ ]

**Types of course change:**

- [ ]

**Faculties: Arts, Humanities and Social Sciences**

**Academic unit:** Global Development Studies

**Effective date of change:** OSTEPT

**Submission number:** 3

**Date of submission:** 23OCT16

---

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

Other units consulted in preparation of submission: All units in HUMA and SOCS. Faculty of HSD.
**Curriculum and Calendar Office Use Only - 1-Feb-27**

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

| Consultations: | 
|----------------|---
| No consultation required. | 

This is a required core course in the new Global Development Studies minor.

---

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>New or Revised Course</th>
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<tbody>
<tr>
<td>GDS 400</td>
<td></td>
<td>3.0</td>
<td>GDS 301, and</td>
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Global Development Studies Capstone Seminar

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<th>Prerequisites</th>
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**Current calendar entry:**

| Proposed calendar entry: | 
|-------------------------|---
|                          |  |

**Effective date of change:** 02/27

**Submission number:** 2

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**Uvic Course Curriculum Change**
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<th>Course Code</th>
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**Effective date of change:** 01/01/27

**Faculty:** Humanities and Social Sciences

**Academic Unit:** Global Development

**Date of submission:** 12/31/26

**Submission number:** 6

---

**Consultation:**

To provide individual research opportunities for undergraduate students enrolled in the minor.

**Materials for proposal change:**

Degreed minor in Global Development Studies

Preconditions: GDS 201, GDS 202, and

GDS minor to supervise the proposed project.

The supervision of a faculty member

Individual study of a specific research topic in Global Development Studies under

GDS 600: Units: 3.0, Hours: 3.0

---

**Current calendar entry:**

- Proposition title or description
- Course code or number
- Other

**Proposal calendar entry:**

- Reason for addition of preregistrable course
- New or revised course
- Other
Consultation:
To allow students to receive academic credit for experiential learning in GDS.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Proposed Calendar Entry:</th>
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<tbody>
<tr>
<td></td>
<td>Credit: 3.5</td>
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<table>
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<table>
<thead>
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<th>Type(s) of Course Change:</th>
<th>Date of Submission: 3/22/23</th>
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<table>
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<th>Curriculum Change</th>
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<tbody>
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<td></td>
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</tr>
</tbody>
</table>

Note: Students are responsible for finding the work of volunteer position and a paper.

Paper or volunteer activities. Assessment normally involves a reflective journal and final examination of materials. Issues in GDS in relation to work or volunteer experience are involved in Global Development Studies.
Date: January 17, 2017
To: The Secretary of the Senate
From: Dr. Nancy Wright, Chair, Senate Committee on Planning
Re: Proposal for the Discontinuation of Two Graduate Professional Certificates

At its meeting of January 10, 2017, the Senate Committee on Planning discussed and approved the Proposal for the Discontinuation of Two Graduate Professional Certificates.

The following motion is recommended:

That Senate approve, and recommend to the Board of Governors that it also approve, the proposal for the discontinuation of two Graduate Professional Certificates, (1) Library Sector Leadership and (2) Cultural Sector Leadership, as described in the document “Proposal to Delete from the Calendar Two Graduate Professional Certificates”, dated December 12, 2016.

N. Wright

:slq

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. Lisa Surridge
Dr. Merwan Engineer
Ms. Sandra Duggan, 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
Cover Page Template for Senate Committee on Planning

<table>
<thead>
<tr>
<th>Title of proposal:</th>
<th>Request for Deletion from Calendar of two Graduate Professional Certificates</th>
</tr>
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<tbody>
<tr>
<td>Contact Name and Number:</td>
<td>Heather Kirkham, Program Manager</td>
</tr>
<tr>
<td></td>
<td>T 250-721-8067</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:hkirkham@uvic.ca">hkirkham@uvic.ca</a></td>
</tr>
<tr>
<td>Date approved by Department:</td>
<td>August 16, 2016</td>
</tr>
<tr>
<td>Date approved by Faculty:</td>
<td>September 29, 2016</td>
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<tr>
<td>Date approved by Graduate Studies: (if applicable)</td>
<td>December 8th, 2016</td>
</tr>
<tr>
<td>Date submitted:</td>
<td>December 12th, 2016</td>
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</table>
Memorandum

To: Dr. Nancy Wright, Associate Vice-President Academic Planning and Chair, Senate Committee on Planning

From: Heather Kirkham, Program Manager, School of Public Administration

Date: December 12, 2016

Re: Closure of two Graduate Professional Certificates – January 2017 agenda Senate Committee on Planning

The School of Public Administration is requesting approval for the deletion of two Graduate Professional Certificates in: (1) Library Sector Leadership and (2) Cultural Sector Leadership.

These program closures have been approved by the School of Public Administration, the Faculty of Human and Social Development and the Faculty of Graduate Studies. We are requesting that the Senate Committee on Planning consider and approve the closure of these programs at their January 2017 meeting. The following is a draft of the motion to Senate:

That the Senate Committee on Planning recommends that Senate cancel the Graduate Professional Certificate in Library Sector Leadership program and the Graduate Professional Certificate in Cultural Sector Leadership, effective September 1, 2017.

The School does not have the resources to continue the program for the limited potential number of students. Students interested in further studies in the Cultural sector now have the option of taking a Graduate Professional Certificate through the Division of Continuing Studies (the Graduate Professional Certificate in Cultural Heritage Studies). However, this program in now on hiatus due to fewer than anticipated enrolments (see consultation documents: email from Tania Muir, Program Director).

No students are currently enrolled in either of these Graduate Certificates. Two students have partially completed the GPC in Library Sector Leadership, but both withdrew without permission prior to program completion in 2010 and 2011.

If you have any questions, please do not hesitate to contact me.

Enclosures:
Consultation documents (Continuing Studies)
Program Curriculum Change form
Course Curriculum Change forms (including deletions of: ADMN 507A/B, 517A/B, 530A/B, 531A/B, 577A/B
Information about two students (withdrawn) who have not completed their GPC requirements

C: Dr. Lindsay Tedds, Interim Director, School of Public Administration
Dr. Lynne Siemens, Graduate Advisor, School of Public Administration
Dr. Tricia March, Dean, Human and Social Development
Dr. Esther Sangster-Gormley, Associate Dean, Human and Social Development
Ada Saab, Director, Graduate Admissions and Records
Dr. Stephen Evans, Associate Dean, Faculty of Graduate Studies
Dr. David Capson, Dean, Faculty of Graduate Studies
MEMORANDUM

Date: Feb 22, 2017

To: Members of Senate

From: Dr. David W. Capson, Dean of Graduate Studies

Re: Enrolment histories in Graduate Certificates in Cultural Sector Leadership and Library Sector Leadership

In consideration of the recommendation to terminate the Graduate Certificates in Cultural Sector Leadership and Library Sector Leadership, I am providing the following data that summarizes the all-time history of enrolment in these 2 programs, as follows:

<table>
<thead>
<tr>
<th>Program</th>
<th>Graduated</th>
<th>Abandoned Program</th>
<th>Withdrew with Permission</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Sector Leadership</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Library Sector Leadership</td>
<td>16</td>
<td>4</td>
<td>6</td>
<td>26</td>
</tr>
</tbody>
</table>

Since the inception of the Cultural Sector Leadership program in 2009, there have only been a total of 4 students ever enrolled. Of these, 2 students graduated (in 2013), 1 student withdrew without permission (Abandoned the program in 2011), and 1 withdrew with permission (in 2010).

Since the inception of the Library Sector Leadership program in 2008, there have been a total of 26 students enrolled. Of these, 16 students graduated (the last ones in 2012), 4 students withdrew without permission (abandoned their program in 2012), and 6 withdrew with permission (in 2011).

There are currently no students enrolled in either program.
Memorandum

To: Dr. David Capson, Dean, Faculty of Graduate Studies
    Dr. Stephen Evans, Associate Dean, Faculty of Graduate Studies

From: Heather Kirkham, Program Manager

Date: November 1, 2016

Re: Closure of two Graduate Professional Certificates

The School of Public Administration is requesting approval for the deletion of two Graduate Professional Certificates in:
   1. Library Sector Leadership
   2. Cultural Sector Leadership

These program closures have been approved by the School of Public Administration and by the Faculty of Human and Social Development at a faculty meeting on October 12, 2016.

The School does not have the resources to continue the program for the limited potential number of students. Students interested in further studies in the Cultural sector now have the option of taking a Graduate Professional Certificate through the Division of Continuing Studies (the Graduate Professional Certificate in Cultural Heritage Studies). However, this program is now on hiatus due to fewer than anticipated enrolments (see consultation documents: email from Tania Muir, Program Director).

No students are currently enrolled in either of these Graduate Certificates. Two students have partially completed the GPC in Library Sector Leadership, but withdrew prior to completion in 2010 and 2011 (one withdrew without permission): see attached document for details. Should they indicate in the future that wish to complete the program and if they were allowed to re-register, they could complete their requirements by taking ADMN 530, 531, and 577, although these would not include tailored library sector leadership content.

If you have any questions, please do not hesitate to contact me.

Enclosures:
   Consultation documents (Continuing Studies)
   Program Curriculum Change form
   Course Curriculum Change forms for ADMN 517A/B, 507A/B, 530A/B, 531A/B, 577A/B
   Information about two students (withdrawn) who have not completed their GPC requirements

C: Dr. Lindsay Tedds, Interim Director, School of Public Administration
   Dr. Lynne Siemens, Graduate Advisor, School of Public Administration
   Dr. Tricia Marck, Dean, Human and Social Development
   Dr. Esther Sangster-Gormley, Associate Dean, Human and Social Development
   Ade Seab, Director, Graduate Admissions and Records
Hi Heather,

Thanks very much for your message. While we are sympathetic to your goals, the Faculty of Graduate Studies has a formal process to approve all program changes and this would include graduate certificates. Your proposal needs to be presented to and approved by the Graduate Executive Committee (GEC) and the new Faculty of Graduate Studies Council, which would then forward it to the Senate Committee on Planning for consideration.

There are only four meetings of the FGS Council planned this academic year. The next meeting is on December 8. There are usually about 8 meetings of the GEC each year and, fortunately, there is a GEC meeting on November 28 with room in the agenda that could be used to feed the proposal to the FGS Council on the 8th.

Once it has been approved by FGS (which I would anticipate), we would forward it to SCP for consideration. It is my understanding that your existing calendar submissions to delete the programs, which themselves are due to be considered by the GEC this Monday, could proceed in parallel through to the Senate Committee on Curriculum.

The Dean will watch for your proposal. I think that something very similar to what you had sent for consideration to SCP would be appropriate.

Sorry that I could not have better news.

Steve

---

From: Heather Kirkham <hkirkham@uvic.ca>
Date: Tuesday, November 1, 2016 at 11:37 AM
To: Dean of Graduate Studies <graddean@uvic.ca>, Stephen Evans <gsadean3@uvic.ca>
Cc: SPA Director <padirect@uvic.ca>, "apasst@uvic.ca" <apasst@uvic.ca>, hsddean <hsddean@uvic.ca>, Lynne Siemens <siemensl@uvic.ca>, "Esther Sangster-Gormley, HSD Associate Dean Academic" <hsdasdn@uvic.ca>
Subject: Deletion from Calendar - two Graduate Professional Certificates - School of Public Administrtron

Dr. Capson and Dr. Evans,

It has just been brought to my attention that there was an oversight and that you were not consulted regarding the plans of the School of Public Administration to delete two Graduate Professional Certificates in:

- Library Sector Leadership
• Cultural Sector Leadership.

Please accept my apology for not consulting with you sooner. You will find all relevant documentation regarding the deletion of these programs attached:

• Memorandum to Dr. Nancy Wright, Chair, Senate Committee on Planning
• Correspondence with Tania Muir, Program Director, Cultural Management Programs, Continuing Studies
• Curriculum Change forms
• Course Change forms
• Information on two students who have not completed the GPC in Library Sector Leadership.

The School does not have the resources to continue the programs for the limited potential number of students. Students interested in further studies in the Cultural sector now have the option of taking a Graduate Professional Certificate through the Division of Continuing Studies (the Graduate Professional Certificate in Cultural Heritage Studies). However, this program is now on hiatus due to fewer than anticipated enrolments (see consultation documents: email from Tania Muir, Program Director).

No students are currently enrolled in either of these Graduate Certificates. Two students have partially completed the GPC in Library Sector Leadership, but withdrew prior to completion in 2010 and 2011 (one withdrew without permission). Should they indicate in the future that wish to complete the program and if they were allowed to re-register, they could complete their requirements by taking ADMN 530, 531, and 577, although these would not include tailored library sector leadership content.

If you have any questions, please contact me.

Heather Kirkham, Program Manager
School of Public Administration
- Undergraduate Programs
- MIA in Dispute Resolution Program
- MPA Programs
University of Victoria
PO Box 1700, STN CSC, Victoria, BC V8W 2Y2
T 250-721-8067   F 250-721-8849
http://www.uvic.ca/sfad/publicadmin/
Memorandum

To: Nancy Wright, Associate Vice-President Academic Planning and Chair, Senate Committee on Planning

From: Heather Kirkham, Program Manager

Date: October 26, 2016 (updated)

Re: Deletion from Calendar: two Graduate Professional Certificates

The School of Public Administration is recommending the deletion from the calendar of two Graduate Professional Certificates in:

1. Library Sector Leadership
2. Cultural Sector Leadership

The School does not have the resources to continue the program for the limited potential number of students. Students interested in further studies in the Cultural sector now have the option of taking a Graduate Professional Certificate through the Division of Continuing Studies (the Graduate Professional Certificate in Cultural Heritage Studies). However, this program is now on hiatus due to fewer than anticipated enrolments (see consultation documents: email from Tania Muir, Program Director).

No students are currently enrolled in either of these Graduate Certificates. Two students have partially completed the GPC in Library Sector Leadership, but withdrew prior to completion in 2010 and 2011 (one withdrew without permission). Should they indicate in the future that wish to complete the program and if they were allowed to re-register, they could complete their requirements by taking ADMN 530, 531, and 577, although these would not include tailored library sector leadership content.

Therefore, on behalf of the School of Public Administration, I request that the Senate Committee on Planning recommend the following motion to Senate:

That the Senate Committee on Planning recommend that the Senate approve, and recommend to Board of Governors that it also approve, the proposal for the discontinuation of two Graduate Professional Certificates, (1) Library Sector Leadership and (2) Cultural Sector Leadership.

Enclosures:
- Consultation documents (Continuing Studies)
- Program Curriculum Change form
- Course Curriculum Change forms for ADMN 517A/B, 507A/B, 530A/B, 531A/B, 577A/B

C: Dr. Lindsay Tedds, Interim Director, School of Public Administration
Dr. Lynne Siemons, Graduate Advisor, School of Public Administration
Dr. Tricia Marck, Dean, Human and Social Development
Memorandum

To: Tania Muir, Program Director, Cultural Management Programs,
Division of Continuing Studies (cmpdir@uvic.ca)
From: Heather Kirkham, Program Manager
Date: July 12, 2016

Re: Deletion from Calendar of the School of Public Administration program: Graduate Professional Certificate in Cultural Sector Leadership

Approximately 10 years ago, the School of Public Administration implemented Graduate Professional Certificates, including one in Cultural Sector Leadership. Since that time, the School has redirected its graduate programming to introduce two new Master’s Programs: MA in Dispute Resolution and MA in Community Development.

When we first introduced the program, we did so in coordination (regarding course development and delivery) with the former Program Director in Cultural Resource Management, Joy Davis. We have not admitted any students into the GPC in Cultural Sector Leadership for several years and there are no students currently enrolled in the program, nor any who require further courses to complete the program.

Therefore, due to limited resources and student demand in other programs, the School of Public Administration has decided to discontinue offering this program and to delete it from the UVic Graduate Calendar, effective May 2016. If you have any comment, objection or questions, please contact me by July 31.

[Signature]

Copied to:
Dr. Catherine Althaus, Director, School of Public Administration
Dr. Lynda Gagne and Dr. Rich Marcy, Co-Chairs, SPA Curriculum and Staffing Committee
Hi Heather,

Thank you for reaching out to me to share information regarding this curriculum change from the School of Public Administration. While I had been aware that the Cultural Sector Leadership had been developed approximately 10 years ago in coordination between the Cultural Management (CRM) Program and Public Admin. I had not realized that this program was still on the books up until now.

The Graduate Professional Certificate in Cultural Heritage Studies offered through the Division of Continuing as referenced in your memo, was approved by senate in 2011 and launched in 2012. However, numbers in this new program since the launch have been well below projections resulting in a deferral of the program in 2015 at which time the Division of Continuing Studies conducted a program review. As recommended by the program Advisory Committee and the Senate Committee on Continuing Studies, the graduate portal will not be open for this program for entry in the 2017 or 2018 academic years as we continue to evaluate program viability.

I certainly support your intention to discontinue the Cultural Sector Leadership Program in the upcoming curriculum change cycle. While I understand that you have not offered the program in several years and have not current students, I would be grateful if you would be willing to share any information that you have such as the program proposal, intended audience, program marketing, and enrollment information to help us better understand the history of the program during our review.

Sincerely yours, Tania

Tania Muir
Program Director

Cultural Management Programs
Division of Continuing Studies, University of Victoria
Room 343, West Wing, Continuing Studies Building
PO Box 1700 STN CSC, Victoria BC V8W 2Y2 Canada
Tel 250-721-8462
Email cmuird@uvic.ca
Web continuingstudies.uvic.ca
# UVic Program Curriculum Change

## Summary of Program Curriculum Changes:

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<th>01MAY2017</th>
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<tbody>
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<tr>
<td>Academic Unit:</td>
<td>School of Public Administration</td>
</tr>
<tr>
<td>Contact Name:</td>
<td>Heather Kirkham, Program Manager</td>
</tr>
<tr>
<td>Local:</td>
<td>8067</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:hkirkham@uvic.ca">hkirkham@uvic.ca</a></td>
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</table>

## Types of program change:

<table>
<thead>
<tr>
<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>
</tr>
</thead>
<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>
<td></td>
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</table>

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).

<table>
<thead>
<tr>
<th>Submission #:</th>
<th>Type(s) of change</th>
<th>Other units consulted: (list all)</th>
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<tr>
<td>1</td>
<td>Discontinue two Graduate Professional Certificates: 1. Library Sector Leadership; 2. Cultural Sector Leadership</td>
<td>Continuing Studies, Cultural Management Programs</td>
</tr>
<tr>
<td>Faculty: Graduate Studies/HSD</td>
<td>Academic Unit: School of Public Administration</td>
<td>Date of submission: 15AUG16</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

**Current calendar entry:**
Current calendar page number: 260, 262, 266 (2016-09 calendar)

**Proposed calendar entry:**
If new, suggested page to insert:

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**Graduate Professional Certificate and Graduate Diploma**
The School offers specialized credential programs via distance methods intended to strengthen the skills of working professionals. The program requirements draw upon the Master of Public Administration curriculum.

**Graduate Professional Certificate in Library Sector Leadership**
This program is a 5-course, part-time program which includes an on-campus orientation course (ADMN 517A); students must also complete four specified 500-level ADMN online courses. Registering in one course per term, it is possible to complete the program in 16 months.

**Graduate Professional Certificate in Cultural Sector Leadership**
This program is intended to strengthen the capacity of cultural sector professionals to serve in management and leadership roles in museums, art-galleries, the performing arts, heritage sites and heritage conservation. This program includes an on-campus orientation course (ADMN 517B); students must also complete HA 488T and four specified 500-level ADMN online courses. Students may complete the program over two years.

**Graduate Certificate in Evaluation and Graduate Diploma in Evaluation**
The Graduate Certificate and Graduate Diploma in Evaluation are designed for early- or mid-career professionals working in the evaluation field as government or non-profit employees or consultants....
UVic Program Curriculum Change

**Admission to Graduate Professional Certificate in Evaluation**
To be eligible for admission, applicants must have:
1. a baccalaureate degree (or equivalent from another country) from an accredited and recognized institution. (Note that for the Graduate Professional Certificate in Library Sector Leadership, a Master’s is preferred.)
2. a grade point average of 5.0 (B) in the last two years (30 units) leading to the baccalaureate degree.

In addition, applicants must submit official transcripts, a professional resume and a letter of intent that explains how this program relates to their career plans, and their personal and professional values and goals. Finally, applicants must have two assessment forms or letters of reference sent directly to the Graduate Admissions and Records Office.

**Application Deadline for Cultural or Library Sector Leadership programs**
Please view the information at [publicadmin.uvic.ca/gradcerts] for current information on application deadlines.

**Admission to Graduate Certificate in Evaluation—Additional Requirements**
To be eligible for admission to the Graduate Certificate in Evaluation, applicants must have:
- An undergraduate degree (or equivalent from another country) from an accredited and recognized institution.
- A grade point average of B (5.0) in the last two years (30 units) leading to the undergraduate degree.
- The equivalents of Research Design: Critical Appraisal of Information (ADMN 502A); Data Analysis & Interpretation (ADMN 502B); and Public Sector Economics (ADMN 310 or ADMN 509).

**Application Deadline for the Evaluation program**
March 31
**UVic Program Curriculum Change**

### Graduate Professional Certificates

The courses are normally taken in the following sequence. Should a student miss a course due to personal circumstances, that student can enrol in the missed course in the next academic year (or the next offering). Note that for the Cultural and Library Sector Leadership programs, the orientation courses ADMN 517A and 517B and HA 488T (Cultural Sector students only) include required attendance at on-campus intensive sessions.

#### Graduate Professional Certificate in Library Sector Leadership
- ADMN 517A (0.5) Graduate Professional Certificate Orientation
- ADMN 507A (1.5) Public Sector Leadership: Teams, Self and Organization
- ADMN 530A (1.5) Increasing Organizational Effectiveness
- ADMN 531A (1.5) Strategic Human Resource Management
- ADMN 577A (1.5) Strategic Planning and Implementation

#### Graduate Professional Certificate in Cultural Sector Leadership
- ADMN 517B (0.5) Graduate Professional Certificate Orientation
- HA 488T (1.5) Leadership in Cultural Organizations
- ADMN 507B (1.5) Public Sector Leadership: Teams, Self and Organization
- ADMN 530B (1.5) Increasing Organizational Effectiveness
- ADMN 531B (1.5) Strategic Human Resource Management
- ADMN 577B (1.5) Strategic Planning and Implementation

### Rationale for proposed change:

The School of Public Administration has decided to drop these Professional Specialization Certificates from the curriculum as the School does not have the resources to continue the program for the limited potential number of students. Students interested in further studies in the Cultural sector now have the option of taking a Graduate Professional Certificate through the Division of Continuing Studies: Graduate Professional Certificate in Cultural Heritage Studies, although this program is now on hiatus due to fewer than anticipated enrolments (see email from Tania Muir, Program Director).

No students are currently enrolled in either of these Graduate Certificates. Two students have partially completed the GPC in Library Sector Leadership, but withdrew prior to completion in 2010 and 2011 (one withdrew without permission). Should they indicate in the future that wish to complete the program and if they were allowed to re-register, they could complete their requirements by taking ADMN 530, 531, and 577, although these would not include tailored library sector leadership content.

We have sufficient student interest and faculty expertise to continue with the GPC in Evaluation.
**UVic Program Curriculum Change**

<table>
<thead>
<tr>
<th>Consultation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senate Committee on Planning:</td>
</tr>
<tr>
<td>Other units consulted in preparation of submission:</td>
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</table>

Written evidence of all consultations should be included in a single PDF for the entire program package.
# UVic Course Curriculum Change

**Summary Course Curriculum Changes:**

- **Effective Date:** 01 May 2017
- **Faculty:** Graduate Studies / Human and Social Development
- **Academic Unit:** School of Public Administration
- **Contact Name:** Heather Kirkham, Program Manager
- **Local:** 8067
- **Email:** hkirckham@uvic.ca

**Types of course change:**

<table>
<thead>
<tr>
<th>Course Code or Number</th>
<th>Type(s) of change: (if new or reinstated, include title)</th>
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<tr>
<td>ADMN 517A</td>
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<tr>
<td>ADMN 517B</td>
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<td>ADMN 577B</td>
<td>Deleted</td>
<td>FGS (In process), Continuing Studies</td>
</tr>
<tr>
<td>ADMN 556 556</td>
<td>Mutually Exclusive note: ADMN 556 &amp; PADR 505 cannot receive credit for both</td>
<td>FGS (In process)</td>
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<tr>
<td>ADMN 509 509</td>
<td>Change or addition of a prerequisite due to course number change</td>
<td>FGS (In process), Continuing Studies</td>
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<td>ADMN 544 544</td>
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<td>ADMN 537 537</td>
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<td>ADMN 523 523</td>
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<td>ADMN 553 553</td>
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**REVISED – ADDITION OF ADMN 531A AND 531B TO BE DELETED**

Curriculum and Calendar Office Use Only – Cycle 1 for May 2017
**UVic Course Curriculum Change**

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<thead>
<tr>
<th>Faculty: Graduate Studies / Human and Social Development</th>
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<th>Date of submission: 29SEP16</th>
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<td>□ Change or addition of a pre- or co-requisite</td>
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<td><strong>Current calendar entry:</strong> p. 309 (2016-09 Calendar)</td>
<td><strong>Proposed calendar entry:</strong></td>
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</table>

**ADMN 517A Units: 0.5**

**Graduate Professional Certificate Orientation**

Orients students enrolled in the Graduate Professional Certificate in Library Sector Leadership Program.

**Notes:** Restricted to students in the Graduate Professional Certificate in Library Sector Leadership.

**Grading:** INC, COM, N, F.

**Rationale for proposed change:**

This course was designed specifically for the Graduate Professional Certificate in Library Sector Leadership program, which is now being dropped.

**Consultation:**

Other units consulted in preparation of submission: FGS

☑ No consultation required

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

Curriculum and Calendar Office Use Only – Cycle 1 for May 2017
# UVic Course Curriculum Change

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- [ ] Change or addition of a pre- or co-requisite
- [ ] Course code or number
- [ ] Course title or description
- [ ] Deletion
- [ ] Retention of a course not offered for five years
- [ ] Other: Describe.

**Current calendar entry:** p. 309 (2016-09 Calendar)

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<th>ADMN 517B</th>
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<tbody>
<tr>
<td>Graduate Professional Certificate Orientation</td>
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<tr>
<td>Orient students enrolled in the Graduate Professional Certificate in Cultural Sector Leadership Program.</td>
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<tr>
<td>Note: Restricted to students in the Graduate Professional Certificate in Cultural Sector Leadership Program.</td>
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<td>Grading: INC, COM, N, F</td>
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**Proposed calendar entry:**

**Rationale for proposed change:**
This course was designed specifically for the Graduate Professional Certificate in Cultural Sector Leadership program, which is now being dropped.

**Consultation:**
- Other units consulted in preparation of submission: Continuing Studies, FGSS
- No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
**U Vic Course Curriculum Change**

**Faculty:** Graduate Studies / Human and Social Development  
**Academic Unit:** School of Public Administration  
**Date of submission:** 29SEP16  
**Effective date of change:** 01MAY17

**Type(s) of course change:**
- New or reinstated course
- Change or addition of a pre- or co-requisite
- Course code or number
- Course title or description
- Deletion
- Retention of a course not offered for five years

**Current calendar entry:** p. 309 (2016-09 Calendar)  

**ADMN-507A**  
Units: 1.5

**Public Sector Leadership: Teams, Self and Organization**  
An understanding of team dynamics and of personal capacity in a team environment are vital to public sector work. Introduces students to the internal and external challenges they may face in the work environment and equips them with the skills and strategies necessary to analyze, motivate and manage human resources in public sector organizations, with an emphasis in Library Sector leadership.

**Note:**  
- Credit will be granted for only one of ADMN-507A, ADMN-507, ADMN-507B.

**Prerequisite(s):**  
- ADMN-517A, and
- admission to Graduate Professional Certificate program in Library Sector Leadership.

**Rationale for proposed change:**  
This course was offered specifically for the Graduate Professional Certificate in Library Sector Leadership program, which is now being dropped.

**Consultation:**
- Other units consulted in preparation of submission: FGS

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

Curriculum and Calendar Office Use Only – Cycle 1 for May 2017
UVic Course Curriculum Change

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Current calendar entry: p. 309 (2016-09 Calendar)

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<tr>
<td>Units: 1.5</td>
</tr>
<tr>
<td>Public Sector Leadership: Teams, Self and Organization</td>
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An understanding of team dynamics and personal capacity in a team environment are vital to public sector work. Introduces students to the internal and external challenges they may face in the work environment and equips them with the skills and strategies necessary to analyze, motivate and manage human resources in public sector organizations, with an emphasis in cultural sector leadership.

Note:
- Credit will be granted for only one of ADMN-507B, ADMN-507A, ADMN-507.

Prerequisite(s):
- ADMN-517B and
- Admission to Graduate Professional Certificate program in Cultural Sector Leadership.

Rationale for proposed change:
This course was offered specifically for the Graduate Professional Certificate in Cultural Sector Leadership program, which is now being dropped.

Consultation:
Other units consulted in preparation of submission: Continuing Studies, FGS

Written evidence of all consultations should be included in a single PDF for the entire program package.
# UVic Course Curriculum Change

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| Current calendar entry: p. 309 (2016-09 Calendar) | Proposed calendar entry: |

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<tr>
<td>Units: 1.5</td>
<td>Increasing Organizational Effectiveness</td>
</tr>
<tr>
<td>An introduction to the challenges of improving the effectiveness of public sector programs. The dynamics of work and consulting teams are studied, and students will review literature and participate in exercises in how to introduce lasting changes in organizations, and the complementary roles of leadership and management in ensuring more effective organizations, with a particular focus on the library sector.</td>
<td></td>
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<tr>
<td>Note:</td>
<td>Credit will be granted for only one of ADMN-530A, ADMN-530B, ADMN-530B.</td>
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<tr>
<td>Prerequisite(s):</td>
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<table>
<thead>
<tr>
<th>Rationale for proposed change:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>This course was offered specifically for the Graduate Professional Certificate in Library Sector Leadership program, which is now being dropped.</td>
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<table>
<thead>
<tr>
<th>Consultation:</th>
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<tr>
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Curriculum and Calendar Office Use Only – Cycle 1 for May 2017
**UVic Course Curriculum Change**

<table>
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<th>Faculty: Graduate Studies / Human and Social Development</th>
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<tr>
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<td>□ Change or addition of a pre- or co-requisite</td>
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<tr>
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<td>Current calendar entry: p. 310(2016-09 Calendar)</td>
<td>Proposed calendar entry:</td>
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</table>

**ADMN 530B**

Units: 1.5

**Increasing Organizational Effectiveness**

An introduction to the challenges of improving the effectiveness of public sector programs. The dynamics of work and consulting teams are studied, and students will review literature and participate in exercises in how to introduce lasting changes in organizations, and the complementary roles of leadership and management in ensuring more effective organizations, with a particular focus on the cultural sector.

Notes:
- Credit will be granted for only one of ADMN 530B, ADMN 530, ADMN 530A.

Prerequisite(s):
- ADMN 517B and
- admission to Graduate Professional Certificate program in Cultural Sector Leadership.

**Rationale for proposed change:**
This course was offered specifically for the Graduate Professional Certificate in Cultural Sector Leadership program, which is now being dropped.

**Consultation:**
- Other units consulted in preparation of submission: Continuing Studies, FGS
- No consultation required

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

Faculty: Graduate Studies / Human and Social Development
Academic Unit: School of Public Administration
Date of submission: 29SEP16
Effective date of change: 01MAY17
Submission number: 7

Type(s) of course change:
- New or reinstated course
- Change or addition of a pre- or co-requisite
- Course code or number
- Course title or description
- Other: Describe.

Current calendar entry: p. 310 (2016-09 Calendar)

Proposed calendar entry:

ADMN 531A
Units: 1.5
Strategic Human Resource Management
Units: 1.5

Students will explore the vital role of human capital in organizations, with an emphasis on the library sector. Focuses on the alignment of the organization's strategic objectives with its human capital. Students will study how to structure each of the human resource management functions, including planning, staffing, training, performance management, compensation, and labour relations, in ways that optimize organizational performance. Assists students in dealing with contemporary challenges of globalization of work, demographic shifts, and information technology.

Note:
Credit will be granted for only one of ADMN 531A, ADMN 531, ADMN 531B.

Prerequisites:
- ADMN 527A, and
- Admission to the Graduate Professional Certificate Program in Library Sector Studies

Rationale for proposed change:
This course was offered specifically for the Graduate Professional Certificate in Library Sector Leadership program, which is now being dropped.

Consultation:
Other units consulted in preparation of submission: Continuing Studies, FGS
Written evidence of all consultations should be included in a single PDF for the entire program package.
# UVic Course Curriculum Change

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<th>Faculty: Graduate Studies / Human and Social Development</th>
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### Current calendar entry: p. 310 (2016-09 Calendar)

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<tbody>
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<td><strong>Strategic Human Resource Management</strong></td>
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<td>Units: 1.5</td>
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</tr>
<tr>
<td>Students will explore the vital role of human capital in organizations, with an emphasis on the cultural sector. Focuses on the alignment of the organization's strategic objectives with its human capital. Students will study how to structure each of the human resource management functions, including planning, staffing, training, performance management, compensation and labour relations, in ways that optimize organizational performance. Assists students in dealing with contemporary challenges of globalization of work, demographic shifts, and information technology.</td>
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<tr>
<td><strong>Note:</strong> Credit will be granted for only one of ADMN-531B, ADMN-531, ADMN 531A.</td>
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<tr>
<td><strong>Prerequisites:</strong> ADMN 517B; and Admission to the Graduate Professional Certificate in Cultural Sector Leadership.</td>
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### Rationale for proposed change:

This course was offered specifically for the Graduate Professional Certificate in Cultural Sector Leadership program, which is now being dropped.

### Consultation:

Other units consulted in preparation of submission: Continuing Studies, FGS

Written evidence of all consultations should be included in a single PDF for the entire program package.
UVic **Course** Curriculum Change

<table>
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<th>Faculty: Graduate Studies / Human and Social Development</th>
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<tr>
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<tr>
<td>Current calendar entry: p. 311 (2016-09 Calendar)</td>
<td>Proposed calendar entry:</td>
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**ADMIN 577A**

Units: 1.5

**Strategic Planning and Implementation**

Examines the concepts and practice of strategic planning and project management. Students will explore how to negotiate strategic planning initiatives, construct mandates, mission and vision statements, analyze the environment, conduct stakeholder analyses, and prepare the organization for implementation of the plan. Students will develop competencies in implementing strategic plans through the design and management of projects flowing from the strategies outlined in the plan. Familiarizes students with the key components of project management including definition of the project, its scope and life cycle, the maintenance of quality control, scheduling, critical path analysis, and the management of human resources involved in project management. This course will have a specific focus on the library sector.

**Note:**
- Credit will be granted for only one of ADMIN 577A, ADMIN 411, ADMIN 477, ADMIN 577, ADMIN 577B.

**Prerequisite(s):**
- ADMIN 517A, and
- admission to the Graduate Professional Certificate in Library Sector Leadership.

**Rationale for proposed change:**

This course was offered specifically for the Graduate Professional Certificate in Library Sector Leadership program, which is now being dropped.

**Consultation:**

Other units consulted in preparation of submission: FGS

☑ No consultation required

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

Curriculum and Calendar Office Use Only – Cycle 1 for May 2017
# UVic Course Curriculum Change

**Faculty:** Graduate Studies / Human and Social Development  
**Academic Unit:** School of Public Administration  
**Date of submission:** 29SEP16  
**Effective date of change:** 01MAY17

<table>
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| ☐ Course code or number | ☐ Other: Describe.  
| ☒ Deletion | ☐ Retention of a course not offered for five years

**Current calendar entry:** p. 311 (2016-09 Calendar)  
**Proposed calendar entry:**

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<tr>
<td>Units: 1.5</td>
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<tr>
<td><strong>Strategic Planning and Implementation</strong></td>
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| Examines the concepts and practice of strategic planning and project management. Students will explore how to negotiate strategic planning initiatives, construct mandate, mission and vision statements, analyze the environment, conduct stakeholder analyses, and prepare the organization for implementation of the plan. Students will develop competencies in implementing strategic plans through the design and management of projects flowing from the strategies outlined in the plan. Familiarizes students with the key components of project management including definition of the project, its scope and life cycle, the maintenance of quality control, scheduling, critical-path analysis and the management of human resources involved in project management. This course will have a specific focus on the cultural sector.  
| **Note:** |  
| ☐ Credit will be granted for only one of ADMN-577B, ADMN-411, ADMN-477, ADMN-577A, ADMN-577B; and ADMN-577B; and  
| Prerequisite(s): |  
| ☐ admission to the Graduate Professional Certificate program in Cultural Sector Leadership. |  

**Rationale for proposed change:**

This course was offered specifically for the Graduate Professional Certificate in Cultural Sector Leadership program, which is now being dropped.

**Consultation:**

- Other units consulted in preparation of submission: Continuing Studies, FGS
- No consultation required

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

Curriculum and Calendar Office Use Only – Cycle 1 for May 2017
### UVic Course Curriculum Change

**Faculty:** Graduate Studies / Human and Social Development  
**Academic Unit:** School of Public Administration  
**Date of submission:** 29SEP16  
**Effective date of change:** 01MAY17

**Type(s) of course change:**
- [ ] New or reinstated course  
- [ ] Change or addition of a pre- or co-requisite  
- [ ] Course code or number  
- [ ] Deletion  
- [ ] Course title or description  
- [ ] Retention of a course not offered for five years  
- [x] Other: Note re mutually exclusive courses.

**Current calendar entry:** p. 311 (2016-09 Calendar)  
**Proposed calendar entry:**

**ADMN 556 Units: 1.5**  
**Managing Public Policy**  
Examines the theory and practice of public policy emphasizing the strategic aspects of problem identification, policy design, decision making, implementation and evaluation. Designed to provide students a thorough understanding of public policy and dynamics of the policy process and to apply this knowledge to important policy issues. Policy development is examined within the context of multi-level and multi-sector governance, and addresses the involvement of key players such as the courts, media, and other prominent stakeholders.

**Prerequisite(s):**
- All of ADMN 502A, ADMN 504, ADMN 509, ADMN 512, ADMN 550; or
- permission of the department

**ADMN 556 Units: 1.5**  
**Managing Public Policy**  
Examines the theory and practice of public policy emphasizing the strategic aspects of problem identification, policy design, decision making, implementation and evaluation. Designed to provide students a thorough understanding of public policy and dynamics of the policy process and to apply this knowledge to important policy issues. Policy development is examined within the context of multi-level and multi-sector governance, and addresses the involvement of key players such as the courts, media, and other prominent stakeholders.

**Note:** Credit will be granted for only one of ADMN 556, PADR 505.

**Prerequisite(s):**
- All of ADMN 502A, 504, 509, 512, 550; or
- permission of the department

**Rationale for proposed change:**
This course is offered to the MPA Online students only. Other School of Public Administration graduate students (MADR and MPA On Campus), must take a different policy course: PADR 505. Content is too similar to allow this course as an elective for students in the MPA Online program. MX notation is already in place for PADR 505.

**Consultation:**
- Other units consulted in preparation of submission:  
- [x] No consultation required

**Written evidence of all consultations should be included in a single PDF for the entire program package.**
# UVic Course Curriculum Change

<table>
<thead>
<tr>
<th>Faculty: Graduate Studies / Human and Social Development</th>
<th>Academic Unit: School of Public Administration</th>
<th>Date of submission: 29SEP16</th>
<th>Submission number: 12</th>
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<tbody>
<tr>
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<td>Effective date of change: 01MAY17</td>
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**Type(s) of course change:**

- [ ] New or reinstated course  
- [ ] Change or addition of a pre- or co-requisite  
- [ ] Course title or description  
- [ ] Course code or number  
- [ ] Deletion  
- [ ] Retention of a course not offered for five years  

**Other:** Describe.

**Current calendar entry:** p. 309 (2015-09 Calendar)

**Proposed calendar entry:**

**ADMN 509 Units: 1.5**

**Microeconomics for Policy Analysis**

Provides a foundation in microeconomic principles, the rationale for public sector interventions in the market, and essential tools for economic policy analysis. Students will be introduced to rational choice theory, resource allocation methods, supply and demand, efficiency and equity, elasticity, income redistribution, externalities, public goods, and imperfect information. Relies on practical problem-based learning. Contemporary themes include behavioral and nudge economics, economic inequality, and the moral economy.

**Pre- or Corequisite(s):**

- 502A or PADR 502A; and  
- ADMN 504 or permission of the department.

**ADMN 509 Units: 1.5**

**Microeconomics for Policy Analysis**

Provides a foundation in microeconomic principles, the rationale for public sector interventions in the market, and essential tools for economic policy analysis. Students will be introduced to rational choice theory, resource allocation methods, supply and demand, efficiency and equity, elasticity, income redistribution, externalities, public goods, and imperfect information. Relies on practical problem-based learning. Contemporary themes include behavioral and nudge economics, economic inequality, and the moral economy.

**Pre- or Corequisite(s):**

- 502A or PADR 502 or 502A; and  
- ADMN 504 or permission of the department.

**Rationale for proposed change:**

PADR 502A is now called PADR 502.

**Consultation:**

Other units consulted in preparation of submission: [ ] No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
**UVic Course Curriculum Change**

<table>
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<th>Faculty: Graduate Studies / Human and Social Development</th>
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<td>□ Other: Describe.</td>
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**Current calendar entry: p. 310 (2016-09 Calendar)**

<table>
<thead>
<tr>
<th>ADMN 544 Units: 1.5</th>
<th>ADMN 544 Units: 1.5</th>
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<tbody>
<tr>
<td>Economic Evaluation Methods and Applications</td>
<td>Economic Evaluation Methods and Applications</td>
</tr>
<tr>
<td>A practical introduction to the theory and methods of economic evaluation, including cost-benefit analysis, cost-effectiveness analysis, and cost-utility analysis, with emphasis on public sector applications.</td>
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<tr>
<td>Prerequisite(s):</td>
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<tr>
<td>• For students admitted to MPA program:</td>
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<tr>
<td>• ADMN 502A or PADR 502A; and</td>
<td>• ADMN 502A or PADR 502 or 502A; and</td>
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<tr>
<td>• ADMN 502B, 509.</td>
<td>• ADMN 502B, 509.</td>
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<tr>
<td>• For students not admitted to MPA program:</td>
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<tr>
<td>• permission of the school.</td>
<td>• permission of the school.</td>
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**Rationale for proposed change:**

PADR 502A is now called PADR 502.

**Consultation:**

Other units consulted in preparation of submission: □ No consultation required

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

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**Current calendar entry:** p. 310 (2016-09 Calendar)

**Proposed calendar entry:**

**ADMN 537 Units: 1.5**

Program Evaluation and Performance Measurement

Examines program evaluation and performance measurement in public and nonprofit organizations. Emphasis is placed on acquiring skills needed to model programs, measure key constructs, select appropriate research designs, and conduct both quantitative and qualitative program evaluations. Issues involved in designing and implementing program performance measurement systems are introduced.

Note: Credit will be granted for only one of ADMN 537, ADMN 437.

Prerequisite(s):
- ADMN 502A or PADR 502A; and
- ADMN 502B; or
- permission of the school.

**Rationale for proposed change:**

PADR 502A is now called PADR 502.

**Consultation:**

□ Other units consulted in preparation of submission: No consultation required

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

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<th>Academic Unit: School of Public Administration</th>
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Current calendar entry: p. 309 (2016-09 Calendar)

<table>
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<tr>
<th>ADMN 523 Units: to be determined</th>
<th>Special Topics in Public Sector Management</th>
</tr>
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<tbody>
<tr>
<td>Provides a unique chance to study selected topics drawn from the current literature in public sector management or related fields and an excellent opportunity to explore the academic theory underpinning current public sector functions.</td>
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<tr>
<td>Note: May be taken more than once for credit in different topics.</td>
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Proposed calendar entry:

<table>
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<tr>
<td>Note: May be taken more than once for credit in different topics.</td>
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</tr>
</tbody>
</table>

Rationale for proposed change:

This is a special topics course and therefore, according to the Guide for Curriculum and Calendar Changes (p. 16), is not subject to deletion under the 5 year rule. The School of Public Administration would like to keep this course available so it can be used for special topics so we can offer special topics as and when teaching resources and student interest is aligned.

Consultation:

Other units consulted in preparation of submission: |

☒ No consultation required

Written evidence of all consultations should be included in a single PDF for the entire program package.
# UVic Course Curriculum Change

<table>
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<tr>
<td>☐ Other: Describe.</td>
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<tr>
<td>☒ Retention of a course not offered for five years</td>
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</table>

**Current calendar entry: p. 310 (2016-09 Calendar)**

ADMN 553 Units: 1.5
**Understanding Cities**
Cities are a basic building block to society, and offer an interesting opportunity to study political, social and economic issues. Examines European and North American/Canadian cities using academic and government resources to analyze and compare their various aspects.

**Proposed calendar entry:**

ADMN 553 Units: 1.5
**Understanding Cities**
Cities are a basic building block to society, and offer an interesting opportunity to study political, social and economic issues. Examines European and North American/Canadian cities using academic and government resources to analyze and compare their various aspects.

**Rationale for proposed change:**
The School of Public Administration would like to keep this course in the curriculum as local (city) government and international issues are of particular interest to Dr. Emmanuel Brunet-Jailly. Often students in the MPA Online and Campus programs are employed in local government.

**Consultation:**
Other units consulted in preparation of submission: ☒ No consultation required
Written evidence of all consultations should be included in a single PDF for the entire program package.
To members of Senate:

The Working Group acknowledges and respects 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.

The draft Sexualized Violence Prevention and Response Policy is the result of nine months’ work undertaken by the Working Group on Sexualized Violence Programs and Policy Development. The Working Group consists of 21 members representing undergraduate and graduate students, staff and faculty members. In addition to engaging in extensive research, the group conducted in-depth consultations. The timeline established for the process in spring 2016 set out two consultation periods. The first phase between June and December 2016 involved over 100 in-person consultations with student groups, academic and non-academic units, on-campus committees, and community groups. Over 20 written responses to the consultation questions were also received. Throughout this process, the Working Group consulted with more than 1,000 individuals in total. During the second phase of consultations, starting February 6, 2017 and extending to March 10, 2017, the Working Group invites UVic students, staff, faculty, librarians, and community organizations to provide feedback on the draft policy.

**Purpose of the policy**

The draft Sexualized Violence Prevention and Response Policy clearly sets out that UVic does not tolerate sexualized violence. It takes an intersectional approach to understanding sexualized violence and acknowledges that students, staff, faculty, and librarians are differently positioned within university structures, hierarchies and power relations. The draft policy builds on the fundamental principle that UVic cares about the wellbeing of its community members and believes strongly in providing a safe, supportive and respectful learning, working and living environment. The purpose of the policy is to cultivate institutional, collective, and individual responsibility to create and foster an environment in which consent and respect are foundational principles and practices at the university. Therefore, throughout the policy, UVic articulates the expectation that every member of the university community practice consent and respect the dignity and
diversity of all community members. The draft policy also sets out the university’s vision for an accountable and transparent system for supporting survivors and those impacted by sexualized violence, for receiving and responding to disclosures and reports, and for reporting to the university community.

**Key policy elements**

During the consultation and research phase, three independent but interrelated areas became apparent and remained the core of the Working Group’s work when drafting the policy. These were:

1) a coordinated focus on education and prevention;
2) a survivor-centered approach to support, including appropriate training for those providing support; and
3) fair and unbiased investigation and adjudication of reports.

Structured around these three areas, the draft policy includes UVic’s commitment to:

- implement and actively promote education, awareness, prevention, and training programs, in multiple formats and tailored to multiple audiences, that support survivors and those who are impacted by sexualized violence in a trauma-informed manner;
- respond to disclosures and reports of sexualized violence;
- communicate the support services and the resources available to all members of the university community who may be directly or indirectly impacted by sexualized violence;
- support survivors and those impacted by sexualized violence, through academic, non-academic, and other supports as required; and
- coordinate consistent, fair, and transparent responses to sexualized violence disclosures and reports.

**Planned further action**

The Working Group is continuing its work on drafting three sets of procedures (support procedures, disclosure and reporting procedures, and investigation, adjudication, and appeal procedures) in support of the draft policy. The procedures will indicate how the university will operationalize the policy. The policy includes a statement of principles, commitments, and standards whereas the procedures will provide a guide on how to carry out the aspirations that the policy describes. The draft procedures will be available for feedback later in the spring term.
In addition to prioritizing the procedures as the next important step in this process, the Working Group is also focusing its attention on the alignment of university policies with the principles and processes set out in the draft Policy on Sexualized Violence Prevention and Response. The impacted policies include the Discrimination and Harassment policy (GV0205), the Resolution of Non-Academic Misconduct Allegations policy (AC1300) and the Violence and Threatening Behavior policy (SS9105).

The Working Group is also considering program recommendations that build on the recommendations included in the Interim Report. In November 2016, the university committed to hiring a Sexualized Violence Education and Prevention Coordinator. The job description and the hiring process have been finalized and we anticipate that the position will be advertised in the coming weeks. The Coordinator’s first priority will be to implement the three-phased educational plan recommended in the Working Group’s Interim Report.

**Coordination and implementation of policy: Purpose of a Centralized Intake Office**

One key recommendation that is included in the draft policy is the development of a centralized sexualized violence office that we are calling the “intake office” at this time. The central sexualized violence intake office, which will be placed within an existing office such as the Office of Equity and Human Rights, will provide leadership and capacity to coordinate the implementation of the policy. The office will collaborate with a wide range of campus partners including student societies and advocacy groups, Campus Security, Office of the Vice-President Academic and Provost, Division of Student Affairs, Human Resources, Office of the Ombudsperson, unions, employee groups, administrative offices, and academic departments. Through this collaborative process, UVic will advance the implementation of its commitment to building a welcoming and inclusive learning, working, and living environment.

The central intake office will provide a specific location where all members of the university campus can seek advice, direct referrals, and disclose or make a report of an incident of sexualized violence. The intake office will be responsible for collaborating with key university units and stakeholders to coordinate and deliver the education and prevention strategies associated with the implementation of the university’s Sexualized Violence Prevention and Response Policy. This includes developing a consistent message about UVic’s expectations, support options, and trauma-informed responses to disclosures or reports of sexualized violence.

While the intake office will be established to provide centralized support, survivors and those impacted by sexualized violence have the right to choose how they engage with the university and the university’s formal reporting processes. Therefore, the policy sets out
the expectation that UVic will make every effort to provide survivor-centred and trauma-informed support both to survivors and to those impacted by sexualized violence. Further, trauma-informed support will be available to those who are accused of causing harm, and to those who are found responsible for causing harm.

**Feedback and input requested**

The Working Group is requesting Senate’s input and feedback on the draft policy as presented. Some questions to consider when providing input include:

1. Does the policy clearly state what the university’s principles and expectations are, with respect to building an environment free of sexualized violence?
2. Does the policy incorporate a survivor-centred approach while also providing a fair process when a formal complaint is made?
3. Does the policy improve transparency and clarity around what options are available for disclosing and reporting sexualized violence?
4. Does the policy clearly explain the limits on what the university can investigate and information it can share about incidents of sexualized violence?
5. What is your overall feedback on the policy, including any questions or concerns that you have?

We welcome feedback at the Senate meeting on March 3, 2017 or through any of the methods described on the consultation webpage:

http://www.uvic.ca/info/sexualizedviolencepolicy/consultation/index.php
The Working Group and Technical Policy Subcommittee members are proud of the work thus far and strongly endorse the draft policy. We look forward to receiving your feedback, advice, and input.

Sincerely,

• Annalee Lepp, Chair, Working Group on Sexualized Violence Programs and Policy Development & Associate Professor, Chair and Undergraduate Advisor, Gender Studies
• Cassbreea Dewis, Policy and Project Management for the Working Group on Sexualized Violence Programs and Policy Development & Governance Services Manager, Office of the University Secretary
• Don Barnhardt, General Counsel
• Kylie Buday, Human Rights Advisor - Complaints and Policy, Equity and Human Rights
• Martine Conway, Ombudsperson
• Jon Derry, Associate Director, Student Life
• Allison Eddy, Personal Safety Coordinator, Campus Security
• Lane Foster, Sexualized Violence Task Force
• Denise Helm, Manager, Media Relations & Public Affairs, UVic Communications
• Emma Kinakin, Director of Student Affairs, University of Victoria Students’ Society
• Laurie Keenan, Manager, Resource Centre for Students with a Disability
• Rita Knodel, Director, Counselling and Multifaith Services
• Joel Lynn, Executive Director, Student Services
• Kathryn MacLeod, Director, Residence Services
• Catherine McGregor, Associate Dean, Faculty of Education & Member of the Employment Equity Advisory Group
• Amanda McLaughlin, Chair, Graduate Students’ Society
• Kyle McNeill, Policy Project Officer, Office of the University Secretary
• Kamilla Milligan, Manager, Equity and Human Rights
• Mary Ellen Purkis, Acting Director, Equity and Human Rights
• Nabiha Rawdah, Case Manager, Student Service & Member of the Educational Equity Advisory Group
• Kenya Rogers, Sexualized Violence Policy Advisor, Anti-Violence Project
• Tonya Said-Wilson, Human Resources Consultant, Human Resources
• Grace Wong Sneddon, Advisor to the Provost on Equity and Diversity
• Bill Trott, Chief Privacy Officer, Office of the University Secretary
• Ruth Young, Director, Office of Indigenous Affairs
• Makenzie Zouboules, Sexualized Violence Task Force
Three sets of procedures in support of this policy (support procedures, disclosure and reporting procedures, and investigation, adjudication, and appeal procedures) and a summary of the rights of the complainant and respondent are under development. These will detail how the policy will be operationalized and will be available for feedback later in the spring term. The intake office referred to in the draft policy is also under development and in the interim, students, staff, and faculty should refer to the resource lists at http://www.uvic.ca/info/sexualizedviolencepolicy/index.php for options for accessing support and advice.

DEFINITIONS

For the purposes of this policy, the following definitions apply.

“appellant” means a respondent who appeals any discipline imposed under this policy.

“complainant” means a person who makes a report alleging a violation of this policy.

“consent” means the voluntary agreement to engage in physical contact or sexual activity and to continue to engage in the contact or activity. Consent means that all persons involved demonstrate, through words or actions, that they freely and mutually agree to participate in a contact or activity. More specifically:

(a) consent must be given at the outset and at all stages of physical contact or sexual activity;

(b) it is the responsibility of the initiator to obtain ongoing consent;

(c) consent can be withdrawn at any time by any participant;

(d) someone who is incapacitated cannot consent;

For the purposes of this policy, we define consent within the framework of sexual consent. The university, however, recognizes that consent is an important everyday interpersonal practice beyond this framework.
(e) there is no consent where one person abuses a position of trust, power, or authority over another person;

(f) past consent does not imply future consent;

(g) a person cannot give consent on behalf of another person;

(h) silence or the absence of “no” is not consent;

(i) the absence of perceived resistance is not consent; and

(j) there is no consent when there is coercion, force, threats, or intimidation towards any person, or where there is fraud or withholding of critical information that could affect a person’s decision to consent.

“disclosure” means telling someone about an instance of sexualized violence. A disclosure does not initiate an investigation unless a report is made (see section 12 for how to do this).

“incapacitated” means a person does not have the capacity to give consent because, for instance, the person is impaired by alcohol or drugs, or is asleep or unconscious, or is experiencing a traumatic response. A person does not have the capacity to give consent when the person cannot appreciate the who, what, when, where, why, or how of a physical contact or sexual activity.

“intake office” means the central intake office that will provide a specific location where all members of the university community, visitors, and others can seek advice and direct referrals and/or disclose or make a report of a sexualized violence incident.

“intersectional” means the ways in which a person’s experiences are shaped by the interaction of different social positions (e.g. sex, sexual identity, gender identity or expression, Indigeneity, racial and ethnic background, ability, faith, migration status, etc.). These interactions are rooted in interconnecting systems and structures of power and produce intersecting forms of privilege and oppression shaped by colonialism, racism, homophobia, ableism, patriarchy, transphobia, queer antagonism, trans antagonism, bi antagonism, and/or any other form of discrimination.

“respondent” means a person who is alleged to have violated this policy.

to “report” an instance of sexualized violence means making a formal report to the university with the intention of initiating an investigation process.

“retaliation” means any adverse action or threatened action, taken or made through any means including through social or other electronic media, against a person who engages with this policy or is associated with anyone who engages with this policy.

Retaliation includes threatening, intimidating, or harassing conduct that could discourage a person from seeking support or other services, disclosing or reporting sexualized violence, participating in an investigation, or otherwise engaging with this policy.
“sexual misconduct” means, for the purposes of this policy, any of the acts and behaviours identified in the definition of sexualized violence.

“sexualized violence” means any non-consensual, unwanted actual, attempted, or threatened act or behaviour, that is carried out through sexual means or by targeting a person’s sexuality, gender identity, or gender expression. This act or behaviour may or may not involve physical contact. Sexualized violence includes all forms of sexual misconduct as set out in the Sexual Violence and Misconduct Policy Act, including but not limited to:

   (a) sexual assault;

   (b) sexual exploitation;

   (c) sexual harassment;

   (d) stalking;

   (e) indecent exposure;

   (f) voyeurism;

   (g) the distribution of a sexually explicit photograph or video of a person to one or more persons other than the person in the photograph or video without the consent of the person in the photograph or video.

Sexualized violence can take place through any form or means of communication (e.g., online, social media, verbal, written, visual, through a third party, etc.).

“student” includes any of the following:

   (a) a person who is registered, enrolled, or participating in any course or program (credit or non-credit) offered by the university;

   (b) an undergraduate who has been enrolled at the university for one or more of the last three terms and is eligible to continue in a program of study;

   (c) a graduate student who is enrolled at the university in the current term and is eligible to continue;

   (d) a graduate student who is on an approved or personal leave and is eligible to enroll at the university when the leave ends;

   (e) a visiting or exchange or audit student who has been formally admitted to the university for the purposes of taking courses or to take part in an approved research term; or

“survivors and those impacted by sexualized violence” means survivors and those who have experienced sexualized violence, witnesses, family and friends of survivors and those who have experienced sexualized violence, and those who have received disclosures. It does not mean the respondent or those who are found responsible for causing harm to a university community member. The university recognizes that some people impacted by sexualized violence may not identify with this terminology, and have the right to determine how they will be referred to.
“survivor-centred” means prioritizing the safety and choices of survivors and those impacted by sexualized violence.

“trauma-informed” means incorporating an understanding of the impact that sexualized violence has on a person’s life, to minimize re-victimization, and to facilitate recovery and empowerment.

“university activity” means any activity that is directly related to or arising out of the operations of the university at any location, or any activity where a university community member is formally representing the university.

“university community” means:

(a) credit and non-credit students, including distance students and continuing studies students;
(b) employees, including faculty, librarians, and staff;
(c) anyone holding a university appointment;
(d) post-doctoral fellows;
(e) all persons employed under contracts with university faculty members as the employer who provide research or administrative services directly supporting faculty members’ research activities;
(f) visiting researchers;
(g) anyone contractually required to abide by university policies;
(h) anyone volunteering with a university program or activity;
(i) members of the Board of Governors and Senate; and
(j) anyone who ordinarily resides on campus because of their relationship with the university.
FOUNDATIONAL STATEMENTS

1. Preamble

1.1 Sexualized violence is unacceptable and prohibited conduct at the University of Victoria (UVic, the university).

1.2 UVic recognizes that sexualized violence is a significant and systemic social and campus issue that can affect anyone at the university. This policy sets out the university’s framework and strategy to address sexualized violence.

1.3 UVic recognizes its responsibility to increase awareness of sexualized violence, prevent its occurrence within the university community, support survivors and those who are impacted by sexualized violence, diligently investigate reports of sexualized violence, deal fairly with those accused of sexualized violence, and deal fairly and firmly with those who have been found responsible for violating this policy.

2. Purpose

2.1 The purpose of this policy is to cultivate institutional, collective, and individual responsibility to create an environment in which consent and respect are foundational principles and practices at the university.

2.2 This university is committed to addressing sexualized violence by:

(a) Implementing and actively promoting education, awareness, prevention, and training programs, in multiple formats and tailored to multiple audiences, that support survivors and those who are impacted by sexualized violence in a trauma-informed manner;

(b) responding to disclosures and reports of sexualized violence;

(c) communicating the support services and the resources available to all members of the university community who may be directly or indirectly impacted by sexualized violence;

(d) supporting survivors and those impacted by sexualized violence, through academic, non-academic, and other supports as required; and

(e) coordinating consistent, fair, and transparent responses to sexualized violence disclosures and reports.

3. Principles of the Policy

The following principles are intended to assist in the interpretation of this policy.

3.1 Because anyone can experience sexualized violence, this policy applies to all university community members regardless of a person’s social position or position within the university structures, hierarchies, and power relations.
3.2 Some individuals or groups experience sexualized violence at higher rates. Every effort to address sexualized violence should be grounded in an intersectional understanding that each person’s experience will be affected by many factors, including, but not limited to, their sex; gender identity and expression; sexual identity; family status; Indigenous, racial, or ethnic background; language barrier; ability; faith; age; socioeconomic status; academic standing; as well as their position within university structures, hierarchies, and power relations.

3.3 Sexualized violence does not exist or operate in isolation. Acts of sexual violence can also be acts of colonial violence, racism, sexism, ableism, ageism, classism, homophobia, transphobia, queer antagonism, trans antagonism, bi antagonism, and/or any other form of discrimination. Hence, university strategies to address sexualized violence must be linked to broader equity and anti-discrimination initiatives and goals.

3.4 Every individual should expect to be able to learn, work, and live in a university environment that is free from all forms of sexualized violence. The university expects every member of the university community to practise consent and respect for the dignity and diversity of all community members, and to foster an environment in which these are fundamental principles. All university academic and non-academic administrators are expected to take active steps to incorporate the principles of this policy into their units.

3.5 The university is committed to transparency and accountability with respect to the implementation of this policy and its related procedures.

4. Expectations for Those who may Engage with the Policy

4.1 The university is committed to supporting all survivors and those impacted by sexualized violence while instituting fair and impartial response processes.

4.2 The university recognizes the serious impacts of sexualized violence and trauma on survivors and those impacted by sexualized violence, the university community, and others, and is committed to responding in a manner that promotes empowerment and recovery and minimizes re-traumatization.

4.3 The university is committed to trauma-informed practices and responses. This includes providing options to survivors and those impacted by sexualized violence on how to proceed in accessing supports, and whether or not to proceed with reporting processes.

4.4 Survivors and those who are impacted by sexualized violence have the right to choose how and when they engage with the university and the university’s formal reporting processes.

4.5 Individuals will not be blamed for experiencing sexualized violence.

2 This is not an exhaustive list. Recognizing that language is fluid, these terms may change over time.
4.6 All persons who disclose or report an experience of sexualized violence to the university can expect:

(a) to be treated with compassion, dignity, and respect;
(b) to be respected in their choice as to whether and to whom they wish to disclose or report their experience;
(c) timely assistance with safety planning;
(d) information about available on- and off-campus support services and resources;
(e) non-judgmental and empathetic support; and
(f) if they do decide to report their experience, a clear explanation of the investigation and adjudication process, regular updates on the status of the process, and ongoing support.

4.7 All those who are accused of causing harm, and those who are found responsible under this policy can expect:

(a) to be treated with compassion, dignity, and respect, and provided with support throughout the process;
(b) a fair and unbiased process;
(c) a clear explanation of the process, options available to them, and potential outcomes; and
(d) opportunities to engage in community accountability processes3 where suitable.

4.8 Where suitable, trauma-informed support will be available to those who are accused of causing harm, and to those who are found responsible for causing harm. While the latter will be held accountable for their actions, community accountability processes will be explored whenever possible.

SCOPE

5. Prohibited conduct

5.1 All acts of sexualized violence are prohibited under this policy.

5.2 Retaliation of any kind is prohibited, including through social or other electronic media. Any member of the university community found to have engaged in retaliation, or threatened or attempted retaliation, may be sanctioned under this policy or other university policies.

5.3 A person may also be sanctioned for retaliation if that person breaches the confidentiality of a disclosure or report from a survivor or person impacted by sexualized violence.

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3 A voluntary process to help participants recognize and take responsibility for behaviour or acts that have caused harm. This could include as facilitated discussion, education, training, counselling, and/or a recognition of impact statement or letter.
6. **Jurisdiction of the Policy**

6.1 This policy and its associated procedures apply to all members of the university community.

6.2 All members of the university community impacted by sexualized violence may access support under this policy. However, the university only has jurisdiction to investigate reports of actions, interactions, and behaviours that are alleged to have occurred:

   (a) on any property that is controlled by the university and used for university purposes;

   (b) when the respondent is or was in a position of power or influence over the survivor’s academic or employment status at the university; or

   (c) at an event or during an activity sponsored or under the auspices of the university, including but not limited to:

      (i) athletic events;

      (ii) field schools;

      (iii) distance and online courses;

      (iv) placements (including co-op and practica);

      (v) academic or professional conferences;

      (vi) volunteer activities; and

      (vii) academic or research field work.

6.3 If an incident does not meet the above criteria, the university may still take actions to mitigate the impact of the incident on the learning, living, or working environment. If an individual is unsure about whether an incident meets the above criteria, then that individual is encouraged to contact the intake office.

6.4 The university may accept disclosures or reports from persons seeking to become members of the university community in circumstances directly affecting their application to become a member, and from former members of the university community in circumstances directly affecting their departure from the university.

6.5 The university may accept disclosures or reports from individuals who are not members of the university community if the respondent is a member of the university community, or if the incident occurred on university property or in connection with a university activity.

6.6 The university does not have jurisdiction to investigate allegations against a person who is not a member of the university community or who is not currently affiliated with the university. However, under certain circumstances, the university can revoke visitors’ access to university property.
This policy and its procedures are separate from any criminal or civil proceedings. The university is responsible for determining whether a university community member has violated this policy, and is not responsible for determining violations of criminal or civil law. University processes under this policy or associated procedures may be suspended when criminal proceedings are underway; the university will continue to provide support to members of the university community as described in this policy.

7. Employees of the university covered by a collective agreement

7.1 The policy and its procedures are designed to complement and not conflict with the university collective agreements. Where a university collective agreement applies, such as in a disciplinary process, the processes in the collective agreement will be followed. For those who engage with this policy, the specifics of any collective agreement processes will be identified and explained.

EDUCATION AND TRAINING

8. Commitment to Education and Training

8.1 The overall goal of sexualized violence education is to build a working, learning, living, and social environment at UVic based on the principles and practices of consent and respect through the awareness and prevention of sexualized violence.

8.2 The university is committed to providing coordinated education and training programs pertaining to preventing, and responding to, incidents of sexualized violence to all university community members.

8.3 The education and training will:

(a) be proactive, sustained, and prevention-focused, with consent and respect as core elements;
(b) take into account intersectional barriers, power relationships, and other relevant factors;
(c) be grounded in an anti-oppressive understanding;
(d) facilitate the dissemination of common definitions, principles, and shared values across the university community;
(e) be specific, tailored, and accessible to diverse campus populations; and
(f) be regularly reviewed and assessed.

8.4 In addition, UVic is committed to:

(a) implementing a comprehensive education program for faculty, librarians, staff, and students (pre-arrival, on-site orientation, and ongoing education materials, workshops, and on-line training);
(b) ensuring that all members of units and offices most likely to receive sexualized violence disclosures undergo training with a curriculum based on consistent foundational principles;
(c) making information on trauma-informed responses to disclosure available to all faculty, librarians, staff, and students;
(d) addressing harmful attitudes and behaviours that reinforce beliefs about sexualized violence such as rape myths and victim blaming that perpetuate an environment where violence is normalized; and
(e) implementing harm reduction education in relation to alcohol and other substance use.

DISCLOSURES AND REPORTS

9. Immediate Assistance

9.1 The university encourages, but does not require, survivors and those impacted by sexualized violence to seek immediate assistance. Seeking assistance promptly may be important to ensure physical safety, to obtain medical care or emotional support, or to preserve evidence. Full information on accessing immediate assistance and external and internal resources will be made available.

10. Choice of Process

10.1 Survivors or those who are impacted by sexualized violence are entitled to choose the process that is best for them.

10.2 Employees in the intake office are available to assist survivors and those impacted by sexualized violence in understanding their options. Individuals are encouraged to contact the intake office for advice and referrals.

10.3 Survivors and those impacted by sexualized violence may choose to:

(a) disclose their experiences to a member of the university community;
(b) make a report to the university;
(c) report to the university through a third party;
(d) file a grievance under the applicable collective agreement;
(e) make an third party report to the police;
(f) report a crime directly to the police;
(g) file a human rights complaint with the BC Human Rights Tribunal; and/or
(h) file a civil suit.

These options are not mutually exclusive – a survivor or person impacted by sexualized violence may choose to pursue any, all, or none of them.

10.4 The university will make a mechanism available to survivors and those impacted by sexualized violence to anonymously disclose their experiences to the university, so that the university has a record of what happened but not the identity of the person making the disclosure. The
The university’s response to an anonymous disclosure may be limited if the university cannot follow up with the person making the disclosure.

10.5 Disclosures or reports of sexualized violence can occur immediately after the incident or several months or years later. In the latter case, they might be triggered by another experience. University support systems will be designed to be flexible and open to a diversity of experiences and needs.

10.6 The university recognizes that survivors and those impacted by sexualized violence may not be ready to disclose or report immediately after an incident of sexualized violence. There is no time limit to an individual disclosing or reporting their experiences and accessing support under this policy. The university may not have jurisdiction to investigate an incident if parties involved are no longer affiliated with the university, or the lapse of time may make it impossible to investigate.

10.7 The procedures associated with this policy describe the processes that the university will follow. Detailed information about options and what to expect for survivors, respondents, and all parties involved will be provided in multiple formats.

11. Disclosures

11.1 Survivors and persons impacted by sexualized violence may disclose their experiences to any member of the university community. Individuals may disclose for a variety of reasons, including to access support. Individuals who disclose will be taken seriously, and can expect to be treated according to the values listed in section 4.6. A disclosure is not a report and will not initiate an investigation.

11.2 A university community member may be required to disclose information they receive if any of the following circumstances apply:

(a) a person is at risk of self-harm or of harming others;

(b) there is an imminent risk of harm to the university community and/or the broader community;

(c) the disclosure involves sexual harassment in the workplace;\(^4\)

(d) a person under the age of 19 is endangered; or

(e) disclosure is otherwise required by law.

In these instances, the minimum amount of information needed to meet legal or other obligations will be disclosed. Any university community member who is unsure about their responsibility to disclose should seek advice from the intake office.

\(^4\) As required under the *Workers Compensation Act*. 
11.3 Faculty, librarians, and staff who receive a disclosure should ensure that the individual disclosing to them is aware of this policy and of the option to seek further assistance from the intake office.

11.4 Members of the university community who receive a disclosure may contact the intake office, or the appropriate person in their unit, for advice and personal support.

11.5 Unless one of the exceptions in section 11.2 applies, members of the university community who receive disclosures must obtain the consent of the person who disclosed to them before sharing any information about the person who disclosed.

12. Reports

12.1 University community members who wish to make a sexualized violence report should contact the intake office. A report may be made at any time – see section 10.6.

12.2 Individuals who seek to become members of the university community, such as prospective students or prospective faculty, librarians, or staff, may make a report to the intake office.

12.3 The head of the intake office may make a report on their own initiative when required to comply with the university’s legal obligations and/or its policies, or when presented with an allegation that may put the university or its community members at risk.

12.4 The university will promptly respond to reports of sexualized violence made to it under this or any other university policy. All university investigations and adjudicative processes will follow principles of fairness and natural justice, and will protect the rights of the complainant, the respondent, and witnesses. Investigators will apply the balance of probabilities standard of proof (i.e. whether the information shows that it is more likely than not that a violation of this policy occurred).

12.5 Reports may be made anonymously or through third parties.

12.5.1 The university may be unable to investigate an anonymous or third party report due to a lack of information from the survivor or person impacted by sexualized violence.

12.5.2 Where other sufficient information exists, the head of the intake office may decide to proceed with an investigation. In such cases, the survivor or person impacted by sexualized violence has the right to not participate in the investigation. The university will act in a survivor-centred manner.

12.5.3 If the university does not investigate, a record of the anonymous or third party report will be retained in the intake office under restricted access. Access will be restricted to the General Counsel (or delegate).

5 These principles include the right to be heard and to be judged impartially, and the decision maker’s duty to be fair and to be free from bias.
12.5.4 The head of the intake office may engage the response coordination team (see section 16) and consider whether any other steps can and should be taken, which may include increased Campus Security presence at certain times or in certain places, or, in appropriate cases, contacting the third party who submitted a third party report to find out if the survivor or person impacted by sexualized violence would consider submitting a report or participating in an investigation.

12.6 Individuals have the right to involve a support person of their choice, a union representative, and/or legal counsel in any meetings or processes related to a report of sexualized violence.

12.7 If, after reviewing a report of sexualized violence, the university decides not to investigate, this should not be seen as a judgment against any person or a denial that the incident occurred. There are many reasons why the university may not investigate – see the Disclosure and Reporting Procedures for more information. In all cases, the university will support the complainant even if the university does not investigate the complainant’s report.

12.8 The complainant has the right to withdraw their report at any stage in the process. However, there are circumstances when the university will be compelled to proceed without the complainant’s involvement, such as those listed in section 11.2.

12.9 The complainant has the right to choose how they participate in the investigation, including the right not to participate; however, if the complainant decides to not participate, the university’s investigation may be limited. Complainants may choose to be kept informed about the investigation whether or not they participate.

12.10 Formal university reporting options include:

(a) making a report under the Sexualized Violence Policy;
(b) making an informal or formal complaint of sexual harassment under the Discrimination and Harassment Policy;
(c) for all faculty, librarians, and staff, reporting the incident to their supervisor; or
(d) for unionized faculty, librarians, and staff, filing a grievance through their union.

12.11 The university recognizes that being involved in an investigation process can be difficult. The university is committed to treating all individuals involved in a manner that is respectful, trauma-informed, and procedurally fair. All participants have the right to:

(a) have the complaint process explained to them;
(b) ask questions about the process;
(c) receive information about available supports and accountability options; and
(d) communicate their own experiences.⁶

⁶ See sections 17 (Confidentiality and Privacy) and 5.3 (Retaliation) for further guidance.
13. Interim Measures

NOTE TO DRAFT: The Interim Measures Policy is under development. Examples of interim measures include: no contact directives; restricting or removing a respondent’s access to all or part of campus (such as classroom buildings, residence, the SUB, etc.); moving a student’s location in university residence; placing faculty, librarians, or staff on leave with pay; or restricting a respondent from specified activities or other university privileges.

13.1 Where the university receives information that requires it to act to protect university community members’ health or safety, or university property, the university may impose interim measures before an investigation is concluded. Interim measures will be imposed in accordance with the Interim Measures Policy (currently under development).

13.2 Interim measures seek to protect the safety of all parties involved and to protect the integrity of the ongoing investigation or disciplinary process. The need for interim measures, and which measures are imposed, will be determined on a case by case basis taking into account the nature of the allegations and the circumstances of each situation.

13.3 Any decision to impose interim measures will be without prejudice to the rights of both parties, and will not be construed against the complainant or respondent. Interim measures will remain in effect for as long as is reasonably required pending the outcome of an investigation. Individuals affected by interim measures may request, in writing, a review of such measures.

14. Statement on Concurrent Process

14.1 The university may proceed with an investigation into a report of sexualized violence while the incident is also being investigated by the police. The investigation process under this policy may occur simultaneously to, prior to, or following any criminal, employment, or other proceeding. The university may suspend its investigation pending the outcome of another process, or based on a participant’s health or ability to participate.

15. Amnesty

15.1 The university recognizes that some survivors and persons impacted by sexualized violence may be reluctant to come forward. One of these factors may be a fear of being sanctioned for alcohol or other substance use. The university seeks to create an environment where individuals feel comfortable disclosing and reporting incidents of sexualized violence. Hence, the university will not subject any individual who discloses or reports sexualized violence to disciplinary action for alcohol or substance use occurring at or near the time of the incident(s).

16. Response Coordination Team

16.1 The university may form an on-campus response coordination team to review risk, coordinate support and services, and consider recommendations for interim measures. The response coordination team will include appropriate individuals based on the nature of the disclosure or report.
17. Confidentiality and Privacy

17.1 Confidentiality is an important part of fostering an environment where individuals feel safe disclosing incidents of sexualized violence and seeking support. UVic respects the privacy of all members of the university community, and will honour requests for confidentiality to the extent possible.

17.2 The information and records created and received to administer this policy are subject to the access to information and protection of privacy provisions of British Columbia’s Freedom of Information and Protection of Privacy Act (FIPPA), and the university Protection of Privacy Policy (GV0235). The information and records will be treated as highly confidential, in compliance with FIPPA, with applicable university policies, and with the relevant collective agreement.

17.3 University faculty, librarians, or staff who receive a disclosure or a report of sexualized violence or who are involved in addressing or investigating it must:

(a) make every reasonable effort to protect personal information and maintain confidentiality;
(b) collect the minimum information about individuals that relates directly to and is necessary to respond to a disclosure or report, which is considered to be supplied in confidence;
(c) use the information about individuals only for the purposes of, or those consistent with, addressing the situation, investigating, or taking disciplinary action;
(d) limit use of information about individuals to those within the university who need to know to perform their duties as a faculty member, librarian, or staff member; and
(e) disclose personal information in all other circumstances only as permitted under FIPPA.

17.4 The university may use or disclose personal information, including where:

(a) the use or disclosure is authorized by the affected individual;
(b) it determines compelling circumstances exist that affect any university community member’s health or safety as authorized by the university General Counsel (or delegate);
(c) a law or university policy authorizes or requires its use or disclosure, for example, an incident involving a minor, occupational health and safety legislation, and human rights legislation;
(d) it prepares or obtains legal advice for the university;
(e) it complies with a subpoena, a warrant, or an order issued by a court, person, or body in Canada with jurisdiction to compel the production of information;
(f) it uses or discloses the information for the purpose for which the information was obtained or compiled or for a use or disclosure consistent with that purpose (for example, where it is necessary to fulfill its duty of procedural fairness or where necessary for the conduct of the investigation);
(g) a faculty member, librarian, or staff member needs the information to perform their employment duties;
(h) the disclosure is to a law enforcement agency in Canada to assist in a specific investigation;

7 Legislation that regulates the collection, use, disclosure, storage and retention of personal information.
17.5 Should the university be compelled to disclose confidential information, survivors and those impacted by sexualized violence will be informed to the extent permitted or compatible with the purpose of the demand for information, and can choose to be supported at every step.

17.6 Should the university be compelled to disclose confidential information, respondents may be informed to the extent permitted or compatible with the purpose of the demand for information, and can choose to be supported.

17.7 Information may be used among university faculty, librarians, and staff only if they have a demonstrated need to know the information, such as to facilitate support or interim measures, to respond to a report, implement this policy, or take corrective action resulting from these processes.

17.8 The university may disclose information in order to ensure that reporting processes are fairly conducted, in accordance with the following principles:

(a) the respondent has the right to know the identity of the person who made the report, the identity of any witnesses, and the material details of the allegations being made;
(b) the complainant has the right to know the outcome of the investigation, but not the details of any disciplinary actions that may have been taken against the respondent unless disclosing that information is necessary for health or safety reasons or because it affects the survivor or person impacted by sexualized violence; and
(c) other persons normally do not have the right to know any confidential information except to the extent required to give effect to this policy or where it is necessary for health or safety reasons.

17.9 Witnesses must keep in confidence any information that they learn solely as a result of the reporting or investigation process.

17.10 Where interim measures impose restrictions on the respondent’s movement or activities, if for health or safety reasons, or where restrictions otherwise affect the complainant or others (e.g. witnesses), the university will inform them of the relevant restrictions.

Third Party Reports

17.11 Information received anonymously or through a third party will be retained for the limited purposes of assessing whether the university should take action, and for compiling statistics. Personal information contained in anonymous or third party reports that are not subject to an investigation will not be retained for longer than necessary to accomplish the above purposes.

Public Statements

17.12 Survivors and those who are impacted by sexualized violence are free to tell the story of their own experiences.
17.13 University community members must not disclose information that they learn solely as a result of an investigation or reporting process, because under BC privacy law this is personal information that must be kept confidential. See the procedures for more detailed information, and contact the intake office for guidance about confidentiality and privacy.

17.14 Individuals are advised that, should they choose to make public statements about the investigation (including on social or other electronic media), they may be putting themselves at risk of civil lawsuits by those who believe they have been defamed or have had their privacy rights violated. Individuals should exercise care and judgment when deciding to make public statements, and should seek legal or other advice if unsure.

17.15 Any public statements made by the university about a disclosure or report, including campus safety bulletins and statements to the media, will be trauma-informed, survivor centred, and otherwise consistent with the principles of this policy, and will not disclose the personal information of the survivor or person impacted by sexualized violence. The university reserves the right to correct misleading or inaccurate public information.

SUPPORT

18. Commitment to Support Survivors and Those Impacted by Sexualized Violence

18.1 The university is committed to supporting all members of the university community who experience or are impacted by sexualized violence, regardless of who they are or where and when the incident occurred.

18.2 The university is committed to maintaining a comprehensive and up-to-date list of on- and off-campus support resources, and making them accessible to all university community members.

18.3 The immediate and longer-term needs of every survivor or person impacted by sexualized violence are unique and hence the pathway through their support options will also be personalized.

18.4 The university acknowledges that every survivor or person who is impacted by sexualized violence will engage with the university and this policy from their unique situation or position. Given existing hierarchies and power dynamics at the university, they may enter the policy at a disadvantage. The university is committed to:

(a) recognizing the specific barriers and power relationships that impact a survivor in making a disclosure or report, and devising strategies that take such barriers and power relationships into account;

(b) providing supports based on the unique needs of the survivor or person impacted by sexualized violence; and

(c) offering consistent, fair, and supportive referrals to on- and off-campus services.

18.5 Support provisions to survivors and those who are impacted by sexualized violence will operate based on the following principles:

(d) all university community members impacted by sexualized violence can receive support;
survivors and those who are impacted by sexualized violence will be able to access support regardless of when, where, or by whom they experienced sexual violence;

the intake office will work with individual survivors and those impacted by sexualized violence to determine their support needs and assist them in accessing these;

survivors and those impacted by sexualized violence who disclose may seek support, but will not be required or pressured to make a report. In some limited cases, the university may be required to take action without the survivor’s permission (see Confidentiality and Privacy). If this is necessary, the individuals affected would be informed in an accessible way and may choose to be supported at every step of any process;

survivors and those who are impacted by sexualized violence have the right to determine what and how much they choose to disclose or report about their experience, and to decide whether and how they would like to make a report with the university and/or the police;

every reasonable effort will be made to provide survivors and those impacted by sexualized violence who are students with the opportunity to retain their status as students and continue with their studies at the university if they wish to do so; and

faculty, librarians, and staff who are covered by a collective agreement are able to access support through their unions.

The intake office is dedicated to supporting individuals in determining their pathways through support options on- and off-campus. Employees in the intake office will be trained in survivor-focused and trauma-informed responses to sexualized violence disclosures. The intake office, in coordination with other offices, will work with individuals to develop safety plans, access services and supports, and help them navigate any subsequent process in which the individual chooses to participate.

The university acknowledges that a survivor or person impacted by sexualized violence may find it easier to disclose to a member of the university community who they trust or with whom they feel safe. Therefore, the university will provide clear information on trauma-informed practices and support options to all members of the university community.

Respondents may access support based on their individual circumstances. The university will take an intersectional and harm reduction approach to supporting respondents, and acknowledges that some respondents may have experienced sexualized violence themselves. Respondents will be treated fairly and given clear explanations of the processes they are involved in, including options for resolution through a community accountability agreement. Respondents may request support, and may access the resources of the intake office, Student Life case managers, union representatives, and Office of the Ombudsperson at any time.

The intake office, in coordination with other offices, will work with those impacted by sexualized violence to promote their safety and well-being as members of the university community. This may involve supporting survivors and those impacted by sexualized violence in obtaining academic, non-academic, or employment supports (as described in the procedures) where possible.
GENERAL

19. Annual Report

19.1 The President will provide information to the Board of Governors each year on the implementation of this policy. The university will provide an annual update to members of the university community.

20. Review of Policy

20.1 UVic will continue to monitor best practices and research, and will review and update this policy whenever it is reasonable to do so. In any event, the university will review this policy at least once every three years, and when directed to do so by the Minister of Advanced Education.

21. Retention and Disposal of Records

21.1 Information and records must be retained and disposed of in accordance with the records retention schedule in the directory of records.

22. Authorities and Officers

22.1 The following is a list of authorities and officers for this policy:
(a) Approving Authority: Board of Governors
(b) Designated Executive Officer: President
(c) Procedural Authority: President
(d) Procedural Officer: President

RELEVANT LEGISLATION

Sexual Violence and Misconduct Policy Act, SBC 2016, c 23
Freedom of Information and Protection of Privacy Act, RSBC 1996, c 165
Human Rights Code, RSBC 1996, c 210
Workers Compensation Act, RSBC 1996, c 492

RELATED POLICIES AND DOCUMENTS

Acceptable Use of Electronic Information Resources (IM7200)
Discrimination and Harassment Policy (GV0205)
Employment Accommodation Policy (HR6115)
Policy on Human Rights, Equity and Fairness (GV0200)
Prevention of Violence in the Workplace (SS9120)
Protection of Privacy Policy (GV0235)
Records Management Policy (IM7700)
Resolution of Non-Academic Misconduct Allegations (AC1300)
Violence and Threatening Behaviour (SS9105)
CUPE Local 917 Collective Agreement
CUPE Local 951 Collective Agreement
CUPE Local 4163 (Comp. 1 & 2) Collective Agreement
CUPE Local 4163 (Comp. 3) Collective Agreement
Faculty Association Collective Agreement
PEA Collective Agreement

Residence Community Living Standards
Residence Contract
Family Housing Agreement
MEMO

Date: 22 February 2017
To: Members of Senate
From: Jamie Cassels, QC
      President and Vice-Chancellor

The Policy on University Policies and Procedures (GV0100) calls for the President to report annually to the Board of Governors and the Senate on university policies developed and reviewed during the previous year. The 2016 Policy Review Annual Report captures university policy activities and accomplishments in the 2016 calendar year and outlines current policy activities and priorities for 2017.

More information about university policies is available on the University Secretary’s website at www.uvic.ca/universitysecretary/policies.

Attached for Senate’s information is the 2016 Policy Review Annual Report.
1. Introduction

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

This report responds to the requirement in the Policy on University Policies and Procedures to report annually to Senate and the Board of Governors on the development and review of university policies and procedures. S. 20.00 of the Policy states:

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

The report also identifies university policy related priorities for 2017.

2. Update on the Implementation of the Policy Framework

Overall, the university continued its progress in 2016 in implementing the university policy framework. The responsibility for drafting of new policies and the revising of existing policies is the responsibility of the Designated Executive Offices (the president’s office or individual vice-presidents’ offices). The University Secretary’s office continues to coordinate policy development and ensures new policies and policy changes are consistent with the Policy on University Policies and Procedures.
In 2016, work continued on two policy related projects:

(a) a project initiated in December 2015 to support the policy review and renewal work of the university including the work of the Designated Executive Offices. A policy officer was engaged and has been actively involved in working with the Designated Executive Offices to assist them in the review of policies within their portfolios.

(b) a project to review the university’s privacy, records management and information security policies. In 2012 the university committed to review these on a cyclical basis (every three years).

The consultants engaged to carry out the review produced a report that detailed a list of minor recommended changes as well as two main areas that required attention:

- The development of an internal guide for the use of cloud-based technology; and
- Developing and publicizing information about the privacy complaint process.

The consultants’ report also pointed out the need to embed privacy impact assessments (PIAs) into university policies and procedures, as well as the need for a guide to completing PIAs.

Based on the recommendations a number of revisions were proposed to the privacy and records management policies and procedures. A consultation plan has been developed including consultation with subject matter experts and the university community. Board of Governors’ approval of the revisions will be sought in the early Spring. Development of cloud-based services guidelines and a summary of the privacy complaints process has begun. Work on the development of guidelines for the privacy impact assessment will start in 2017.
3. Summary of Policy Activities from February 1, 2016 to December 31, 2016

(a) New Policies and Procedures Developed or Under Development

Since February 1, 2016, two (2) new university policies or procedures were developed and approved.

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<th>Policy or Procedure</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Research Funding Management and Financial Accountability policy and associated procedures (FM5405)</strong></td>
<td>Effective Date: October, 2016 New policy and procedures to clarify the management of research grants and deal with unauthorized over-expenditure.</td>
</tr>
<tr>
<td><strong>2. Procedures for Interim Executive Appointments</strong></td>
<td>Effective Date: July, 2016 Revised: November, 2016</td>
</tr>
</tbody>
</table>

The following new policies and procedures continue to be under development:

<table>
<thead>
<tr>
<th>Policy or Procedure</th>
<th>Purpose and Rationale for Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Procedures for the Appointment, Review and Re-Appointment of Associate Deans (consolidation) (NEW)</strong></td>
<td>Under development. New policy to consolidate the appointment procedures for Associate Deans into one “umbrella” policy, similar to the consolidated decanal policy GV0450.</td>
</tr>
<tr>
<td><strong>2. Booking of University Facilities or Space for Secondary Purposes policy (NEW)</strong></td>
<td>Under development. New policy to replace the following existing booking policies BP3400, BP3405, BP3410, BP3415, BP3420, BP3425, BP3430, BP3435</td>
</tr>
<tr>
<td><strong>3. Communication Policy (NEW)</strong></td>
<td>Under development. New policy to replace the Distribution of News and Information Publications on the Campus policy (IM7400) and provide procedures for broadcast emails (currently in policy IM7200) and brand guidelines (currently Licensing Program policy AD2215).</td>
</tr>
<tr>
<td>Policy or Procedure</td>
<td>Purpose and Rationale for Development</td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>4. Copyright Compliance and Administration Policy (NEW)</strong></td>
<td>Under development. New policy to replace the Copyright and Computer Programs (IM7300) and Copyright and Use of Video Materials (IM7305) policies. Once completed, the Fair Use Guidelines will be moved to this policy from the Records Management Policy (IM7700).</td>
</tr>
<tr>
<td><strong>5. Procedures for the Imaging of University Records (NEW)</strong></td>
<td>New procedure to be attached to the Records Management Policy, which will ensure that imaging programs will copy source records accurately, reliably, and in compliance with legal and industry standards.</td>
</tr>
<tr>
<td><strong>6. Poster, Banner and Handbill Guidelines (NEW)</strong></td>
<td>Under Review. Revised document will update guidelines on the posting of posters/banners on university property; the use of university Notice Boards; the distribution of handbills; and chalking on university property.</td>
</tr>
<tr>
<td><strong>7. Residence Policy (NEW)</strong></td>
<td>Under development. New policy to replace existing Student Residences policy (BP3500), Residence Services Budget Policy (FM5515), and Operation of Family Housing Policy (BP3505).</td>
</tr>
<tr>
<td><strong>8. University-Sponsored Off Campus Activities Risk Management Policy (NEW)</strong></td>
<td>Under development. New policy to replace existing Fieldwork and International Travel Risk Management Policy (AD2210) and Guidelines for Participation in International Activities (AD2200).</td>
</tr>
</tbody>
</table>
(b) **Existing Policies and Procedures Under Review**

The following existing policies and procedures are under review:

<table>
<thead>
<tr>
<th>Policy or Procedure</th>
<th>Purpose and Rationale for Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Accommodation for Students on Days of Religious Observance (AC1210)</strong></td>
<td>Will be integrated into the academic Calendar. Scheduled for completion: May 2017</td>
</tr>
<tr>
<td><strong>2. Capital Expenditure on Physical Plants (FM5205)</strong></td>
<td>Under Review. Scheduled for completion: 2017</td>
</tr>
<tr>
<td><strong>3. Chairs and Departments or Divisions Appointment Procedures (GV0700)</strong></td>
<td>Under Review. Scheduled for completion: 2017 – subject to consultations</td>
</tr>
<tr>
<td><strong>5. Employment Accommodation Policy (HR6115)</strong></td>
<td>Under Review. Scheduled for completion: 2017 – subject to consultations</td>
</tr>
<tr>
<td><strong>8. Examinations and Grades (AC1125)</strong></td>
<td>Targeted for integration into Academic Calendar. Scheduled for completion: 2017</td>
</tr>
<tr>
<td><strong>11. Indirect Costs of Research (FM5400)</strong></td>
<td>Under Review. Scheduled for completion: 2017</td>
</tr>
<tr>
<td><strong>15. Prevention of Violence in the Workplace (SS9120)</strong></td>
<td>Under Review. Scheduled for completion: 2017</td>
</tr>
<tr>
<td>Policy or Procedure</td>
<td>Purpose and Rationale for Development</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Appointment of Research Centre Directors</td>
<td></td>
</tr>
<tr>
<td>17. Professional Development Expenses - Regular Faculty Members or Librarians</td>
<td>Under Review. Scheduled for completion: 2017</td>
</tr>
<tr>
<td>(HR6410)</td>
<td></td>
</tr>
<tr>
<td>27. Sustainability Policy (GV0800)</td>
<td>Reviewed in 2016. The Board of Governors approved the policy changes at their January 2017 meeting</td>
</tr>
<tr>
<td>28. Teaching and Organization of Courses &amp; Programs (AC110)</td>
<td>Senate approved rescinding this policy at their January 2017 meeting.</td>
</tr>
<tr>
<td>29. Title of Emeritus or Emerita (AC1140)</td>
<td>Under Review. Scheduled for completion: 2017</td>
</tr>
<tr>
<td>30. Use of Vehicles and Parking on Campus (BP3200)</td>
<td>Under Review. Scheduled for completion: 2017</td>
</tr>
</tbody>
</table>
(c) **Revised Policies and Procedures**

Since February 1, 2016, the following university policies and procedures were revised:

<table>
<thead>
<tr>
<th>Policy or Procedure</th>
<th>Summary of Amendments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Associate Dean of Education (Research and Graduate Programs) (GV0610)</td>
<td>Minor Editorial Changes Effective Date: July, 2016</td>
</tr>
<tr>
<td>2. Associate Dean of Education (Undergraduate) (GV0615)</td>
<td>Minor Editorial Changes Effective Date: July, 2016</td>
</tr>
<tr>
<td>3. Procedures Regarding the Use of Broadcast Email and Other Mass Communications (IM7200)</td>
<td>Revised Effective Date: March, 2016</td>
</tr>
<tr>
<td>5. Flag Policy and Procedures (AD2300)</td>
<td>Revised Effective Date: February, 2016</td>
</tr>
<tr>
<td>6. Internal Audit Policy (GV0220)</td>
<td>Revised Effective Date: May, 2016</td>
</tr>
<tr>
<td>7. Motor Vehicle Policy (AD2315)</td>
<td>Revised Effective Date: April, 2016</td>
</tr>
<tr>
<td>8. Professional Development Expenses and Leave: Professional Employees’ Association Staff (HR6420)</td>
<td>Revised Effective Date: June, 2015</td>
</tr>
<tr>
<td>10. Signing Authority (FM5100)</td>
<td>Revised Effective Date: November, 2016</td>
</tr>
</tbody>
</table>
(d) **Rescinded Policies and Procedures**

Since April 1, 2015, the university rescinded the following policies and procedures that no longer met the university policy standard or had been superseded by other policies or documents.

<table>
<thead>
<tr>
<th>Policy or Procedure</th>
<th>Rationale for Rescinding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Policy on Conferences Supported by UVic (AD2320)</td>
<td>Rescinded – The policy did not meet the university policy standard pursuant to the Policy on University Policies and Procedures (GV0100). In order to meet the university policy standard, a policy must be current and relevant. University policies must also be principle-based statements to be followed in carrying out the activities of the university and must have broad application throughout the university.</td>
</tr>
<tr>
<td>2. Waste Management Policy (BP3600)</td>
<td>Rescinded – The policy did not meet the university policy standard pursuant to the Policy on University Policies and Procedures (GV0100). In order to meet the university policy standard, a policy must be current and relevant. University policies must also be principle-based statements to be followed in carrying out the activities of the university and must have broad application throughout the university.</td>
</tr>
</tbody>
</table>

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

In 2016 no approving authorities were transferred based on current organizational responsibilities.
4. University Policy Goals and Priorities for 2017

(a) *Finalize University Policies Under Review – brought forward from previous years (2011-2016)*

<table>
<thead>
<tr>
<th>Policy or Procedure</th>
<th>Status</th>
</tr>
</thead>
</table>
| **1. University Facility and Space Booking policies:**  
(a) External Bookings of University Space (BP3400)  
(b) Use of University Facilities of Academic Departments by External Organizations (BP3405)  
(c) University Centre Foyer Booking (BP3410)  
(d) University Centre A180 Booking (BP3415)  
(e) Operation of the Cadboro Commons Building (BP3420)  
(f) Booking Policy - Residence & Food Facilities (BP3425)  
(g) Booking of Physical Education, Athletics and Recreational Facilities (BP3430)  
(h) University Centre Auditorium: General Use & Booking (BP3435) | Under review as part of project to review and combine the university’s booking policies. Targeted for completion: 2017 |
<p>| <strong>2. Appointment of Non-Academic Associate Vice-Presidents and Non-Academic Assistant Vice-Presidents (GV0345)</strong> | Under review. Targeted for completion: 2017 |
| <strong>3. Appointment and Review of the Head of the Division of Medical Sciences (GV0500)</strong> | Targeted for completion: 2018 |
| <strong>4. Appointment and Review of Research Centre Directors (GV0705)</strong> | Under review. Targeted for completion: May 2017 |
| <strong>5. Auditor Independence: Retention of External Auditors for Audit, Tax and Other Non-Audit (GV0230)</strong> | Targeted for completion: January 2017 |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>6. Conflict of Interest and Confidentiality policy (GV0210)</strong></td>
<td>Targeted for completion: 2018</td>
</tr>
<tr>
<td><strong>7. Determination of Employment Relationship (HR6325)</strong></td>
<td>Completion 2017 – subject to consultations</td>
</tr>
<tr>
<td><strong>8. Discrimination and Harassment Policy (GV0205)</strong></td>
<td>Targeted for completion: 2017</td>
</tr>
<tr>
<td><strong>9. Educational Services Contract (AC1100)</strong></td>
<td>Targeted for completion: 2018</td>
</tr>
<tr>
<td><strong>12. External Research Funding Agreements (RH8200)</strong></td>
<td>Under review. Targeted for completion: 2017</td>
</tr>
<tr>
<td><strong>13. Indirect Costs of Research (FM5400)</strong></td>
<td>Under review. Targeted for completion: 2017</td>
</tr>
<tr>
<td><strong>15. International Fieldwork and Travel Policy (AD2210)</strong></td>
<td>Under review. Targeted for completion: 2017</td>
</tr>
<tr>
<td><strong>17. Liquor Policy (AD2400)</strong></td>
<td>Targeted for completion: 2017</td>
</tr>
<tr>
<td><strong>18. Prevention of Violence in the Workplace (SS9120)</strong></td>
<td>Targeted for completion: 2017</td>
</tr>
<tr>
<td><strong>23. Student Residences related policies:</strong></td>
<td>Completion delayed. Targeted for completion: 2017</td>
</tr>
<tr>
<td>(a) Student Residences Policy (BP3500)</td>
<td></td>
</tr>
<tr>
<td>(b) Operations of Family Housing Policy (BG3505)</td>
<td></td>
</tr>
<tr>
<td>(c) Residence Services – Budget Policy (FM5515)</td>
<td></td>
</tr>
</tbody>
</table>
(b) University Policies/Projects Targeted for Review in 2017

<table>
<thead>
<tr>
<th>Policy or Procedure</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Appointment of the Chancellor (GV0295)</td>
<td>Targeted for completion: 2017</td>
</tr>
<tr>
<td>2. Appointment of the Vice-President Academic and Provost (GV0305)</td>
<td>Targeted for completion: 2017</td>
</tr>
<tr>
<td>3. Appointment and Review of Research Centre Directors (GV0705)</td>
<td>Under review. Targeted for completion: 2017</td>
</tr>
<tr>
<td>4. Audio Visual Maintenance Services Policy (AD2510)</td>
<td>Targeted for completion: 2018</td>
</tr>
<tr>
<td>5. Casual Employment of Students (HR6300)</td>
<td>Targeted for completion: 2018</td>
</tr>
<tr>
<td>6. Duties and Responsibility of Research Centre Directors (GV0715)</td>
<td>Targeted for completion in June 2019 (to be completed as part of Collective Agreement negotiation)</td>
</tr>
<tr>
<td>7. External Research Funding Agreements (RH8200)</td>
<td>Under review. Targeted for completion: 2017</td>
</tr>
<tr>
<td>8. Indirect Costs of Research (FM5400)</td>
<td>Under review. Targeted for completion: May 2017</td>
</tr>
<tr>
<td>11. Libraries Loan Policy (IM7600)</td>
<td>Targeted for completion: 2018</td>
</tr>
<tr>
<td>12. Post Doctoral Fellows Policy (HR6310)</td>
<td>Targeted for completion: 2018</td>
</tr>
<tr>
<td>13. Professional Development Expenses: Excluded Management Staff (HR6400)</td>
<td>Targeted for completion: 2018</td>
</tr>
<tr>
<td>Policy or Procedure</td>
<td>Status</td>
</tr>
<tr>
<td>--------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>17. Research or Teaching Involving Animals (RH8110)</strong></td>
<td>Under review. Targeted for completion: 2017</td>
</tr>
</tbody>
</table>

(d) **Other Policy Related Priorities**

Other university policy-related priorities for 2017 include:

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