The next open meeting of the Senate of the University of Victoria is scheduled for Friday, May 5, 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. April 7, 2017 [SEN-MAY 5/17-1]

   Motion: That the minutes of the open session of the meeting of the Senate held on April 7, 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
   b. Strategic planning process [SEN-MAY 5/17-2]

5. CORRESPONDENCE
   a. Office of the Ombudsperson
      - Martine Conway, Ombudsperson, has been invited to attend
      i. 2016 Ombudsperson Annual Report [SEN-MAY 5/17-3]
   b. Campus Planning Committee – Valerie Kuehne and Gayle Gorrill, Co-Chairs
      i. Semi-annual report [SEN-MAY 5/17-4]
6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

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

i. Proposal for UVic-BCIT Graduate Pathway (SEN-MAY 5/17-5) **ACTION**

   Motion: That Senate approve the School of Nursing, UVic-BCIT graduate pathway as described in the document “UVIC-BCIT Graduate Pathway”.

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

i. Revisions to the Terms of Reference for the Senate Committee on Learning and Teaching (SEN-MAY 5/17-6) **ACTION**

   Motion: That Senate approve the proposed revisions to the terms of reference for the Senate Committee on Learning and Teaching.

ii. Revisions to the Terms of Reference for the Senate Committee on Admission, Re-registration and Transfer (SEN-MAY 5/17-7) **ACTION**

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

iii. Appointments to the 2017/2018 Senate standing committees (SEN-MAY 5/17-8) **ACTION**

   Motion: That Senate approve the appointments to the 2017/2018 Senate standing committees for the terms indicated in the attached document.

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

i. New and Revised Awards (SEN-MAY 5/17-9) **ACTION**

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

   - Ken Smythe Cross Country Award (revised)*
   - Gunner Shaw Memorial Award (revised)*
   - Evelyn Adu-Febiri International Business Scholarship (new)
   - Diversity Entrance Scholarship (new)*
• Geraldine and Peter Shostak Scholarship in Ukrainian Studies (revised)
• IEEE Pacific Rim Vijay Bhargava Scholarships (revised)*
• IEEE Victoria Section Gold Medal in Biomedical Engineering (new)
• British Columbia Provincial Court Judges’ Association Bursary (revised)
• Betty Jamie Chung Scholarship in Psychology (new)*
• Betty Jamie Chung Scholarship in Anthropology (new)*
• Lois M. Smith Athletes’ Award (revised)*
• Howlers Rugby Award (revised)*
• Fix Rugby Award (revised)*
• Inspiring Historians Legacy Scholarship (new)*
• Economics Alumni Undergraduate Scholarship (revised)*
• Economics Alumni Scholarship (revised)*
• Graduate Scholarship for Research in Environmental and Resource Economics (revised)*
• Victoria Chartered Accountants Association Legacy Scholarship (new)*
• Nora Lugrin Shaw & Wendell Burill Shaw Memorial Scholarship (revised)*
• Saanich Employees Benefit Association Award (new)
• Victoria Chinatown Lioness Club Graduate Bursary (revised)*
• Canadian Society of Senior Engineers/Engineering Institute of Canada (CSSE/EIC) Vancouver Island Award (revised)
• William & Amelia Kushniryk Memorial Award (revised)*
• Dennis, Jerome and Peter Zachary Award in Ukrainian Studies (revised)*
• Diana and Martin Hocking Graduate Scholarship (new)*
• Professional Employees Association Scholarship (revised)*
• Certificate of Outstanding Academic Distinction in the Faculty of Human and Social Development (revised)*
• Undergraduates of Political Science Community Engagement Award (new)
• Pearson Family Africa Award (new)
• John and Myrtle Tilley Undergraduate Scholarship (new)*
• R.W. “Bob” McQueen Economics Award (new)*
• Dr. Peter Montgomery Undergraduate Scholarship (new)*
• Dr. Peter Montgomery Graduate Scholarship (new)*
• Union Club Scholarship (revised)
• John and Myrtle Tilley Graduate Scholarship (new)*
• Sarah Blackstone Scholarship in Theatre (new)*
• Victoria Pride Bursary (new)*

* Administered by the University of Victoria Foundation
d. Senate Committee on Curriculum – Dr. Tim Haskett, Chair

i. 2017-2018 Cycle 2 Curriculum Submissions (SEN-MAY 5/17-10) \textit{ACTION}

\textbf{Motion:} 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 September 1, 2017.

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

\textbf{Note:} The summaries of the curriculum changes from the faculties have been included in the docket. The complete curriculum submissions can be reviewed in the Office of the University Secretary starting on April 28, 2017.

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

i. 2016/2017 Annual Report (SEN-MAY 5/17-11) \textit{INFORMATION}

ii. Discontinuation of the Registered Nurse to Master of Nursing Option (SEN-MAY 5/17-12) \textit{ACTION}

\textbf{Motion:} That Senate approve, and recommend to the Board of Governors that it also approve, the request for Discontinuation of the Registered Nurse to Master of Nursing option, as described in the document “Discontinuation of the RN to MN Option.”

iii. Renewal of Approved Centre Status for the Centre for Youth and Society (CFYS) (SEN-MAY 5/17-13) \textit{ACTION}

\textbf{Motion:} That Senate approve the renewal of Approved Centre Status for the Centre for Youth and Society (CFYS) for the period of 1 July 2017 through 30 June 2022. This recommendation is not contingent upon the suggestions in the external review report relating to resources, which are advice to the Vice-President Research.
7. PROPOSALS AND REPORTS FROM FACULTIES

a. Faculty of Humanities

i. Constitution and Operating Structure Changes for Senate Approval  
   **ACTION**
   (SEN-MAY 5/17-14)

   **Motion:** That Senate approve the Faculty of Humanities Constitution and Operating Structure.

ii. Report from the Faculty of Humanities  
    **INFORMATION**

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

a. Division of Learning and Teaching Support and Innovation  
   **INFORMATION**
   (SEN-MAY 5/17-15)

b. Senate Committee on Appeals Report – Update Regarding Recommendations on Academic Concessions  
   **INFORMATION**
   (SEN-MAY 5/17-16)

c. Advisory Committee on Academic Accommodation and Access for Students with Disabilities

   i. 2016-2017 Annual Report  
      **INFORMATION**
      (SEN-MAY 5/17-17)

d. Resolution of Non-Academic Misconduct Allegations Policy  
   (*Policy AC1300*)  
   **ACTION**
   (SEN-MAY 5/17-18)

   **Motion:** That Senate approve and recommend to the Board of Governors that it approve revisions to the Resolution of Non-Academic Misconduct Allegations Policy (AC1300), effective August 19, 2017.

e. Annual Report on Non-Academic Misconduct Allegations and Resolutions  
   **INFORMATION**
   (SEN-MAY 5/17-19)

9. OTHER BUSINESS

a. Annual Report to Senate on UVic-approved research centre approvals, renewals and closures  
   **INFORMATION**
   (SEN-MAY 5/17-20)
b. University Orators  

**Motion:**
That Senate appoint the following:
1. Prof. Mary Sanseverino as Deputy Orator for the term from July 1, 2017 until June 30, 2018;

AND

That Senate re-appoint the following:
1. Dr. Bradley Anholt as Orator for a term from July 1, 2017 until June 30, 2020;
2. Dr. Elizabeth Grove-White as Orator for a term from July 1, 2017 until June 30, 2020;
3. Prof. Evert Lindquist as Orator for a term from July 1, 2017 until June 30, 2020;
4. Prof. John McLaren as Orator for the term from July 1, 2017 until June 30, 2020;
5. Dr. Carole Miller as Orator for the term from July 1, 2017 until June 30, 2020;
6. Dr. Christina Kieka Mynhardt as Orator for a term from July 1, 2017 until June 30, 2020;
7. Dr. Monica Prendergast as Orator for a term from July 1, 2017 until June 30, 2020;
8. Dr. Michael Prince as Orator for a term from July 1, 2017 until June 30, 2020;
9. Prof. Juliana Saxton as Orator for a term from July 1, 2017 until June 30, 2020;
10. Dr. Brock Smith as Orator for a term from July 1, 2017 until June 30, 2020;
11. Prof. Judith Terry as Orator for a term from July 1, 2017 until June 30, 2020, and

c. 2016/2017 Emeritus and Emerita  

**INFORMATION**

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10. ADJOURNMENT
MINUTES

A meeting of the Senate of the University of Victoria was held on April 7, 2017 at 3:30 p.m. in the Senate and Board Chambers, University Centre, Room A180.

Vice-Chair of Senate, Dr. Capson chaired the meeting in President Cassels’ absence.

1. APPROVAL OF THE AGENDA

Motion: (P. Kostek/R. Lipson)
That the agenda be approved as circulated.

CARRIED

2. MINUTES

a. March 3, 2017

Motion: (S. Klein/L. Charlton)
That the minutes of the open session of the meeting of the Senate held on March 3, 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

There was none.

b. Strategic Research Plan: 2017-18 Implementation Plan and Scorecard

Dr. Castle provided Senate members with an update on the Strategic Research Plan 2017-18 Implementation Plan. He reviewed the planning and reporting cycle and commented on the implementation plan. Dr. Castle commented on the scorecard and reviewed engagement with other university bodies regarding the implementation plan.

In response to a question, Dr. Castle provided examples of community-engaged research being supported and pursued. In response to another question, he commented on strategies being implemented to support graduate student recruitment.
5. CORRESPONDENCE

There was none.

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Agenda and Governance

i. Appointments to the Joint Senate Board Retreat Committee

Motion: (A. Lepp/J. Walsh)
That Senate approve the appointments of Dr. Janni Aragon and Dr. Joseph Salem to the Joint Senate Board Retreat Committee for a term beginning immediately and ending on December 31, 2017.

CARRIED

ii. Re-appointments to the Campus Planning Committee

Motion: (A. Lepp/J. Aragon)
That Senate approve the re-appointment of Andrew Rowe and Karena Shaw to the Campus Planning Committee for a three-year term beginning July 1, 2017 and ending on June 30, 2020.

CARRIED

b. Senate Committee on Awards

i. New and Revised Awards

Dr. Walsh introduced the proposal.

In response to a question, Dr. Walsh commented that the terms of reference for one award were being changed to make it a scholarship rather than a bursary, as per the donor’s wishes.

Motion: (J. Walsh/M. Vance)
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:

- Joginder & Amrik Gill Bursary (revised)
- David & Geoffrey Fox Graduate Fellowship (revised)*
- Hannah Madgen Memorial Scholarship (revised)*
- Sellema Scholarship (new)
- Fix Rugby Award (new)*
- Theatre Retirees’ Scholarship (revised)
- Edna Mary Wootten Scholarship (new)*
- W.E. Cowie Innovation Award (new)*
• Frances Oldham Kelsey Scholarship (new)*
• Faculty of Education Emergency Bursary (new)
• Greig Cosier Memorial Scholarship (new)
• Ainsworth-Carter Scholarship (new)
• David Fate Norton & Mary J. Norton Indigenous Governance Fellowship (revised)

* Administered by the University of Victoria Foundation

CARRIED

c. Senate Committee on Learning and Teaching

i. Educational Technology in the Classroom

Dr. Aragon introduced the proposal. She noted that Mr. Bill Trott, Chief Privacy Officer was in the gallery to respond to questions.

A concern was raised regarding the requirement to provide an alternative to students in required courses for a program. It was noted that in some courses an alternative might not be available. Dr. Aragon commented on options available to support students and possible alternatives that could be developed. She noted that departments would be responsible for providing an alternative to students in these situations. The concern was reiterated that it might not be possible or practical for departments to provide an alternative in all circumstances. A comment was made that any strict rule to provide alternatives should be supported by resources from the university for implementation. A suggestion was made to remove this provision from the proposal. It was noted that a substantive change of this nature would require consideration by the Senate Committee on Learning and Teaching and could not be made editorially.

In response to a question about use of non-UVic email, Dr. Aragon provided some comments on tips and instructions provided to instructors and students. A comment was made that students who provide a non-UVic email to instructors may not be aware that their information is routed outside Canada. It was noted that this complex issue was outside the scope of the proposal.

A suggestion was made to explicitly refer in the course outline statement to the option of substituting a different assignment. A suggestion was also made to shorten the statement for course outlines, and some editorial suggestions were made.

Support was expressed for the provision of alternatives to students. It was noted that the Senate Committee on Learning and Teaching had engaged in a fulsome discussion before finalizing its recommendation in this regard. In response to a question, it was noted that if a reasonable alternative were made available, a student would not have the option to decline this.

A comment was made regarding the university’s legal obligation to obtain consent before sending personal information outside of Canada. It was noted that the proposal should be considered within that context.
Motion: (J. Aragon/J. Webber)
That Senate approve the proposed wording included in the attached Appendix A be incorporated into the following sections of the Undergraduate Academic Calendar:

(i) “Information for All Students – Protection of Privacy and Access to Information”
(ii) “Undergraduate Registration – General Registration Information”
(iii) “Undergraduate Academic Regulations – Evaluation of Student Achievement”

CARRIED

ii. 2016/2017 Annual Report

Dr. Aragon introduced the report. There were no questions.

d. Senate Committee on Planning

i. Proposal to Establish a Minor in Museum Studies

Dr. Wright introduced the proposal.

In response to a question, Dr. Lewis explained how the program could be used toward a general program.

Motion: (S. Lewis/J. Aragon)
That the Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Minor in Museum Studies, as described in the document “Proposal for General and Minor in Museum Studies”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

CARRIED

ii. Proposal to Establish a Minor in Theatre

Dr. Wright introduced the proposal, noting that additional support letters had been received and were available for review.

Motion: (S. Lewis/C. Goto-Jones)
That the Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Minor in Theatre, as described in the document “Proposal for a Minor in Theatre”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

CARRIED
iii. Proposal for a Bachelor of Science with Anthropology Major

Dr. Wright introduced the proposal.

A concern was raised regarding the program requirements. In particular, there was a concern that the program requirements to obtain a Bachelor of Science were too similar to the Bachelor of Arts program and that there were not enough required science courses. In response to this concern, it was noted that the program requirements were similar to those at other institutions and met the disciplinary standard in this regard.

Motion: (M. Vance/J. Aragon)
That the Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Bachelor of Science with an Anthropology Major, as described in the document “Proposal for a Bachelor of Science with Anthropology Major”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

CARRIED

iv. Proposed Joint Degrees: Juris Doctor and Juris Indigenarum Doctor

Dr. Wright introduced the proposal.

Prof. Webber acknowledged those members of the university community who had been involved in development of the proposal. He reviewed the background and outlined highlights of the program.

Motion: (J. Webber/C. Goto-Jones)
That the Senate approve, and recommend to the Board of Governors that it also approve, subject to funding and approval by the Ministry of Advanced Education, the establishment of joint degrees: Juris Doctor and Juris Indigenarum Doctor, as described in the document “Proposed Joint Degrees: Juris Doctor and Juris Indigenarum Doctor”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

CARRIED

v. Proposal to Establish the Department of Indigenous Education within the Faculty of Education

Dr. Wright introduced the proposal.

Dr. Onowa McIvor was invited to provide remarks from the gallery. She provided background information regarding the proposal.
Motion: (J. Walsh/C. Goto-Jones)
That the Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of the Department of Indigenous Education within the Faculty of Education, as described in the document “Department of Indigenous Education”.

CARRIED

e. Senate Committee on University Budget

i. 2016/2017 Annual Report

A comment was made regarding the motion passed by the committee to have all meetings and materials for the year remain confidential. A concern was raised that this level of confidentiality made it difficult for committee members to carry out their duties. Dr. Neil Burford, Chair of the Senate Committee on University Budget, explained that the committee had undertaken considered deliberation before passing the motion. In response to a question, Dr. Eastman clarified that the committee considered this issue on an annual basis.

7. PROPOSALS AND REPORTS FROM FACULTIES

There was none.

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

a. Update on University Libraries

Mr. Bengtson provided Senate members with an update on UVic Libraries. He commented on resources for the libraries and compared this to the situation nationally. Dr. Bengtson commented on trends in costs for library acquisitions, and spoke about redefining the academic library. He provided members with information about upcoming external review and strategic planning processes.

9. OTHER BUSINESS

a. Elections update

Dr. Eastman said a revised document had been circulated.

There being no other business the meeting was adjourned at 5:17 p.m.
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<td>Wright, Bruce</td>
<td>Head, Division of Medical Sciences</td>
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<td>By invitation</td>
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<td>Wyatt, Victoria</td>
<td>Faculty of Fine Arts</td>
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</table>
MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA
Effective January 1, 2017

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 Bean (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 Diauc (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) “
Bernadette 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
Date: 19 April 2017
To: Senate
From: Professor Jamie Cassels, QC
President and Vice-Chancellor

RE: Strategic planning process

Please find attached a brief overview document designed to provide the basis for consultation to support dialogue and input into the design of a process to develop the University of Victoria’s next strategic plan.

I plan to communicate with the UVic community in the near future to close out the existing strategic plan and to provide a written report on the implementation of the goals, objectives and strategies of that plan.

I look forward to hearing your ideas about the upcoming strategic planning process.

Attachment
The following is a brief overview designed to support dialogue and input into the design of a process for the University of Victoria’s next strategic plan.

A. INTRODUCTION

The University of Victoria’s strategic plan “A Vision for the Future” has served us very well since it was approved in 2012. We have accomplished much together and made good progress towards many of the goals set out in that document. However, the environment for universities is constantly changing, new challenges and opportunities present themselves, and numerous additional planning processes have been undertaken since that time.

I believe the time is ripe for the development of a new strategic plan. A strategic planning process provides an important opportunity to reflect on the changing environment, to discuss the new opportunities, and to work together to develop strategic directions for the next five years. A “close out report” on the current plan will be available soon.

The first step in developing a new plan is to consider the process and outcomes that we desire. This document is intended to elicit some feedback on those issues. As we prepare to embark upon the development of a new plan, I invite your input on the following aspects of the planning process.

B. PURPOSE OF A STRATEGIC PLAN

I think we would all agree that a new plan must be ambitious, inspirational and aspirational. While it will reaffirm some of the values and commitments that we have in common with other universities, it should be a plan that is distinctive to the specific circumstances, strengths and ambitions of the University of Victoria. It must answer the question of what does “being the best” look like for UVic and how do we get there? It must set priorities and guide choices.

Given the extraordinary amount of specific planning we have completed in the last three years (Strategic Research Plan, International Plan, Campus Plan, Indigenous Plan, Institutional Communications Plan, etc.) I anticipate that this new plan will be different from previous iterations. It will be less detailed and operational than the existing plan because so much operational detail is contained in the specific subsidiary plans. The new university plan will be an ambitious framework of commitments, aspirations, goals and directions that provides a shared narrative and compass for the next five years. The plan may also help us to determine whether our subsidiary plans are sufficient and whether there are any gaps in our suite of plans.
C. PROCESS AND ENGAGEMENT

Engaging UVic faculty, students, staff, and our key external funders, donors, and partners in the planning process is critical to a successful outcome and ownership of the plan by the UVic community. It is also our hope to complete the process expeditiously and avoid planning fatigue. A strategic planning process should ensure an optimal level of engagement of the community while not becoming bogged down in process.

A significant amount of engagement has already occurred through my Campus Conversations in 2013, and the subsequent development of the research, indigenous, international and campus plans, along with the development of the “Edge” narrative and campaign. It makes sense to build on what was learned during those planning processes. Given that work has already been done, and to strike the right balance and meet the timeline, we will take advantage of new ways of engaging the community in an interactive online forum, while still holding a number of focus group sessions and other in-person meetings as well as focus group sessions with critical internal audiences and external stakeholders (including Senate and the Board).

The process could include: an exploratory and preparatory phase with a number of focus group meetings with a cross-section of students, faculty and staff to hear and generate initial ideas and planning priorities; campus-wide participation in an online interactive discussion platform and some in-person meetings to receive input from our community on a few very high level questions about what the future looks like for UVic; consultation on the draft plan; senate and board engagement at the annual Joint Senate Board Retreat, and the final approval process through Senate and the Board of Governors.

A number of options for advising and steering the planning process are being considered, including using existing advisory groups such as President’s Advisory Council (PAC), appointing a special advisor to the president, seeking advice from external consultants and/or creating an advisory committee as a sounding board. In the case of this last option, such a committee would not be structured to be representative of specific areas. Members would need to bring an organizational-wide perspective that is oriented to the best interests of the university in the long run. The committee would not be tasked with drafting the plan but instead would provide advice to the President, act as a conduit for feedback, be a sounding board for emergent themes, and assist with two-way communication between the President and our UVic community.

D. OUTCOME

The new strategic plan should be inspirational, aspirational and ambitious, and can perhaps be less detailed and operational, than the existing strategic plan. It might refresh the existing vision and mission (which still resonate) and focus on a higher level of strategy and priorities. While expressed at a higher level, it must be concrete enough to generate priorities and guide choices. It is expected that the new plan will be significantly shorter than the existing plan, as many of the detailed goals and strategies are now included in the subsidiary plans. While the new plan may help to provide an institutional framework to better align the goals and strategies existing in those plans, it must also be more than the sum of the parts that already exist.
E. NEXT STEPS

I will be seeking advice on process from senior academic and administrative leadership in April and May, including through the PAC, Integrated Planning, Senate and the Board of Governors. Based on the feedback received, a detailed proposal on the planning process will be presented to the Board in June and planning will commence in earnest over the summer in preparation for engagement with the UVic community in early Fall. I will be reporting back and seeking advice and feedback from each of these groups a number of times during the planning process.

Your advice and feedback at this early stage in the planning process is critical to ensuring a successful outcome and I look forward to hearing your thoughts on this important initiative.
HOW DO OMBUDS IMPACT HIGHER EDUCATION INSTITUTIONS?

To document how ombuds offices contribute to the success of colleges and universities in Canada, the Association of Canadian College and University Ombudspersons (ACCUO) has asked its members to highlight some of the work they have accomplished over the last five years.

This Ombuds Report for Calendar year 2016 describes the many ways the ombuds office facilitates the resolution of individual and systemic questions. It includes recommendations made on topics as varied as academic integrity, exchange credit, sexualized violence, admission into a program, and the accommodation of students with a disability (see pages 4 to 7).

Previous ombuds reports are available online. Looking back on recommendations implemented since 2011, I note for example

• the creation of a summer tuition payment solution for students whose studies (and loan disbursement) start after the May 31 summer tuition deadline
• the development of user-friendly detailed online information about options and processes for undergraduate academic concessions
• ongoing work from Graduate Records and Graduate Studies toward the clarification of the academic concession process for graduate students
• updated procedures for grade reviews in four faculties (see page 4 for an updated recommendation)
• improved communication of the duty to disclose studies elsewhere and the related appeal process
• improved academic appeal processes in three programs

In addition to case work, the ombuds office contributes to the development of best practice on inclusion, equity and respect by participating in several university committees and offering input on the development of policies and procedures (see page 8).

INTERNATIONAL CONNECTIONS

Over the last several years, I have had several opportunities to present at conferences of the Mexican network for ombuds in universities (REDDU) on topics such as ombuds schemes in Canada, best practice for student mental health, and the development of sexualized violence policies. This led to an invitation to participate in an ombuds promotion initiative in three Mexican universities, sponsored by the ombuds office for the Universidad Nacional Autónoma de México (UNAM) in January 2017.

The ombuds office has also developed a Fairness Triangle tool and, in the report for 2012, discussed its relation to a healthy environment. The 2013 and 2014 reports described case examples and best practice related to the three dimensions of fairness. The ombudsperson has since conducted Fairness in Practice sessions in several student service units and, in 2016, in the Faculty of Human and Social Development (see page 8).
# DISTRIBUTION OF CASES BY SUBJECT MATTER

In 2016, the office handled a total of 371 inquiries and complaints, distributed as follows: information/referral (R) 79, advice (A) 244, intervention (I) 48.

<table>
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<th>A</th>
<th>I</th>
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<th>2014</th>
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<td>372</td>
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**R:** Information & Referral  **A:** Advice & coaching  **I:** Intervention

# DISTRIBUTION OF ACADEMIC CASES BY LEVEL*

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

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<th>Level</th>
<th>Percentage</th>
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<tbody>
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<td>Instructor</td>
<td>22.4 %</td>
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<tr>
<td>Department</td>
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<tr>
<td>Dean</td>
<td>30.4 %</td>
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<tr>
<td>Senate Committee on Appeals</td>
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</table>

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

# TYPE OF ADVICE SOUGHT BY STUDENTS

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

- Generating options / independent perspective (students may or may not pursue the situation further) - 40.7 %
- Guidance on process or procedure - 19.8 %
- Feedback or coaching (feedback on a letter; preparation for a meeting or an appeal) - 39.5 %

# OUTCOMES OF INDIVIDUAL INTERVENTIONS

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

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Count</th>
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<td>Resolved</td>
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<td>Denied / not resolved</td>
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<tr>
<td>Total</td>
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**CASE EXAMPLES**

**CO-OP CHALLENGE**

A student missed the deadline to complete report revisions in a CO-OP challenge. The student had not expected that the department could ask for revisions and was surprised when she failed the challenge. She was also concerned that a reminder had been sent to her uvic.ca email rather than to the preferred email on her UVic profile.

The ombudsperson spoke with the department and provided feedback on an appeal draft, but pointed out that information is available on the website about steps in the CO-OP challenge process. The appeal at the dean’s level was denied when the department showed that the email reminder had been sent to both of the student’s emails.

**ONLINE COURSE DELIVERY**

A student with a disability affecting reading speed was admitted to the on-campus section of a program in which discussions form a great part of classroom learning. The student became concerned when some required courses were only offered online that term. In one course, the instructor adopted an inclusive course design that included video options. The reading-writing only format of another course made it difficult for the student to keep pace with all the components.

The ombudsperson referred the student to the head of the academic unit and suggested having a program-wide discussion about best practice for inclusive design and disability accommodation. The Learning and Teaching Centre can help instructors improve course design and delivery.

**INTELLECTUAL PROPERTY**

A graduate student and his supervisor were in a conflict over questions of intellectual property and authorship. The student thought that his work had influenced the direction of recent publications by the supervisor without being acknowledged, while the supervisor thought that the student’s work was distinct, and recent publications by the supervisor were related to the supervisor’s own line of research.

The graduate advisor provided the student with information about making a formal complaint, and a referral to the ombudsperson for a mediated process. The ombudsperson had several discussions with the student and with the supervisor separately.

Discussions included questions to clarify the boundaries between lines of research, and options for moving forward. The student decided to withdraw the complaint and identified ways of seeking proactive clarification of boundaries in the future. The department agreed to a change of supervisor.

**MEDICAL LEAVE**

A graduate student was in her last term before the time limit to complete her degree. The student was also in the last stages of thesis drafting and revision, so she was told that she could request a program extension. However, program extensions come with a high tuition fee. The student had faced difficult family and medical circumstances over the years, but had maintained ‘continuity of registration’ as per UVic graduate policy.

After a discussion with the ombudsperson, the student realized that she could have requested a medical leave during a recent term (which would have stopped the clock for that term). The student had not been well enough to be an active student or use university resources during that term. The student made a retroactive request to the Office of the Dean, which was granted.
GRADE REVIEW PROCESS: UPDATE AND NEW RECOMMENDATION

In April 2014, the ombudsperson recommended updating faculty-level grade review procedures, in particular to include clear language about graduate students. Since then, the faculties of Human and Social Development, Humanities, Science and Social Sciences have reviewed their procedures, which are available online. They include:

- information about how a review is conducted at the level of a chair or director
- grounds and process for any further appeal at the level of the dean (as consistent with the UVic policy on academic appeals)
- relevant information and pathways for graduate students

The ombuds office recommends that:

- all faculties update their grade review procedures to include the above information
- they post them on the faculty website in a section accessible by students
- all departments and schools provide a link to the relevant faculty procedure in the student sections of their websites

INPUT ON THE DEVELOPMENT OF SEXUALIZED VIOLENCE POLICY AND PROCEDURES

As universities across Canada develop policies and procedures to better prevent and address issues of sexualized violence, the ombudsperson was asked to participate as a non-voting member of UVic’s Working Group on Sexualized Violence Programs and Policy Development chaired by Dr. Annalee Lepp.

The working group was tasked in particular with recommending a campus-wide policy and related procedures, including recommendations for education and prevention activities, support services, disclosure and reporting procedures, and investigation and adjudication processes.

The consultation process undertaken in summer and fall 2016 by the working group provided extensive feedback about education activities, support services and procedures available on campus, identifying what is working and what is lacking.

As is the case at universities across the country, the consultation identified barriers experienced by students, staff or faculty affected by sexualized violence, for example in accessing support and in using disclosure or report mechanisms. It highlighted the need for trauma-informed and survivor-centered approaches, better coordinated education and prevention activities, clear information about policies and procedures, and support services to respond to a diversity of needs.

In the last two academic years, the ombuds office has been consulted by a few students alleged to have breached current policies related to sexual misconduct. The allegations faced by the students ranged from relatively minor to very serious.

These students’ experiences highlighted the need for greater clarity and more education about what constitutes consent and how to recognize situations where there is no consent, as well as the need to support respondents in navigating the process and its impact on their personal, psychological and academic situation. These aspects are improving with the creation of two case manager positions and the upcoming hiring of one education coordinator at UVic.

The student respondents who consulted the ombudsperson also provided information about barriers they experienced in the current investigation and adjudication process. In particular, some respondents did not understand the process or the standard of proof (balance of probabilities) used in making a decision about whether or not a university policy has been violated.

In one example, in an inquisitorial system where an external investigator makes a recommendation for sanctions, the student did not receive specific information about the allegation before meeting with the investigator. The investigator’s report was the point at which this respondent understood the full extent of the allegation. At that stage in the process, the respondent could respond in writing within 5 days. The respondent did not meet with the decision-maker.

Requirements for administrative justice include two essential aspects:

- the opportunity to be heard (which includes the opportunity to understand and respond to the specific allegation)
- the right to an unbiased decision-maker

While inquisitorial systems include those elements, the procedure currently experienced by student respondents presented real or perceived barriers that may impact two important elements contributing to the quality of information available to the decision-maker and the fairness of the outcome:

- the respondent’s ability to understand and engage effectively in the process
- the respondent’s ability to develop or demonstrate empathy for the person they had affected, or to learn from the experience

As part of the working group, the ombudsperson provided input on barriers currently experienced by student respondents and points to address in new regulations, including procedural elements, communication of support services available to respondents and the place of restorative accountability mechanisms.

The new policy and procedures are scheduled to be implemented in May 2017.
ACADEMIC INTEGRITY: CLEAR EXPECTATIONS AND FAIR PROCESS

The number of inquiries about academic integrity brought to the office almost doubled in 2016 compared to previous years (32 in total). Students mostly came seeking assistance in understanding the process or their situation. Some came for feedback on a draft appeal. The main categories were:

- **Plagiarism issues** seen by the ombudsperson continue to be primarily lower level instances of inadequate attribution on a portion of the work. Many are due to lack of knowledge about norms, a lack of experience with certain aspects of academic writing, poor note-keeping methods or inattention to detail, sometimes exacerbated by time management or other difficulties (language, stress,...). Proactively teaching good citation skills in courses at all levels of a program, and dealing with isolated and minor errors with appropriate flexibility (e.g. warnings, reduction in grade) remain important ways of fulfilling the university’s mission to guide and support students on their learning path.

- **Questions of inappropriate collaboration** on individual assignments come to the ombuds office more often from students in the Science or Engineering faculties where studying and working out complex questions together is otherwise encouraged. Students in those disciplines sometimes hear conflicting messages from instructors or from more senior students about the boundaries between acceptable and unacceptable collaboration. This year 5 of the 7 students in this category were from the same class. Whether the students were themselves accused of cheating or whether they were concerned that other students were cheating, they all described what they experienced as a lack of clarity about expectations and boundaries in their program. Some also perceived inconsistencies in the way the academic integrity policy was applied between instructors.

  The ombudsperson discussed this situation with the relevant academic administrator, but it is important to mention here, as this is a particular example of a question that has come up over the years from students in different academic units.

- **Significant delay** occurred in two separate departments when raising allegations of copying due to similarities in wording (between two individual assignments in one course, and during in-class testing in another course). Lack of timely notification to the students impacted their ability to recall specifics and respond to concerns. Both allegations were dismissed, one at the level of the Chair and the other on appeal to the Dean. The specific reasons for delay have been addressed in these individual situations, but these two examples are a reminder of the need for:

  - timely documentation of relevant evidence
  - timely notification of the specific allegation to students as part of a fair and effective process

  **THE FAIRNESS TRIANGLE**

  - **Relational Fairness**
  - **Substantive Fairness**
  - **Procedural Fairness**
EXCHANGE PROGRAM CREDIT: BETTER COMMUNICATION

Exchange credit: Students returning from exchange programs typically receive exchange credit on their UVic academic record, identifying the nature and number of credit units applied to their UVic degree. This can be credit for a specific UVic course, or credit for a particular level (e.g. 100 level, 200 level,…). The specific nature of credit and number of credit units depends on the content and duration of the course at the other institution. Historical information is available to students about how courses at partner institutions have been credited in the past, but exchange credit is typically not guaranteed until after transcripts are submitted, as credit hours or course content at other institutions may vary. The ombuds office inquired into a specific situation where a student went on exchange expecting to receive 7.5 units of credit, and was credited with only 3.0 units after she returned.

The situation was unusual in that the credit hours for the relevant course (identified by a course number) at the partner institution had decreased significantly that year. The ombuds office concluded that the 3.0 units had been calculated correctly and in accordance with UVic procedures. But the situation brought to light gaps in information available to students about exchange credit.

International Student Services, in conjunction with the Office of the Registrar, is improving the way information is communicated to students. The ombuds office provided suggestions on how to convey historical information about individual courses and how to clarify the exchange credit process.

In particular, the ombudsperson recommended adding information on the website about the calculations used to transfer credit hours or credit units from partner institutions (e.g. from the European ECTS system) into credit units at UVic.

Exchange grade: In one UVic faculty, exchange credit is accompanied by a grade on the UVic transcript. In that program, exchange grades are calculated based on a complex formula that takes into account comparative information on grading trends at the various partner institutions and students’ performance in the UVic program.

Four students in that program contacted the ombuds office for disagreements about the grades calculated by their UVic program. The students perceived their individual grade as unfair, the information available about the formula as confusing, and the grade appeal process as unclear. Different students had received different levels of information about the process, depending how they had first approached the academic unit about their concerns.

The ombuds office referred individual students to the relevant administrator for clarification of grades and for the first level of grade appeals, indicating also how grades could be appealed at the next level if needed. In parallel, the ombudsperson met with the administrator to convey students’ feedback and to ask for clarification about the grade calculation process, and how it is communicated to students.

As the ombuds office does not have authority to evaluate student performance or questions of academic judgment, the points raised by the ombudsperson focused on the clarity and completeness of information communicated to students about the grade calculation process on the one hand and about the appeal process on the other.

In particular, the ombudsperson recommended two actions:

- sending all students inquiring about their grade the same level of information about the particular formula that applies to the relevant partner institution
- including clear written information about the academic unit’s steps in the grade clarification and appeal processes
GRADUATE STUDENTS

In 2016, there were 59 requests for assistance from graduate students, distributed as follows:

The ‘other’ categories included questions about academic concessions, candidacy exams, grading, program extension, practicum, as well as leaves of absence, access to research materials, work environment and non-academic misconduct. Problem-solving in the supervisory relationship remained the most common topic on which students sought assistance from the ombudsperson. (See also case examples on page 3.)

The Faculty of Graduate Studies has completed its review and update of the Graduate Supervisory Policy. The ombudsperson notes the many improved sections on accessibility and problem-solving assistance, the role of the academic unit, and responsibilities of the graduate advisor. There is also greater precision about the responsibilities of students, supervisors and committee members, including frequency of contact, timeframes for feedback, and clarification on avoiding conflicts of interest.

In recent years, the ombuds office has received more questions related to graduate funding, in particular from students without funding in a department where their peers receive funding, or from international students who do not know what funding or financial aid may be available to them. I have also heard from students who received confusing or changing information about funding offers, or from students concerned about the fairness of the process used in their department to grant awards.

The new policy requires each academic unit to publish a Graduate Handbook by July 1, 2018, in which they must cover a range of topics, including clarification about any funding entitlements, as well as the criteria for the disbursement of graduate awards.

In addition, the ombudsperson recommends that academic units consider the measures they have in place to avoid real or perceived bias or conflicts of interest in the process for granting awards, and that they provide clear information online about the process.

OTHER RECOMMENDATIONS MADE:

Parking fine deadline
Campus Security Services issue parking fines that must be paid within 14 days. The day the fine was issued counted as the first day (even if the fine was issued late in the day). This created some confusion in calculating the deadline. The ombudsperson recommended counting the 14 days starting with the day after the fine was issued, and Campus Security accepted the recommendation.

Accommodation of a disability
In dealing with a complex accommodation issue in one program within the Division of Continuing Studies, the ombudsperson identified two important questions: where to receive and store confidential information about students with disabilities and how to ensure that program-level decisions about accommodations are informed by relevant expertise. The ombudsperson asked the assistance of the Dean to resolve the individual situation and recommended that the Division review its process to address these two questions. The Division has since adopted a centralized location for receiving and storing confidential information. It is working toward a formalized system while provisionally handling accommodation requests on a case-by-case basis to reach out to appropriate resources.

Registration after studies elsewhere
Students who want to take courses elsewhere for credit in their UVic program obtain a “letter of permission” from UVic. But if they take a course outside UVic that is a pre-requisite to a course they want to take at UVic, they may not be able to register for the desired UVic course until after UVic receives their grade for the pre-requisite course. Information about this will be added to the letter of permission provided by the Advising Centre.

Admission criteria
In a program admission process, a student was concerned that qualitative information (resume, personal statement, references) was collected but not used in making decisions because, in its rejection letters, the program communicated that it based decisions on students’ grade point averages (GPAs). In practice, the program head explained that decisions are made based on a combination of qualitative and quantitative factors, using GPA to determine the final cut-off. The ombudsperson recommended that the program add information on its website about when and how the qualitative information collected is used in making admission decisions.
The ombudsperson also conducted a Fairness in Practice session as part of the Faculty of Human and Social Development’s workshop series on Integrated Services for Students. The session considered scenarios provided by participants to discuss how to infuse decision-making practices with the three dimensions of fairness: relational, procedural and substantive.

PROFESSIONAL DEVELOPMENT AND ACTIVITIES
In 2016 I was part of the steering committee of the European Network for Ombuds in Higher Education (ENOHE) and, from January to June, I sat on the executive of the Association of Canadian College and University Ombudspersons (ACCUO) as replacement for the Past President position.

In March I co-hosted a regional meeting held at Camosun College between higher education ombuds and the provincial ombudsperson for British Columbia. Discussions focused on types of higher education cases seen by campus ombuds and by the provincial ombuds, and included an exchange about developments in the handling of sexualized violence issues on several campuses. In April I attended the conference of the International Ombudsman Association (IOA) held in Seattle, and in October I attended the NorthWest Ombuds Group (NWOG) meeting in Victoria.

In October I presented at the conference of the Mexican network for ombuds in higher education (REDDU), held in Ciudad Juarez, Mexico, on the topic: Sexualized Violence in Canadian Universities: Problems, Solutions and New Challenges.

Martine Conway

For questions or comments about this report, please contact Martine Conway at ombuddy@uvic.ca or 250-721-8357

Design: Katie Hulbert

The work of an ombuds office relies in great part on the willingness of the members of the university community to engage, question and seek solutions. I thank the many students, staff, faculty and administrators who work collaboratively with the office to help clarify or resolve issues.
MEMO

Date: April 12, 2017

To: Julia Eastman
   University Secretary

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

RE: SEMI-ANNUAL REPORT TO SENATE ON CAMPUS DEVELOPMENT

Please find attached the semi-annual report to Senate on campus development for its May 5, 2017 meeting.

Valerie Kuehne
Vice-President, Academic and Provost

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

Overview
Since the last update to Senate in December of 2016, the Campus Planning Committee (CPC) has recommended to the President that schematic designs for two significant seismic upgrade projects be approved. The two projects include the McPherson Library and the Farquhar Auditorium, both of which require exterior design solutions. The CPC has also supported the review of the university’s Transportation Demand Management Program in support of achieving the transportation goals set out in the Sustainability Action Plan: Campus Operations 2014-2019. Other capital projects such as the new District Energy Plant and Saunders Service Building are now under construction. Planning and design development of the new student residence have also commenced.

The Office of Campus Planning and Sustainability recently completed a report that summarizes the university’s progress in meeting the goals outlined in the Sustainability Action Plan: Campus Operations 2017-2019. In January 2017, the Office also completed a comprehensive assessment of sustainability under the Sustainability Tracking, Assessment and Rating System (STARS). The self-assessment provides a framework for measuring campus sustainability progress in relation to many other universities and colleges in North America and around the world. The UVic submission received a Gold level rating.

1.0 District Energy Plant

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

The first phase of construction was completed in March of this year and included the installation of new pipes connecting the plant to the existing campus energy loop. The second phase of construction involves the construction of the new plant itself. The project site is located in the Oak Bay side of the campus at the south west corner of Parking Lot no. 6, which is south of the Visual Arts building and west of the Interfaith Chapel. Construction is expected to commence as of April, 2017. The building will take approximately 1 year to complete followed by installation and commissioning of equipment.
2.0 Facilities Management Service Building

The site for the new service building for the Facilities Management Department is in the yard area north of the Saunders Building. The building will house a vehicle repair facility, a fabrication and welding shop as well as grounds maintenance support activities, which all currently operate out of two of the older main shop buildings. Construction of the building commenced in March 2017 and is expected to last 10-months.

3.0 Civil Engineering Testing Facility

The Civil Engineering Program has an existing temporary trailer and Quonset hut in Parking Lot 7 for materials testing, and the program requires the addition of a second trailer and container for the next few years. This facility will remain in place until a permanent building is constructed for the program.

4.0 New Student Residence

The university has completed a request for proposal process for architectural, civil and engagement consultants for the new student residence project. Perkins + Will has been selected as the successful respondent. The planning process for siting, programming and public consultation has commenced. It is expected that the Campus Planning Committee will review the proposed siting of the building in the fall of 2017.


The Office of Campus and Sustainability recently completed a report that summarizes the university’s progress in meeting the goals outlined in the Sustainability Action Plan: Campus Operations 2017-2019. Links to the report and summary can be found here:

Sustainability Action Plan – Progress Report Highlights:
https://www.uvic.ca/sustainability/assets/docs/sustainabilityupdate.pdf

Sustainability Action Plan Progress Report:

Sustainability Action Plan - Campus Operations 2017-2019:

6.0 Transportation Demand Management Program Review

The Sustainability Action Plan: Campus Operations 2014-2019 sets out a goal of increasing the use of transit, cycling, walking and carpooling to 70% of the transportation modal split by 2019. In an effort to monitor the university’s progress toward this goal, a comprehensive survey of campus traffic for a typical weekday period was conducted in October 2016. The modal split numbers have largely stabilized since 2010 where 60% of trips have been via non-single occupant vehicle modes. In order to make significant gains toward achieving a 70/30 modal split it is likely that existing TDM measures will need to be strengthened and/or new measures introduced. Planning for new TDM measures requires research on best practices and consultation with the various university
communities to obtain advice and to understand the implications of any given measure on our communities. The Campus Planning Committee has supported a comprehensive review of the university’s existing TDM measures and investigation into new measures that could be incorporated into a renewed TDM Strategy. This strategy may inform renewed transportation goals to be set within the Sustainability Action Plan Campus Operations: 2019-2024.

7.0 Sustainability Tracking and Rating System (STARS) – Gold Rating

In January 2017, UVic completed a comprehensive assessment of sustainability under the Sustainability Tracking, Assessment and Rating System (STARS), version 2.1, developed by the Association for the Advancement of Sustainability in Higher Education (AASHE). The self-assessment provides a framework for measuring campus sustainability progress in relation to many other universities and colleges in North America and around the world. The UVic submission received a Gold level rating with an overall score of 76.79. This represents the second highest rating available in the reporting system and currently ranks the university second among participating institutions in Canada. The university’s high overall score is attributed to its strong performance in the reporting categories of: Academics, Engagement, Operations, Planning & Administration and Innovation & Leadership.


Additional information on the project as well as other campus development items is available at the Campus Planning website at www.uvic.ca/campusplanning.
At its meeting on April 20, 2017, the Senate Committee on Admission, Registration and Transfer (SCART) considered the UVic-BCIT Graduate Pathway proposal. Committee members expressed no concerns with the transfer credit details outlined in this proposal.

The proposal was referred to the Senate Committee on Academic Standards (SCAS) for further consultation. SCAS considered it at its meeting of April 11, 2017 and expresses no academic standards concerns.

SCART now submits the proposal to Senate:

Motion:

That the Senate approve the School of Nursing, UVic–BCIT graduate pathway as described in the document “UVIC-BCIT Graduate Pathway”.

Members of the Committee

Term Appointments: (voting)

Dr. Leslee Francis Pelton, Curriculum & Instruction
Dr. Stephen Tax, Business
Dr. Diana Varela, Biology, Earth & Ocean
Mr. Joel Lynn, Executive Director, Student Services
Dr. Garry Gray, Sociology
Dr. Ashoka Bhat, Electrical & Computer Engineering
Dr. Scott Woodcock, Philosophy
Zoe-Blue Coates, Student Senator
Ann-Bernice Thomas, Student Senator
Jordan Quitzau, UVSS Rep

Ex officio: (non-voting)

Dr. Tim Haskett, Representative – BCCAT
Dr. Cindy Holder, Associate Dean, AVDA
Ms. Sue Butler, Computer Science Advising
Mr. Dave O’Brien, Counselling Services
Ms. Tricia Best, ISS
Ms. Nicole Greengoe, Registrar
Ms. Laurie Barnas, Associate Registrar

Invited representatives from:

Undergraduate Admissions & Undergraduate Records
(When required):
Ms. Wendy Joyce, Director of Undergraduate Admissions
Mr. John Hall, Director of Undergraduate Records
Ms. Trish Birney, Education, BENG/BSEN, Law, FA
Ms. Anna Gardziejewska, Business, Human & SD
Dr. James Wigginton, Tri-Fac
Ms. Kelly McBeath, Tri-Fac
Date: April 12, 2017

To: Leslee Francis Pelton, Chair, Senate Committee on Admission, Re-registration and Transfer

From: Carrie Andersen  
Associate University Secretary

Re: Proposal for School of Nursing UVic/BCIT Pathway

At its meeting on April 11, 2107 the Senate Committee on Academic Standards considered a proposal to the Senate Committee on Admission, Re-registration and Transfer regarding the proposal for UVic-BCIT Graduate Pathway. Committee members had no academic standards concerns with the proposal.
Date: April 4, 2017
To: Chair, Senate Committee on Admission, Reregistration and Transfer
From: Dr. Nancy Wright, Associate Vice-President Academic Planning and
       Chair, Senate Committee on Planning
Re: School of Nursing UVic/BCIT Pathway

The Senate Committee on Planning (SCP) reviewed and approved the proposal for a School of Nursing UVic / BCIT Pathway as an academic program of study at its March meeting.

Because the proposal is in fact a proposal to award transfer credit, the School of Nursing UVic / BCIT Pathway proposal document is now being forwarded to the Senate Committee on Admission, Reregistration and Transfer for review and approval at its April meeting.

N. Wright
Date: March 22, 2017
To: The Secretary of the Senate
From: Dr. Nancy Wright, Chair, Senate Committee on Planning
Re: Proposal for UVIC-BCIT Graduate Pathway

At its meeting of March 15, 2017, the Senate Committee on Planning discussed and approved the proposal for UVIC-BCIT Graduate Pathway.

The following motion is recommended:

That the Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the School of Nursing, UVIC-BCIT Graduate Pathway Proposal as described in the document “UVIC-BCIT Graduate Pathway”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

N. Wright

Committee Membership:
Dr. Nancy Wright, Chair
Dr. Abdul Roudsari
Ms. Nicole Greengoe
Dr. Stan Dosso
Dr. Reuven Gordon
Ms. Carrie Andersen
Dr. David Castle
Dr. Jason Colby
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
UVIC–BCIT Graduate Pathway
March 01, 2017

Situation

In British Columbia and across Canada, there is a growing need for nurses with advanced practice and speciality nursing knowledge. British Columbia Institute of Technology (BCIT) and the University of Victoria (UVic) School of Nursing (SON) are collaborating to develop a graduate pathway into the MN- Advanced Practice Nursing program (SON) for qualified BSN nurses at completion of a Specialty Nursing certificate (BCIT). A graduate pathway such as this will integrate Master’s education with specialty nursing knowledge and skills to meet the growing need for nurse leaders, clinical specialists, and educators across sectors.

Background

Nursing is both a practice profession and academic discipline. Educational institutions are facing changing healthcare contexts requiring nurses with specialized and advanced knowledge and skills. UVic and BCIT have been working together to generate opportunities that build on each organization’s strengths to best meet the growing need for nurse leaders, clinical nurse specialists, and nurse educators.

Over the past few months we have held discussions regarding opportunities for educational partnership between our institutions. In a document dated March, 2015 the Associate Dean, Specialty Nursing BCIT, Cheryl Isaak, and then Dean of Human and Social Development, UVIC, Dr. Mary Ellen Purkis, outlined potential educational opportunities for future consideration. Two key considerations included developing:

1. Graduate pathway as academic preparation for leadership in Specialty Nursing:
   - BSN students and graduates with an Advanced Certificate in Specialty Nursing laddering/streaming to a Master’s of Nursing in Advanced Practice.
2. Opportunities for collaboration in scholarly endeavors.

Background discussions reflected how BCIT is seeking to reposition the post RN degree completion (BSN – Specialty) as enrolments decrease and sees mutual benefits of a graduate pathway at the completion of an Advanced Specialty Nursing Certificate. UVic SON is in the midst of graduate curriculum renewal of the Masters of Nursing reflecting declining enrolments in the leadership and education MN
Results reveal a strong interest in the proposed graduate education pathway. 85% of respondents were very or somewhat interested in completing a MSN degree. When asked how likely they would be to enrol in an MSN program (not including NP) if they were able to get up to 30% of total credits for their Advanced Certificate, 60% indicated they were very likely to, with 31% somewhat likely. Strong interest was also reflected in envisioned time period for study commencement: 22% indicated they would begin study as soon as possible, 51% would begin in 1-2 years from now, 17% in 3-4 years, and 6% > 5 years.

Respondents indicated that the current UVic / BCIT collaborative endeavor as very important (70%) or somewhat important (19%) to them. They indicated that being able to shorten the completion time for a MSN was important or somewhat (97%), decrease tuition costs (important 77%, somewhat important 19%), and that the initiative aligned with their future professional nursing goals (95%). Respondents indicated their future goals in Specialty Nursing practice included educator (31%) CNS (45.5%), manager (7%) and other (16%). Other goals were described as NP, CRNA, consulting, PCC (team leader), global health work. Additional comments highlighted the importance of being able to balance attending school and working, balancing needs of young family and obtaining MN, managing tuition costs for child’s university and their own education/ professional advancement. Final comments from respondents emphasized strong support for this initiative. In particular, respondents elaborated on lack time and tuition costs as existing barriers to their pursuing MSN education and advanced professional roles (e.g. educator): they further noted that receiving credit for an Advanced Specialty Nursing Certificate as a great step toward alleviating those barriers. One respondent suggested that this pathway to an MN would encourage nurses to choose specialty nursing as a route to MN.

Recommendation

**Block Credit Transfer**

We are recommending Faculty of Graduate Studies UVIC accept block transfer credit of 6 credits for the Advanced Nursing Specialties Certificate. This would provide 6 credits towards the total 16.5 credits required for the MN degree. Block credit would include 4.5 credits from electives (specialty focus), plus 1.5 credit for a required practice course.

A transfer of 6 credits is permissible with UVic calendar regulations that stipulate students can transfer up to half the program credits. Transferrable courses must meet all of the following conditions:

1. Must be at a graduate or senior-level undergraduate course
2. Courses graded Pass/Fail or equivalent are not acceptable
3. Must be graded with a minimum of 5.0 (B) or higher as indicated on the official transcript from the issuing institution
Recommended graduate pathway requirements:

Applicants for admission into a Graduate Pathway would meet all the general requirements of the Faculty of Graduate studies, as well as the specific requirement of the School of Nursing:

- must have completed one of the nine BCIT Advanced Nursing Specialty Certificates with at least a B+ (77%) or equivalent
- must have completed a Baccalaureate in Nursing (equivalent to the degree offered by the University of Victoria) with at least a B+ (77%) average for the last two years of university work
- must have completed an upper level (300 or 400) undergraduate statistics course at a recognized post-secondary educational institute with a final grade of B or above prior to admission
- a minimum of two years' full-time recent nursing practice as a registered nurse is strongly recommended

Tuition and timelines

The UVIC tuition structure is based on the graduate program rather than individual courses. Students must pay a minimal total program regardless of transfer credits received. However, if a student takes longer to complete than the standards set out by the University, the student will be required to pay additional fees beyond the minimum total program fee. Students receiving block transfer credit equivalent of 6 credits for the Advanced Nursing Specialties Certificate will be required to pay the minimum total program fee distributed according to part-time or full-time status.
MEMO

Date: April 21, 2017

To: Senate

From: Senate Committee on Agenda and Governance

Re: Revisions to the Terms of Reference for the Senate Committee on Learning and Teaching

The Senate Committee on Agenda and Governance met on April 21, 2017 to consider revisions to the terms of reference for the Senate Committee on Learning and Teaching. In response to a question raised at Senate regarding faculty membership from the Faculty of Education, the committee reviewed background materials and carried out consultations with both the Dean of the Faculty of Education and the Senate Committee on Learning and Teaching. The committee now recommends revising the Senate Committee on Learning and Teaching’s terms of reference to include a faculty member from the Faculty of Education instead of an ex-officio Dean appointment. Details of the proposed revisions are set out in the attached document.

Recommended Motion

That Senate approve the proposed revisions to the terms of reference for the Senate Committee on Learning and Teaching.

Respectfully submitted,

2016/17 Senate Committee on Agenda and Governance
Jamie Cassels, Chair, Chair of Senate
David Capson, Vice-Chair, Faculty of Graduate Studies
Lauren Charlton, Convocation Senator
John Durno, Library
Julia Eastman, University Secretary
Mark Gillen, Faculty of Law
Robin Hicks, Faculty of Science
LillAnne Jackson, Faculty of Engineering
Valerie Kuehne, Vice-President Academic and Provost
Andrew Lemieux, Student Senator
Annalee Lepp, Faculty of Humanities
Carrie Andersen, Secretary, Associate University Secretary
PROPOSED REVISIONS
SENATE COMMITTEE ON LEARNING AND TEACHING
TERMS OF REFERENCE

The committee shall:

1. Advise Senate on the university’s learning and teaching environment and recommend measures, which are designed to enhance the university’s learning and teaching environment;

2. Assist and advise Senate, after due consultation with the faculties and other appropriate units, in the formulation and promotion of effective academic policy in the areas of learning and teaching, within the context of university policies and negotiated agreements;

3. Respond to specific requests from the Senate, other senate standing committees, or from other groups or individuals within the university community (students, instructors, faculty and staff) when referred through the Senate to the committee;

4. Obtain information from and consult broad sources internal and external to the university as appropriate to deal with issues brought before the committee; and

5. Maintain close liaison and collaborate with the Director of the Learning and Teaching Centre, and others on campus who contribute to the quality of learning and teaching at the university in support of key learning and teaching issues at the university.

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

Composition

- 910 faculty members representing the faculties, other than the Faculty of Education (at least 2 of whom shall be senators) (voting)
- Dean, Faculty of Education or designate (ex officio, voting)
- 2 representatives from the divisions (Continuing Studies and the Medical Sciences) (voting)
- 5 students including 2 student members of Senate, 2 undergraduate student representatives and 1 graduate student representative (voting)
- 1 convocation member of Senate (voting)
- 1 Alumni Association representative (voting)
- 1 Librarian selected by the Faculty Association Librarians Committee (FALC) (voting)
- the University Librarian or designate (ex officio, voting)
- the President or nominee (ex officio, voting)
- the Chief Information Officer or designate (ex officio, non-voting)
- the Director, Learning and Teaching Centre (ex officio, non-voting)
- the Executive Director or designate, Coop Education & Career Services, (ex officio, non-voting)
- the Director or designate, Technology Integrated Learning Centre, (ex officio, non-voting)

Total membership = 26 (22 voting members)

The secretary of the committee is the Associate University Secretary.

Approved by Senate October 10, 1973
Revised February 2, 1994
Revised May 4, 2007
Revised January 9, 2015
Date: April 21, 2017
To: Senate
From: Senate Committee on Agenda and Governance
Re: Revisions to the Terms of Reference for the Senate Committee on Admission, Re-registration and Transfer

The Senate Committee on Admission, Re-registration and Transfer relies on the Office of the Registrar for administrative and professional support. In particular, the office provides an administrative/recording secretary to the committee, as well as advice and guidance on policy matters and appeals.

Given the complexity of policies and procedures on admissions, re-registrations and transfers it is recommended that the Associate Registrar, currently an ex-officio, non-voting committee member, take the formal role of secretary for this committee, and that a representative from the Office of the Registrar continue to serve as the recording secretary.

**Recommended Motion**

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

Respectfully submitted,

2016/17 Senate Committee on Agenda and Governance
Jamie Cassels, Chair, Chair of Senate
David Capson, Vice-Chair, Faculty of Graduate Studies
Lauren Charlton, Convocation Senator
John Durno, Library
Julia Eastman, University Secretary
Mark Gillen, Faculty of Law
Robin Hicks, Faculty of Science
LillAnne Jackson, Faculty of Engineering
Valerie Kuehne, Vice-President Academic and Provost
Andrew Lemieux, Student Senator
Annalee Lepp, Faculty of Humanities
Carrie Andersen, Secretary, Associate University Secretary
PROPOSED REVISIONS
SENATE COMMITTEE ON ADMISSION, RE-REGISTRATION AND TRANSFER
TERMS OF REFERENCE

The Committee shall:

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

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

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

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

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

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

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

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

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

Total membership - 165 (10 voting members)

The secretary of the committee is a representative from the Office of the Registrar, the Associate Registrar. A representative from the Office of the Registrar will be the recording secretary.

Committee Procedures

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

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

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

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

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

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

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

Annual Report to Senate

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

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

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

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

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

Appeal Procedures

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

19. Normally, grounds for appeal are limited to:

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

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

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

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

21. An appeal is decided based on the written documentation provided and the appellant's academic record. There is no personal appearance by the appellant before the Committee.
22. The Committee will consider all the documentation presented and will make a final decision on the application. The decision may be appealed to the Senate Committee on Appeals only on the grounds of specific procedural error.

Approved by Senate December 1, 1976
Revised April 1, 1992
Revised November 4, 1992
Revised October 5, 1994
Revised February 4, 2011
Revised February 7, 2014
Revised May 2, 2014
Date: April 21, 2017

To: Senate

From: Senate Committee on Agenda and Governance

Re: Appointments to the 2017/2018 Senate standing committees

The Senate Committee on Agenda and Governance nominations sub-committee met on April 21, 2017 to consider appointments to the 2017/18 Senate committees.

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

Most new members are being appointed for 3-year terms from July 1, 2017 to June 30, 2020. Committee chairs and student members are being appointed for one-year terms from July 1, 2017 to June 30, 2018.

Motion: That Senate approve the appointments to the 2017/2018 Senate standing committees for the terms indicated in the attached document.

Respectfully submitted,

2016/2017 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)*

* members of the nominations sub-committee

/Attachment
## 2017-2018 Senate Committees

### Senate Committee on Academic Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Faculty or Department</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sara Beam (S) (Chair)</td>
<td>Graduate Studies</td>
<td>2019 (2013)</td>
</tr>
<tr>
<td>Gillian Calder (S)</td>
<td>Law</td>
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<tr>
<td>Michael Nowlin (NS)</td>
<td>Humanities</td>
<td>2019 (2013)</td>
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<tr>
<td>Rosaline Canessa (NS)</td>
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</tr>
<tr>
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<td>Engineering</td>
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<td>Abdul Roudsari (NS)</td>
<td>HSD</td>
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</tr>
<tr>
<td>Michele Martin (NS)</td>
<td>Medical Sciences</td>
<td>2018 (2015)</td>
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<td>David Harrington (NS)</td>
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<td>Kate Fry (S)</td>
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<td>2018 (2017)</td>
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<tr>
<td>Susan Lewis (S)</td>
<td>Vice-President Academic and Provost’s designate</td>
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<td>President’s nominee</td>
<td>(ex officio)</td>
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<td>Norah McRae (NS)</td>
<td>Executive Director, Cooperative Education and Career Services</td>
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<tr>
<td>Ada Saab (NS)</td>
<td>Director, Graduate Admissions and Records</td>
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<td>Registrar</td>
<td>(ex officio)</td>
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<tr>
<td>Laurie Barnas (NS)</td>
<td>Associate Registrar</td>
<td>(ex officio)</td>
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<tr>
<td>Carrie Andersen (Secretary)</td>
<td>Associate University Secretary</td>
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<tr>
<td>Name</td>
<td>Faculty or Department</td>
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<tr>
<td>Garry Gray (S) (Chair)</td>
<td>Social Sciences</td>
<td>2019 (2016)</td>
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<td>Diana Varela (S) (Vice-Chair)</td>
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<td>Sandra Hundza (S)</td>
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<td>Ashoka Bhat (NS)</td>
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<td>Student Representative (UVSS)</td>
<td>2018 (2017)</td>
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<td>Joel Lynn (NS)</td>
<td>Executive Director, Student Services (President’s nominee)</td>
<td>(ex officio)</td>
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<td>TBA</td>
<td>Acting Associate Dean Academic Advising (Faculties of Science, Social Sciences and Humanities)</td>
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<td>Sue Butler (NS)</td>
<td>Director or equivalent of an Advising Centre</td>
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<td>David O’Brien (NS)</td>
<td>Representative from Counselling Services</td>
<td>(ex officio)</td>
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<tr>
<td>Nicole Greengoe (NS)</td>
<td>Registrar</td>
<td>(ex officio)</td>
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<td>Laurie Barnas (NS)</td>
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<tr>
<td>TBA</td>
<td>Representative to the BC Council on Admission and Transfer, Transfer and Articulation Committee</td>
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<td>Tricia Best (NS)</td>
<td>International Student Services</td>
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<tr>
<td>Patricia Konkin (Secretary)</td>
<td>Undergraduate Admissions and Records</td>
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</table>
## Senate Committee on Agenda and Governance

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<th>Name</th>
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<tr>
<td>Jamie Cassels (Chair) (S)</td>
<td>Chair of Senate</td>
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<td>John Durno (S)</td>
<td>Library</td>
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<td><strong>Aaron Devor (S)</strong></td>
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<td><strong>2020 (2017)</strong></td>
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<td>Robin Hicks (S)</td>
<td>Science</td>
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<td><strong>Mackenzie Cumberland (S)</strong></td>
<td><strong>Student Senator</strong></td>
<td><strong>2018 (2017)</strong></td>
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<td>Lauren Charlton (S)</td>
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<td>2018 (2015)</td>
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<td>TBA (S)</td>
<td>Vice-Chair of Senate</td>
<td>(ex officio)</td>
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<tr>
<td>Valerie Kuehne (S)</td>
<td>Vice-President Academic and Provost</td>
<td>(ex officio)</td>
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<tr>
<td>Julia Eastman (S)</td>
<td>University Secretary</td>
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# Senate Committee on Appeals

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<td>Frank van Veggel (Vice-Chair) (NS)</td>
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<td>Rebecca Grant (S)</td>
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## Senate Committee on Awards

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<td>John Walsh (NS) (Chair)</td>
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<td>Linda Welling (S)</td>
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<td>Humanities</td>
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<tr>
<td>Marsha Runtz (NS)</td>
<td>Chair, Faculty of Graduate Studies Awards Committee</td>
<td>(ex officio)</td>
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<tr>
<td>Yvonne Rondeau (NS)</td>
<td>Scholarships Officer, Faculty of Graduate Studies</td>
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<td>Nicole Greengoe (NS)</td>
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<td>(ex officio)</td>
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<td>Director, Student Awards and Financial Aid</td>
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<tr>
<td>Lauren Hume (Secretary)</td>
<td>Student Awards &amp; Financial Aid</td>
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### Senate Committee on Continuing Studies

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<td>Richard Rush (Chair) (S)</td>
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<td>TBA</td>
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<td>James Nahachewsky (NS)</td>
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<td><strong>Mark Laidlaw (S)</strong></td>
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<td>Student Senator</td>
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<td>Student Representative from diploma or certificate program in Continuing Studies</td>
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<td>Chandra Beaveridge (S)</td>
<td>Convocation Senator</td>
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<td><strong>Nancy Wright (NS)</strong></td>
<td>Associate Vice-President Academic Planning (President’s Nominee)</td>
<td>(ex officio)</td>
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<tr>
<td>Kristen Kopp (Secretary)</td>
<td>Continuing Studies</td>
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### Senate Committee on Curriculum

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<td><strong>Tim Haskett (Chair) (S)</strong></td>
<td>Humanities</td>
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<td>Cathy McGregor (NS)</td>
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<td>LillAnne Jackson (NS)</td>
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<td>Steve Evans (NS)</td>
<td>Graduate Studies</td>
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<tr>
<td>Esther Sangster-Gormley (NS)</td>
<td>HSD</td>
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<tr>
<td>TBA (NS)</td>
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<tr>
<td>Freya Kodar (NS)</td>
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<td>Gary MacGillivray (NS)</td>
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<tr>
<td><strong>Sara Beam (S)</strong></td>
<td><strong>Chair, Senate Committee on Academic Standards</strong></td>
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<tr>
<td>TBA (S)</td>
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<tr>
<td>Gordon Fulton (NS)</td>
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<tr>
<td>Asia Longphee (NS)</td>
<td>UVic Calendar Editor</td>
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<td>Ada Saab (NS)</td>
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<td>Laurie Barnas (NS)</td>
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<td>TBA (Secretary)</td>
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# Senate Committee on Honorary Degrees and Other Forms of Recognition

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<th>Name</th>
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<tr>
<td>Shelagh Rogers (Chair) (S)</td>
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</tr>
<tr>
<td>Evert Lindquist (NS)</td>
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<tr>
<td>Joseph Salem (S)</td>
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<tr>
<td><strong>Doug Baer (S)</strong></td>
<td><strong>Social Sciences</strong></td>
<td><strong>2020 (2017)</strong></td>
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<tr>
<td><strong>Brock Smith (S)</strong></td>
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<td>Michael Masson (NS)</td>
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<tr>
<td>TBA (NS)</td>
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<tr>
<td>Jamie Cassels (S)</td>
<td>Chair of Senate</td>
<td>(ex officio)</td>
</tr>
<tr>
<td>Ian Case (NS)</td>
<td>Director, University Ceremonies and Events</td>
<td>(ex officio)</td>
</tr>
<tr>
<td>Carrie Andersen (Secretary)</td>
<td>Associate University Secretary</td>
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# Senate Committee on Learning and Teaching

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<tr>
<td><strong>David Leach (Chair) (NS)</strong></td>
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<td>2019 (2013)</td>
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<tr>
<td>Janni Aragon (S)</td>
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<tr>
<td>Cedric Littlewood (NS)</td>
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<tr>
<td>Laura Vizina (NS)</td>
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<td>Peter Driessen (S)</td>
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<td>Rebecca Warburton (S)</td>
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<tr>
<td><strong>Tim Richards (NS)</strong></td>
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<td>2020 (2016)</td>
</tr>
<tr>
<td>Kurt McBurney (NS)</td>
<td>Medical Sciences</td>
<td>2019 (2013)</td>
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<tr>
<td><strong>Mark Laidlaw (S)</strong></td>
<td>Science</td>
<td>2020 (2017)</td>
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<tr>
<td><strong>Pierre-Paul Angelblazer (S)</strong></td>
<td>Student Senator</td>
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<tr>
<td>David Eyles (NS)</td>
<td>Alumni Association</td>
<td>2018 (2016)</td>
</tr>
<tr>
<td>Rebecca Raworth (NS)</td>
<td>Library, (FALC)</td>
<td>2019 (2016)</td>
</tr>
<tr>
<td>Justin Harrison (NS)</td>
<td>University Librarian Designate</td>
<td>(ex officio)</td>
</tr>
<tr>
<td>Wency Lum (NS)</td>
<td>Chief Information Officer</td>
<td>(ex officio)</td>
</tr>
<tr>
<td>Norah McRae (NS)</td>
<td>Executive Director, Cooperative Education and Career Services</td>
<td>(ex officio)</td>
</tr>
<tr>
<td>Laurene Sheilids (NS)</td>
<td>Acting Director, Learning and Teaching Centre</td>
<td>(ex officio)</td>
</tr>
<tr>
<td>Hayley Hewson (NS)</td>
<td>Technology Integrated Learning Centre</td>
<td>(ex officio)</td>
</tr>
<tr>
<td>Nancy Wright (NS)</td>
<td>Associate Vice-President Academic Planning (President’s nominee)</td>
<td>(ex officio)</td>
</tr>
<tr>
<td>Carrie Andersen (Secretary)</td>
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## Senate Committee on Libraries

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<tr>
<td>Simon Devereaux (NS) (Chair)</td>
<td>Humanities</td>
<td>2019 (2016)</td>
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<tr>
<td>Elena Pnevmonidou (NS)</td>
<td>Graduate Studies</td>
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<tr>
<td>Andre Kushniruk (S)</td>
<td>HSD</td>
<td>2018 (2015)</td>
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<tr>
<td>Monica Prendergast (S)</td>
<td>Education</td>
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<tr>
<td>Miranda Angus (NS)</td>
<td>Continuing Studies</td>
<td>2019 (2013)</td>
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<tr>
<td>Patricia Kostek (S)</td>
<td>Fine Arts</td>
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<tr>
<td>Jamie Lawson (NS)</td>
<td>Social Sciences</td>
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<tr>
<td>Leigh Anne Swayne (NS)</td>
<td>Medical Sciences</td>
<td>2019 (2013)</td>
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<td>TBA</td>
<td>Science</td>
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<tr>
<td>Diana Popova (S)</td>
<td>Student Senator</td>
<td>2018 (2017)</td>
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<tr>
<td>TBA (NS)</td>
<td>Student Representative (UVSS)</td>
<td>2018 (2017)</td>
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<tr>
<td>Paul Bramadat (NS)</td>
<td>Representative of Council of Centre Directors</td>
<td>2019 (2016)</td>
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<td>TBA (NS)</td>
<td>Librarian selected by Faculty Association Librarians' Committee (FALC)</td>
<td>2020 (2017)</td>
</tr>
<tr>
<td>Kim Nayyer (NS)</td>
<td>Associate University Librarian</td>
<td>(ex-officio)</td>
</tr>
<tr>
<td>Lisa Goddard (NS)</td>
<td>Associate University Librarian</td>
<td>(ex-officio)</td>
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<tr>
<td>Lisa Petrachenko (NS)</td>
<td>Associate University Librarian</td>
<td>(ex-officio)</td>
</tr>
<tr>
<td>TBA (NS)</td>
<td>President’s nominee</td>
<td>(ex officio)</td>
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<tr>
<td>Wency Lum (NS)</td>
<td>Chief Information Officer</td>
<td>(ex officio)</td>
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<tr>
<td>Jonathan Bengtson (S)</td>
<td>University Librarian</td>
<td>(ex officio)</td>
</tr>
<tr>
<td>Sheila Cresswell (Secretary)</td>
<td>University Librarian’s Office</td>
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# Senate Committee on Planning

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<tbody>
<tr>
<td>Nancy Wright (Chair) (NS)</td>
<td>Associate Vice-President Academic Planning</td>
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</tr>
<tr>
<td>Graham McDonough (NS)</td>
<td>Education</td>
<td>2019 (2016)</td>
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<tr>
<td>Jason Colby (S)</td>
<td>Humanities</td>
<td>2018 (2015)</td>
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<tr>
<td>Victoria Wyatt (S)</td>
<td>Fine Arts</td>
<td>2019 (2013)</td>
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<tr>
<td>Abdul Roudsari (NS)</td>
<td>HSD</td>
<td>2019 (2016)</td>
</tr>
<tr>
<td>Ralf St. Clair (S)</td>
<td>Dean</td>
<td>2019 (2014)</td>
</tr>
<tr>
<td>Robin Hicks (S)</td>
<td>Science</td>
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<tr>
<td>Gillian Calder (S)</td>
<td>Law</td>
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<tr>
<td>Mauricio Garcia-Barrera (S)</td>
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<tr>
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<td>2018 (2017)</td>
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<tr>
<td>Merwan Engineer (NS)</td>
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<td>Andrea Giles (NS)</td>
<td>Cooperative Education and Career Services</td>
<td>(ex officio)</td>
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<tr>
<td>Valerie Kuehne (S)</td>
<td>Vice-President Academic and Provost</td>
<td>(ex officio)</td>
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<tr>
<td>David Castle (S)</td>
<td>Vice-President Research</td>
<td>(ex officio)</td>
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<tr>
<td>Carrie Andersen (NS)</td>
<td>Associate University Secretary</td>
<td>(ex officio)</td>
</tr>
<tr>
<td>Sandra Duggan (Secretary)</td>
<td>Office of the Vice-President Academic and Provost</td>
<td>(ex officio)</td>
</tr>
<tr>
<td>Name</td>
<td>Faculty or Department</td>
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<tr>
<td>Deborah Begoray (S) (Chair)</td>
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<td>Associate University Secretary</td>
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</table>
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

KEN SMYTHE CROSS COUNTRY BURSARY AWARD* (REVISED-UG)

One or more awards bursaries are given awarded to undergraduate students on the Vikes Cross Country and Track Team. Preference will be given to students entering in second year. Eligible students must meet all U Sports eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria by the Director of Athletics and Recreation in consultation with the Associate Director, Sport.

GUNNER SHAW MEMORIAL BURSARY AWARD* (REVISED-UG)

One or more awards are given to undergraduate students in the School of Exercise Science, Physical and Health Education who are members of the Vikes Cross Country and Track Team. Preference will be
given to students entering second year. Eligible students must meet all U Sports eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria by the Director of Athletics and Recreation in consultation with the Associate Director, Sport. An award is made annually on the basis of financial need and academic performance to a Vancouver Island resident admitted to the School of Physical Education Program (EDPE, KINE, RHED).

EVELYN ADU-FEBIRI INTERNATIONAL BUSINESS SCHOLARSHIP (NEW-UG)

One or more scholarships are awarded to academically outstanding Bachelor of Commerce students entering third or fourth year who are participating in an exchange program with UVic partner schools. Preference will be given to students in descending order of priority:

a) Women students self-identifying as being of Black African ancestry or heritage
b) Men students self-identifying as being of Black African ancestry or heritage

If no students meeting the criteria can be found (students are not participating in an international exchange), the scholarships will go to any year Bachelor of Commerce students self-identifying as being of Black African ancestry or heritage.

DIVERSITY ENTRANCE SCHOLARSHIP* (NEW-UG)

One or more awards will be given to undergraduate students entering the Faculty of Law who have demonstrated academic ability together with determination, resilience, contribution, and compassion in areas of life such as prior work experience, graduate study, community service, family care, or disability. Selection of the recipients will be made by the Senate Committee on Awards upon recommendation of the Faculty of Law.

GERALDINE AND PETER SHOSTAK SCHOLARSHIP IN UKRAINIAN STUDIES (REVISED-UG)

Two scholarships of $1,000 each are awarded to academically outstanding undergraduate students enrolled in courses on Ukrainian language, history or culture who are artistically or musically inclined or who have demonstrable academic interest in Ukrainian art or music. Applicants must submit a statement of 500 words outlining their accomplishments and/or studies in music and/or fine arts. Students must apply to the Department of Germanic and Slavic Studies by May 31. Selection of recipients will be made by the Senate Committee on Awards, based on the recommendation of the Department of Germanic and Slavic Studies.

IEEE PACIFIC RIM VIJAY BHARGAVA SCHOLARSHIPS* (REVISED-UG)

Undergraduate scholarships are awarded to students who have demonstrated excellence and who have completed two years of studies in one of the Electrical, Computer, or Software, or Biomedical Engineering Programs. One scholarship will be awarded in each of the three four disciplines. Award winners must be student members in good standing of the IEEE.
IEEE VICTORIA SECTION GOLD MEDAL IN BIOMEDICAL ENGINEERING (NEW-UG)

A medal is awarded to the undergraduate student with the highest graduating grade point average in Biomedical Engineering.

BRITISH COLUMBIA PROVINCIAL COURT JUDGES’ ASSOCIATION BURSARY (REVISED-UG)

One or more bursaries are awarded to a student entering or continuing in the J.D. program of the Faculty of Law. The British Columbia Provincial Court Judge’s Association wishes to provide an annual contribution of $1,000 for a bursary to a student with financial need.

BETTY JAMIE CHUNG SCHOLARSHIP IN PSYCHOLOGY* (NEW-UG)

One or more scholarships will be awarded to academically outstanding undergraduate students in the Department of Psychology. Preference will be given to students demonstrating financial need.

BETTY JAMIE CHUNG SCHOLARSHIP IN ANTHROPOLOGY* (NEW-UG)

One or more scholarships will be awarded to academically outstanding undergraduate students in the Department of Anthropology. Preference will be given to students demonstrating financial need.

LOIS M. SMITH ATHLETES’ AWARD* (REVISED-UG/GS)

One or more awards are given to undergraduate and graduate full or part-time students who are designated Canadian citizens and have been identified as international calibre athletes by their Carded Athletes by Sport Canada or their national sport governing body organizations. The award is open to student-athletes in any sport but preference will be given to those representing the University and who meet the University’s U Sport eligibility requirements. Award recipients will be selected on the basis of sporting achievement by the Director of Athletics and Recreation in consultation with the Associate Director, Sport. Preference will apply if the recipients are varsity athletes.

HOWLERS RUGBY AWARD* (REVISED-UG/GS)

One or more awards are given to undergraduate and graduate students of Indigenous descent who participate in the Vikes Men’s or Women’s Varsity Rugby program at the University of Victoria. Eligible students must meet all U Sports eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria by the Director of Athletics and Recreation in consultation with the Varsity Head Coaches and the Associate Director, Sport. Manager of Athletics. Preference will be given to students who demonstrate financial need and community involvement.
FIX RUGBY AWARD* (REVISED-UG)

One or more awards are given to undergraduate students who participate in the Vikes Men's or Women's Varsity Rugby program team at UVic. First preference will be given to students from Saskatchewan and second preference will be given to students from Alberta or Manitoba. Eligible students must meet all U Sports eligibility requirements. Award recipients will be selected on the basis of work ethic, commitment and performance criteria by the Director of Athletics and Recreation in consultation with the Varsity Head Coaches and the Associate Director, Sport.

INSPIRING HISTORIANS LEGACY SCHOLARSHIP* (NEW-UG)

One or more scholarships, of at least $1,000 each, will be awarded to academically outstanding undergraduate students entering fourth year with a declared Major in History.

ECONOMICS ALUMNI UNDERGRADUATE SCHOLARSHIP* (REVISED-UG)

An annual scholarship of $500 is awarded to an academically outstanding undergraduate student who has completed the degree requirements for a Major or Honours BA or BSc in Economics. Selection is based upon academic performance in fourth year Economics courses.

ECONOMICS ALUMNI SCHOLARSHIP* (REVISED-GS)

A scholarship of $500 is awarded to a promising graduate student in the Department of Economics. Selection of the recipient will be made by the Graduate Awards Committee upon the recommendation of the Department of Economics.

MASTER DEGREE GRADUATE SCHOLARSHIP FOR RESEARCH IN ENVIRONMENTAL AND RESOURCE ECONOMICS* (REVISED-GS)

One or more scholarships are awarded to outstanding MA Master’s or doctoral students who are pursuing a thesis or extended essay in environmental and resource economics.

VICTORIA CHARTERED ACCOUNTANTS ASSOCIATION LEGACY SCHOLARSHIP* (NEW-UG)

One or more scholarships are awarded to academically outstanding undergraduate students entering the fourth year of the Bachelor of Commerce program who are intending to pursue a Chartered Professional Accountant designation.

NORA LUGRIN SHAW & WENDELL BURILL SHAW MEMORIAL SCHOLARSHIP* (REVISED-UG)

A scholarship is awarded to the student of History who writes the best essay dealing with the Magna Carta, the Petition of Rights and the Bill of Rights as the Fountainhead of Constitutional Liberties. This scholarship can be awarded to a graduating student.
SAANICH EMPLOYEES BENEFIT ASSOCIATION AWARD (NEW-UG/GS)

One or more awards of $1,000 each are given to full or part-time entering or continuing undergraduate or graduate students who are members of the Saanich Employees Benefit Association (SEBA) and have demonstrated financial need. In the case of a graduate nominee, selection of the recipient will be made by the Graduate Awards Committee.

VICTORIA CHINATOWN LIONESS CLUB GRADUATE BURSARY* (REVISED-GS)

A bursary is awarded to a full-time woman student in a Master’s or Ph.D. program in the Departments of Pacific and Asian Studies or Gender Studies whose research is in Asian Studies or gender studies related to Asians.

CANADIAN SOCIETY OF SENIOR ENGINEERS / ENGINEERING INSTITUTE OF CANADA (CSSE/EIC) VANCOUVER ISLAND AWARD (REVISED-UG)

One or more awards of at least $1,000 each are given to in-course undergraduate students, entering their second or third academic year in any accredited undergraduate engineering program (registered in 2A or higher) who:

a) are Canadian citizens or permanent residents
b) have graduated from a high school on Vancouver Island
c) have completed the previous year with at least a 6.05 or equivalent grade point average.

Preference will be given to students in the with one or more of the following order:

a) demonstrated financial need, volunteer and community service
b) demonstrated participation in campus activities or volunteer and community service commitment to the engineering profession through one or more of: relevant work/co-op experience, active membership in an EIC Member Society or APEGBC
c) demonstrated leadership in campus or extracurricular activities
d) 2nd or 3rd year standing.

Students must also Candidates will submit an application to the UVic Engineering Undergraduate Office by April 30th outlining the above including a brief biography including the above criteria, as well as hobbies, career aspirations, and name(s)/contact information of relevant references. Selection of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Engineering.

WILLIAM & AMELIA KUSHNIRYK MEMORIAL AWARD* (REVISED-UG)

One or more awards are awarded to undergraduate students of studying 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. Part-time and graduating students are eligible for this award. Students must apply to the Department of Germanic and Slavic Studies by March 15th.
DENNIS, JEROME AND PETER ZACHARY AWARD IN UKRAINIAN STUDIES* (REVISED-UG)

One or more awards of at least $1,000 each are awarded to undergraduate students of studying Ukrainian language and/or culture courses. Part-time and graduating students are eligible for this award. Students must apply to the Department of Germanic and Slavic Studies by March 15th. Recipients will be nominated by the Department of Germanic and Slavic Studies.

Preference will be given to students who, in descending order of priority:
(a) are continuing their studies of Ukrainian language and/or culture in the summer academic term through an accredited program in Ukraine.
(b) were academically outstanding in a Ukrainian language and/or culture course in the previous term.

DIANA AND MARTIN HOCKING GRADUATE SCHOLARSHIP* (NEW-GS)

One or more scholarships are awarded to Master’s or Doctoral students with an undergraduate degree in the physical or biological sciences or engineering who are pursuing a degree in the Department of Geography in the Faculty of Social Sciences, or the School of Earth and Ocean Sciences (SEOS) in the Faculty of Science and who have been endorsed by their academic supervisor. Students in a combined program or interdisciplinary program with one of the above may be considered. Selection of recipients will be made by the Graduate Awards Committee upon the recommendations of the Department of Geography and/or the School of Earth and Ocean Sciences.

Preference will be given to:
- Students whose research is of potential application in Africa or South Asia
- All other criteria being equal, preference will be given to an applicant in Geography

PROFESSIONAL EMPLOYEES ASSOCIATION SCHOLARSHIP* (REVISED-GS)

One or more scholarships are awarded to academically outstanding full or part-time graduate students entering or continuing at the University of Victoria who are UVic PEA members or their dependents. Completed applications must be submitted to the Faculty of Graduate Studies c/o the Scholarships Officer by September 15th each year. Selection of the recipients will be made by the Graduate Admissions and Awards Committee, upon the recommendation of the PEA ProD Committee.

CERTIFICATE OF OUTSTANDING ACADEMIC DISTINCTION IN THE FACULTY OF HUMAN AND SOCIAL DEVELOPMENT* (REVISED-UG)

A certificate of distinction and a prize of $200 up to $1,000 is awarded to the student with the highest graduating grade point average in the Faculty of Human and Social Development registered for the BA, BCYC, B.Sc, BSN or BSW degree who stands at the head of the graduating class on the basis of academic graduating average.
UNDERGRADUATES OF POLITICAL SCIENCE COMMUNITY ENGAGEMENT AWARD (NEW-UG)

An award is given to an undergraduate student with a declared Major in Political Science who has demonstrated community involvement. Nomination forms may be obtained from the Department of Political Science and submitted by September 30th. Selection of the recipients will be made by the Senate Committee on Awards upon the recommendation of the Department of Political Science.

PEARSON FAMILY AFRICA AWARD (NEW-UG)

An award is given to an undergraduate student entering the second, third or fourth year of a program related to health, and who is sponsored by the World University Service of Canada (WUSC) Student Refugee Program to attend UVic. Preference for a student in one of: Biochemistry & Microbiology, Health Information Science, Nursing or Public Health and Social Policy.

JOHN AND MYRTLE TILLEY UNDERGRADUATE SCHOLARSHIP* (NEW-UG)

One or more scholarships are awarded to academically outstanding undergraduate students entering or continuing at the University of Victoria.

R.W. “BOB” MCQUEEN ECONOMICS AWARD* (NEW-UG)

Two or more awards of equal value are to be given to third or fourth year undergraduate students of different genders with a declared Major or Honours program in the Department of Economics. Each recipient is to be BC born, be a graduate of a BC public high school and have demonstrated financial need.

If there are no eligible recipients, then the awards are to be given to entering first or second year students from outside the lower mainland and the greater Victoria area who were BC born, graduated from a BC public high school and have demonstrated financial need.

DR. PETER MONTGOMERY UNDERGRADUATE SCHOLARSHIP* (NEW-UG)

One or more scholarships are awarded to academically outstanding undergraduate students entering or continuing at the University of Victoria with demonstrated financial need. Preference will be given to Roman Catholic students.

DR. PETER MONTGOMERY GRADUATE SCHOLARSHIP* (NEW-GS)

One or more scholarships are awarded to academically outstanding graduate students entering or continuing at the University of Victoria with demonstrated financial need. Preference will be given to Roman Catholic students. Selection of the recipient(s) will be made by the Graduate Awards Committee.
UNION CLUB SCHOLARSHIP (REVISED-US)

A scholarship of $5,000 is awarded to an academically outstanding Canadian citizen or permanent resident entering an undergraduate degree program directly from a public or private Greater Victoria secondary school who has demonstrated exceptional leadership and volunteerism with a non-profit organization in Greater Victoria. Preference will be given to students with demonstrated financial need. Applicants must be BC residents (defined as having lived at an address in BC at least one year prior to application deadline.)

Applicants must submit the following:
1. A cover letter (maximum 500 words) describing:
   - What led you to your leadership/volunteer activity?
   - What did you learn from this involvement?
   - How will these skills/experiences benefit you in your chosen career path?
2. Letter of support from a secondary school counsellor
3. Letter of support from a supervisor of the volunteer activity

JOHN AND MYRTLE TILLEY GRADUATE SCHOLARSHIP* (NEW-GS)

One or more scholarships are awarded to academically outstanding graduate students entering or continuing at the University of Victoria. Selection of the recipient(s) will be made by the Graduate Awards Committee.

SARAH BLACKSTONE SCHOLARSHIP IN THEATRE* (NEW-UG/GS)

One or more scholarships are awarded to academically outstanding undergraduate or graduate students in the Department of Theatre. Preference will be given to students with a Theatre History focus. Nomination will be made by the Department of Theatre. In the case of a graduate nominee, selection of the recipient will be made by the Graduate Awards Committee upon the recommendation of the Department of Theatre.

VICTORIA PRIDE BURSARY* (NEW-UG/GS)

One or more bursaries are awarded to undergraduate or graduate students who self-identify as lesbian, gay, bisexual, transgender, two-spirited, queer, questioning, gender non-binary or asexual.
MEMORANDUM

To: Senate

From: Tim Haskett, Chair
Senate Committee on Curriculum

Re: 2017-2018 Cycle 2 Curriculum Submissions

All curriculum submissions are available for viewing by Senate on its Connect site using the following link: https://connect.uvic.ca/sites/executive/senate/SitePages/Home.aspx.

On the left hand side, click on the link ‘2017 - 2018 Senate Meeting Agendas and Materials' then select the folder ‘Curriculum Changes effective September 1, 2017'.

Motion: 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 September 1, 2017.

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

Members of the Committee

Chair
Tim Haskett

Vice-Chair
Leslee Francis-Pelton

VP Academic & Provost, or designate
Gordon Fulton

President, or nominee
Gary MacGillivray

Faculty Curriculum Chairs

Business
David McCutcheon

Education
Catherine McGregor

Engineering
LilAnne Jackson

Fine Arts
Evanthia Baboula

Human & Soc. Dev.
Esther Sangster-Gormley

Humanities
Tim Haskett

Law
Freya Kodar

Science
Robin Dirks

Social Sciences
Rosaline Canessa

Dean of the Faculty of Graduate Studies, or nominee
Stephen Evans

Senate Committee on Academic Standards

Chair
Sara Beam

Student Senator
Bernadette Peterson

Ex officio, non-voting

Assistance University Secretary
Carrie Andersen

Registrar
Nicole Greengoe

Associate Registrar
Laurie Barnas

Director, Graduate Admissions & Records
Ada Saab

University Calendar Editor/
Committee Secretary
Asia Longphee

Director, Co-operative Education & Career Services, or designate
Andrea Giles

Invited Guests, non-voting

Office of the Registrar, Curriculum & Calendar Office

Curriculum and Calendar Assistant
Sara Henderson

Curriculum Specialist
Yumeng Wang

Graduate Studies
Carolyn Swayze

Scheduling
Kim Wurban

Tri-Faculties Advising
Joyce Gutensohn
Date: April 19, 2017
To: The Secretary of Senate
From: Dr. Nancy Wright, Chair, Senate Committee on Planning
Re: Annual Report of the Senate Committee on Planning for 2016-17

The terms of reference of the Senate Committee on Planning are as follows:

The Committee shall:

1. study and submit recommendations to Senate concerning proposals for the creation or dis-establishment of programs, faculties, schools, departments, centres and institutes, and major modifications of existing programs;
2. assist and advise Senate, after due consultation with the faculties, in the formation of appropriate academic policy; and
3. advise Senate and the President on academic issues, as required.

The voting members of the Senate Committee on Planning for 2016-17 were:
- Dr. S. Nam
- Dr. G. McDonough
- Dr. J. Colby
- Dr. V. Wyatt
- Dr. A. Roudsari
- Dr. R. St. Clair
- Dr. S. Dosso
- Dr. R. Gordon
- Ms. G. Calder
- Dr. S. Evans
- Dr. A. Stahl
- Dr. P. Nahinney
- Mr. R. Rush
- Ms. P. Bennett
- Ms. G. Dornan

Ex officio members include me, as Chair, and the following additional members:
- Dr. N. Wright
- Dr. V. Kuehne
- Dr. D. Castle
- Dr. M. Engineer
- Ms. N. Greengoe
- Ms. C. Andersen
- Ms. A. Giles

The 2016-17 Report covers the activities of the Committee in the period from its meeting September 8, 2016, through its meeting on April 11, 2017. During this period, the Committee held six meetings.
ACTION ITEMS APPROVED BY SENATE:

1. That the Senate Committee on Planning recommend that Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Graduate Certificate in Indigenous Nationhood, as described in the document “Proposal for Graduate Certificate in Indigenous Nationhood (IN)”, dated July 5, 2016, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

   [Approved by Senate at its meeting on October 7, 2016]

2. That the Senate Committee on Planning recommend that Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Master of Arts in Germanic and Slavic Studies - Holocaust Studies Stream, as described in the document “Proposal for M.A. in Germanic and Slavic Studies - Holocaust Studies Stream”, dated June 30, 2016, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

   [Approved by Senate at its meeting on October 7, 2016]

3. That the Senate Committee on Planning recommend that Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Master of Arts Stream in Public History, as described in the document “Proposal for M.A. Stream in Public History”, dated May 1, 2016, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

   [Approved by Senate at its meeting on October 7, 2016]

4. That the Senate Committee on Planning recommend that Senate approve the renewal of Approved Centre Status for the Centre for Advanced Materials and Related Technology (CAMTEC) for the five-year period 1 October 2016 through 30 June 2021. This recommendation is not contingent upon the suggestions in the external review report relating to resources, which are advice to the Vice-President Research.

   [Approved by Senate at its meeting on October 7, 2016]

5. That the Senate Committee on Planning recommend that Senate extend the renewal of Approved Centre Status for the Centre for Youth and Society until June 30, 2017.

   [Approved by Senate at its meeting on November 4, 2016]

6. That the Senate Committee on Planning recommend that Senate approve the disestablishment of the Centre for Cooperative and Community Based Economy (CCCBe) effective immediately.

   [Approved by Senate at its meeting on November 4, 2016]

7. That the Senate Committee on Planning recommend that Senate approve the renewal of Approved Centre Status for the Centre for Addictions Research BC (CARBC) for the five-year period January 1, 2017 through December 31, 2021. This recommendation is not contingent upon the suggestions in the external report relating to resources, which are advice to the Vice-President Research.

   [Approved by Senate at its meeting on December 2, 2016]
8. That the Senate Committee on Planning recommend that Senate approve the change in name of the "Non-Bachelor of Social Work Entry Master of Social Work Program" to the "Master of Social Work Foundation Program".

[Approved by Senate at its meeting on December 2, 2016]

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

[Approved by Senate at its meeting on December 2, 2016]

10. That the Senate Committee on Planning recommend that Senate approve, and recommend to the Board of Governors that it also approve, the request for discontinuation of the Minor in the Economics Policy, as described in the document "Cancellation of the Minor in Economic Policy", dated October 25, 2016.

[Approved by Senate at its meeting on February 3, 2017]

11. That the Senate Committee on Planning recommend that Senate approve, and recommend to the Board of Governors that it also 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 a New Option within an Existing Undergraduate Program", and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

[Approved by Senate at its meeting on February 3, 2017]

12. That the Senate Committee on Planning recommend 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.

[Approved by Senate at its meeting on February 3, 2017]

13. That the Senate Committee on Planning recommend 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.

[Approved by Senate at its meeting on February 3, 2017]

14. That the Senate Committee on Planning recommend 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.
[Approved by Senate at its meeting on March 3, 2017]

15. That the Senate Committee on Planning recommend 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)”, dated December 14, 2016, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

[Approved by Senate at its meeting on March 3, 2017]

16. That the Senate Committee on Planning recommend that Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Minor in Museum Studies, as described in the document “Proposal for General and Minor in Museum Studies”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

[Approved by Senate at its meeting on April 7, 2017]

17. That the Senate Committee on Planning recommend that the Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Minor in Theatre, as described in the document “Proposal for a Minor in Theatre”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

[Approved by Senate at its meeting on April 7, 2017]

18. That the Senate Committee on Planning recommend that the Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of a Bachelor of Science with an Anthropology Major, as described in the document “Proposal for a Bachelor of Science with Anthropology Major”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

[Approved by Senate at its meeting on April 7, 2017]

19. That the Senate Committee on Planning recommend that the Senate approve, and recommend to the Board of Governors that it also approve, subject to funding and approval by the Ministry of Advanced Education, the establishment of joint degrees: Juris Doctor and Juris Indigenarum Doctor, as described in the document “Proposed Joint Degrees: Juris Doctor and Juris Indigenarum Doctor”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

[Approved by Senate at its meeting on April 7, 2017]

20. That the Senate approve, and recommend to the Board of Governors that it also approve, subject to funding, the establishment of the Department of Indigenous Education within the Faculty of Education, as described in the document “Department of Indigenous Education”.

[Approved by Senate at its meeting on April 7, 2017]
ACTION ITEMS THAT ARE PENDING REVIEW BY SENATE in 2016-2017:

1. That the Senate Committee on Planning recommends that Senate approve the renewal of Approved Centre Status for the Centre for Youth and Society (CFYS) for the period 1 July 2017 through 30 June 2022. This recommendation is not contingent upon the suggestions in the external review report relating to resources, which are advice to the Vice-President Research.

2. That the Senate Committee on Planning recommends that Senate approve, and recommend to the Board of Governors that it also approve, the request for Discontinuation of the Registered Nurse to Master of Nursing Program, as described in the document "Proposal for Discontinuation of the Registered Nurse to Master of Nursing program".

ACTION ITEMS THAT ARE PENDING REVIEW BY SENATE COMMITTEE ON PLANNING 2016-2017:

There are no pending items for review by Senate Committee on Planning 2016-2017.

PROGRAM PROPOSALS FORWARDED TO MINISTRY’S POST-SECONDARY INSTITUTION PROPOSAL SYSTEM (PSIPS) FOR 30-DAY PEER REVIEW:

There are no pending proposals with the Ministry’s Post-Secondary Institution Proposal System (PSIPS).

FULL PROGRAM PROPOSALS STATUS REPORT:

1. On May 30, 2016 the Master of Applied Science in Civil Engineering degree proposal was submitted to the Ministry of Advanced Education for approval. After review by the Degree Quality Assessment Board, the proposal was approved on February 6, 2017.

2. On May 30, 2016 the Doctor of Philosophy in Civil Engineering degree proposal was submitted to the Ministry of Advanced Education for approval. After review by the Degree Quality Assessment Board, the proposal was approved on February 6, 2017.

OTHER BUSINESS:

1. The Senate Committee on Planning reviewed a proposal to discontinue the Graduate Professional Diploma in Cultural Heritage Management. After a brief discussion, it was noted that the Graduate Professional Diploma in Cultural Heritage Management program was not offered in the five-year period. It was therefore determined that approval is automatically withdrawn and a motion to discontinue the program is unnecessary.

2. The Senate Committee on Planning reviewed the University of Victoria/BCIT Graduate Pathway proposal. It was determined that his proposal was brought to the committee in error and was subsequently forwarded to the Senate Committee on Admissions, Re-registration and Transfers for consideration.

3. The Sub-committee on Inter-institutional Agreements was established and met in spring 2017. Its work will continue into the 2017-18 academic year.

I would like to thank the members of the Committee for their careful deliberations and hard work over the last year.

Dr. Nancy Wright
Chair, Senate Committee on Planning
At its meeting of April 11, 2017, the Senate Committee on Planning discussed and approved the discontinuation of the RN to MN option.

The following motion is recommended:

That the Senate approve, and recommend to the Board of Governors that it also approve, the request for Discontinuation of the Registered Nurse to Master of Nursing option, as described in the document "Discontinuation of the RN to MN Option".

Committee Membership:
Dr. Nancy Wright, Chair
Dr. Abdul Roudsari
Ms. Nicole Greengoe
Dr. Stan Dosso
Ms. Gillian Dornan
Dr. Reuven Gordon
Ms. Carrie Andersen
Dr. David Castle
Dr. Jason Colby
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
DATE: April 13, 2017
TO: Dr. Nancy Wright
FROM: Dr. Tricia Marck, Dean HSD
       Dr. Susan Duncan, Director School of Nursing
RE: Discontinuation of RN-MN option

The Registered Nurse (RN) to Masters of Nursing (MN) option appeared in the 2012-2013 Academic Calendar. Students accepted into the RN-MN option were expected to complete requirements for the post-diploma RN program in one year before being admitted into the MN program.

The decision for the calendar changes was tied to
1) no longer accepting students into the post-diploma program therefore no entry point for this option and
2) after several years of offering the option there was very little uptake from the nursing community (one applicant and no students currently enrolled).

The School of Nursing approved discontinuance of the RN-MN option on December 21, 2016.
At its meeting of April 11, 2017, the Senate Committee on Planning discussed and approved the recommendation for the renewal of approved centre status for the Centre for Youth and Society (CFYS).

The following motion is recommended:

That the Senate approve the renewal of Approved Centre Status for the Centre for Youth and Society (CFYS) for the period 1 July 2017 through 30 June 2022. This recommendation is not contingent upon the suggestions in the external review report relating to resources, which are advice to the Vice-President Research.

Date: April 19, 2017
To: The Secretary of the Senate
From: Dr. Nancy Wright, Chair, Senate Committee on Planning
Re: Renewal of Approved Centre Status for the Centre for Youth and Society (CFYS)

At its meeting of April 11, 2017, the Senate Committee on Planning discussed and approved the recommendation for the renewal of approved centre status for the Centre for Youth and Society (CFYS).

The following motion is recommended:

That the Senate approve the renewal of Approved Centre Status for the Centre for Youth and Society (CFYS) for the period 1 July 2017 through 30 June 2022. This recommendation is not contingent upon the suggestions in the external review report relating to resources, which are advice to the Vice-President Research.

Date: April 19, 2017
To: The Secretary of the Senate
From: Dr. Nancy Wright, Chair, Senate Committee on Planning
Re: Renewal of Approved Centre Status for the Centre for Youth and Society (CFYS)

Committee Membership:

Dr. Nancy Wright, Chair
Dr. Abdul Roudsari
Ms. Nicole Greengoe
Dr. Stan Dosso
Ms. Gillian Dornan
Dr. Reuven Gordon
Ms. Carrie Andersen
Dr. David Castle
Dr. Jason Colby
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
Date: 23 March 2017

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

From: Dr. David Castle, Vice-President Research

Re: Renewal of the Centre for Youth and Society (CFYS)

The Centre for Youth and Society is a multi-faculty research centre. Its current five-year approval expires on June 30, 2017.

An external review of CFYS was conducted on January 17-18, 2017. The panel included:
- Dr. Elizabeth Saewycz, (CHAIR) – School of Nursing - UBC
- Dr. Rachelle Hole, - Centre for Inclusion and Citizenship – UBC, Okanagan
- Dr. Charlotte Loppie - Dept. of Public Health and Social Policy - University of Victoria

The attached review report was received on March 15, 2017. The CFYS Director provided her written comments regarding the report on March 23, 2017. A copy is attached.

Panel’s Assessment:

The review panel report is a comprehensive assessment of CFYS. The executive summary provides the following overall assessment and strong recommendation for the continuation of the Centre:

_The Centre offers exciting community-based experiential learning opportunities for students, partnering with community programs to provide evaluations and scholarly work relevant to the community programs’ needs. .... We wholeheartedly recommend continuation of the Centre, and encourage the university to consider ways to more effectively support the interdisciplinary structure of this and similar centres at UVic._

_We therefore recommend:_

That the University of Victoria continue to support CFYS as a multi-faculty centre.

Review Panel Recommendations:

To put the panel’s recommendations in context, I note the following observation from the report that relates to the long-term financial sustainability of the CFYS:

Core operating funding for the CFYS represents an ongoing challenge. In learning about the governance structures and funding streams within the university, we feel that prioritizing the funding for the Centre is paramount. Faculties at UVic each have a development officer to assist with fund raising, but there is not a specific person assigned to advocate and advance the funding needs of multidisciplinary, multi-faculty research centres.
The panel further recommends the following actions for CFYS:

- That CFYS takes advantage of potential synergies with other Centres at UVic, and similar centres outside of UVic, for further collaborations;
- That CFYS explores the possibility for different levels of Fellow membership, to recognize people’s differing levels of commitment;
- That CFYS considers ways to resource the Centre through the multidisciplinary fellows, i.e., perhaps levies on indirects from the various Faculties or research projects, or encouraging more fellows to include line item funding in their research grants for support from the Centre, especially their knowledge mobilization support;
- That UVic carefully considers the funding pathways for Centres like the CFYS; this includes a recommendation that the central development office be tasked with supporting the fund raising needs for the CFYS.

Dr. Marshall’s response to the panel report addresses each one of these recommendations in a positive way noting progress that has already been made with respect to:

- partnerships with other research centres at UVic and across Canada;
- working towards a differentiated, yet broad and inclusive CFYS membership for fellows;
- exploring and identifying additional funding opportunities in form of research grants and the use of indirects at UVic;
- working jointly with UVic’s Development Office pursuing a campaign for a large endowment or donation in order to address the issue of the Centre’s financial sustainability.

**Recommendation to Senate Committee on Planning:**

I recommend that the Senate Committee on Planning approve the following motion:

*That the Senate Committee on Planning recommends that Senate approve the renewal of Approved Centre Status for the Centre for Youth and Society (CFYS) for the period 1 July 2017 through 30 June 2022. This recommendation is not contingent upon the suggestions in the external review report relating to resources, which are advice to the Vice-President Research.*

By copy of this memorandum, I am notifying CFYS, through the Director, that the next review of the Centre will include an assessment of the progress the Centre has made on the recommendations in the Review Panel Report. This does not restrict the Centre from undertaking other initiatives as appropriate.

cc: Dr. A. Marshall, CFYS Director
    Dr. O. Schmidtke, A/Associate Vice-President Research
1. EXECUTIVE SUMMARY

Our evaluation of the Centre for Youth and Society (CFYS) included extensive review of their self-study and a site visit. The review panel was consistently impressed with the high calibre of the Centre’s achievements, especially given its modest resourcing. The Centre’s Director, Associate Director, and faculty Fellows exemplify UVic’s current strategic priority for interdisciplinary and community-based research. In a university whose structures and funding lines promote resourcing and development and teaching within faculties, not across departments and faculties, CFYS has been creative and excellent at coming up with ways to collaborate across disciplines in doing research.

The Centre offers exciting community-based experiential learning opportunities for students, partnering with community programs to provide evaluations and scholarly work relevant to the community programs’ needs. Despite the limited budget they have, they have supported 105 students in 5 years with amazing experiences in community-engaged research. The students who become employed in the community after they graduate go on to enhance the reputation of the university through the skills they demonstrate in working across diverse groups, due to the training and experience they receive as a direct result of their involvement with the Centre and mentorship from the Centre’s Director and Associate Director. The Centre has also established longstanding relationships with key community organizations, including government agencies, who serve on their advisory board. A core group of fellows are engaged actively with the Centre, deriving benefits from their affiliation and contributing to the work of the Centre; there is a wider group of fellows who are less engaged with the Centre, but still have the opportunity for their students to participate in the research assistantships and community research projects.

The CFYS is undergoing a transition with Dr. Marshall stepping down as the Centre Director in the coming year. We note the exceptional leadership that Dr. Marshall has demonstrated through her role as Centre Director. With this transition, we highlight the importance and need for the CFYS – including all stakeholders – to undertake succession planning for the new director moving forward. Given the strong expertise of members of the Centre, we felt that further engagement with faculties would allow CFYS expertise to be shared as it relates to research-informed teaching and curriculum development, increasing Faculty engagement with the Centre.

Core operating funding for the CFYS represents an ongoing challenge. In learning about the governance structures and funding streams within the university, we feel that prioritizing the funding for the Centre is paramount. Faculties at UVic each have a development officer to assist with fund raising, but there is not a specific person assigned to advocate and advance the funding needs of multidisciplinary, multi-faculty research centres. Endowed funding is one way to sustain the activities of the Centre; however, we see a limitation in the allocation of development support, in that it currently resides with the Faculty of the Director. This can create a conflict between the agenda and priorities of the Faculty and the needs and priorities of the CFYS. We
think that multidisciplinary research centres’ development should reside centrally within the university.

Our recommendations for the Centre include:

- Take advantage of potential synergies with other Centres at UVic, and similar centres outside of UVic, for further collaborations; although we note this effort should not be solely the work of the Director and Associate Director;

- Explore the possibility for different levels of Fellow membership, to recognize people’s differing levels of commitment;

- Consider ways to resource the Centre through the multidisciplinary fellows, i.e., perhaps levies on indirects from the various Faculties from the research of fellows, or encouraging more fellows to include line item funding in their research grants for support from the Centre, especially their knowledge mobilization support;

- The University carefully considers the funding pathways for Centres like the CFYS; this includes a recommendation that the central development office be tasked with supporting the fund raising needs for the CFYS. The work of the CFYS is a natural fit for a possible donors and/or endowments. We also recommend structural changes in how indirects from faculties are allocated (or not) to research centres.

- We wholeheartedly recommend continuation of the Centre, and encourage the university to consider ways to more effectively support the interdisciplinary structure of this and similar centres at UVic.

2. BACKGROUND

As described in their self-study, the Centre for Youth and Society (CFYS) is a centre that “engages in research, graduate student training and knowledge mobilization on challenges and opportunities facing youth and families today.” As a youth-focused centre, they engage a multidisciplinary membership and draw on diverse approaches to scholarship, with a special focus on community-based research, which aligns well with the University’s current strategic priorities and research plan. The current Director is Dr. Anne Marshall. The Centre has existed for 15 years, and this is their third review.

Scope of Review

The review panel was convened to review the most recent five-year period since the last review in 2011. As per the University of Victoria’s policy RH8300 (2200) on the establishment and review of research centres, this panel’s terms of reference include:

- The panel will review the Centre’s self-study and shall satisfy itself that the self-assessment report has included contributions from the Centre staff, colleagues affiliated
with the Centre, students associated with the Centre activities, and clients served, if appropriate.

- Conduct a site visit, at which the panel shall conduct an evidence-based, comprehensive, and constructively critical review focusing on degree to which the Centre has met the purposes of a research centre (as outlined above) through its objective and goals. The reviewers should examine and be prepared to comment on the Centre’s:
  - Caliber and quality of the members’ collaborative and/or interdisciplinary research and the degree to which it has enhanced the ability of its members to attract infrastructure and networking opportunities
  - Success in assisting its members to attract external research funding support
  - Extent and quality of involvement of its members (faculty, students, others) in the activities of the Centre
  - Adequacy and effective utilization of its resources through its management of finances, staffing and other resources
  - Advancement of student research training and support
  - Contributions to the academic mission of the university and the centre’s constituent academic units
  - Extent of knowledge transfer to the research community and to society through publications, outreach and other methods
  - Impact on the reputation and image of the university

- In addition, the Panel is encouraged to comment more generally on:
  - Other benefits to the university resulting from the existence of the centre
  - The quality of the centre compared to other similar organizations at the national or international level
  - Its analysis of the areas of the centre’s strengths and weaknesses
  - How the quality and performance of the Centre could be improved

- Prepare a brief assessment report on the above review.

**Membership of review panel:**

Dr. Elizabeth Saewyc (Chair)
Executive Director, Stigma and Resilience among Vulnerable Youth Centre (SARAVYC)
Professor, School of Nursing & Division of Adolescent Health and Medicine, UBC
Research Director, McCreary Centre Society

Dr. Rachelle Hole
Associate Professor, University of British Columbia Okanagan School of Social Work
Co-Director, UBC Centre for Inclusion and Citizenship

Dr. Charlotte Loppie
Director for the Centre for Indigenous Research and Community-Led Engagement (CIRCLE)
University of Victoria

**Outline of review process**
In addition to reviewing the self-study materials, the Panel conducted a site visit on January 17 and 18, 2017, and met with and interviewed Centre faculty and staff, students, Faculty deans and university administration, Centre advisory board members, and community collaborators. We had the opportunity to ask questions on a range of topics, which were answered freely and comprehensively by those with whom we spoke. The Panel also had opportunity to confer together and discuss their perspectives and recommendations. We feel we can fairly assess the Centre in comparison to other comparable entities at a similar stage of development. This is the assessment report that has been developed from that review.

3. REVIEW/ASSESSMENT:

Research Centres at the University of Victoria have several specific purposes, as outlined below; CFYS developed specific goals to support each purpose, and our review includes an assessment of the Centre’s performance in achieving these purposes.

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

  Goal A.1: Develop youth-focused interdisciplinary and collaborative research proposals, projects and partnerships.

  Goal A.2: Support and promote thematic youth-related research that catalyzes connections among CFYS students, faculty, the campus, and youth and family research stakeholders.

**Performance:**

- They are facilitating a lot of interdisciplinary collaborative research projects with students.
- Great collaborations on interdisciplinary projects that are connected to other disciplines at the university, and outstanding partnerships and collaborations with community partners/stakeholders.
- Ann (Director) and Tricia (Associate Director) are facilitating these relationships to a great degree, and perhaps more than they are getting credit for.
- Demonstrated knowledge mobilization and grant support with and for partners
- As a research centre, they are promoting and supporting interdisciplinarity and community-based research, and they’re getting direction from the community. They take those relationships seriously, in alignment with university strategic plans—they are a true exemplar of community-based research.
- The research exchange program, an important and valuable benefit for students, also provides the Centre with significant insight into communities’ needs, and helps foster ongoing relationships with communities.
- A core group of fellows are engaged actively with the Centre, deriving benefits from their affiliation and contributing to the work of the Centre. That said, there are also a larger number of fellows who are nominally part of the Centre, but evince limited engagement. There is no clear engagement or participation criteria for fellows.
• In a university structure that does not generally support interdisciplinarity (the structures and funding lines promote resourcing and development and teaching within faculties, not across departments and faculties), the Centre offers an exemplary job of collaborating across disciplines in doing research.

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

Goal B.1: Increase and effectively manage existing financial resources for CFYS Fellows, graduate students, and community partners

Goal B.2: Effectively manage CFYS human resources

**Performance:**
- They do incredible scholarly work on a shoestring budget—with the limited budget that they have, they have supported 105 students in 5 years with amazing experiences in community-engaged research and experiential learning
- We wondered, are they getting funding “credit” for helping leverage the success of other grants? They do receive funding support for specific actions as part of grants; for example, supporting knowledge mobilization in a project or facilitating community partnerships. That said, the amounts that are allocated to them for these efforts are quite modest, although it is clear that fellows benefit from the Centre’s longstanding positive relationships with community partners and the reputation of the Centre.
- We saw it as a problem that only the current Director’s grants get to count toward resourcing the operation of the Centre staff to a great degree.
- In a funding climate where there are increasing challenges around infrastructure and Centre funding and where community-engaged research is a priority, it is important to note that social science research has smaller budgets than some of the other sciences. The Centre Director and Associate Director have been incredibly resourceful and extremely effective in leveraging the funding available to meet the mandates of the university for both research and education.

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

Goal C.1: Recruit, retain and support talented students to the Centre, supporting them to achieve their highest potential in youth-related research.

Goal C.2: Increase experiential learning and real-life engagement opportunities in youth related research for students.

**Performance:**
- This is a clear strength of the Centre, with lots of evidence provided of excellent experiential learning opportunities, notably the community-research exchange program, which involves incredible experiences for students, and community capacity building and
engagement in evaluation and research.

- The original mandate for the Centre and its programs was for graduate student support, but they have also invested in senior undergraduate student mentorship. Their support of students at every level of education appears to be excellent.
- Over and over we heard, from students, community members, and the Centre fellows, how the team, especially Tricia, provides marvelous support for students.
- Another highlight of their education and training are the student workshops, including student-led workshops, with cascading mentorship from senior students to junior students. These relational supports for students and professional development may be flowing back into departments in ways that are not always recognized; for example, part of the Centre’s student mentorship has resulted in recruitment of these students into graduate education.
- They are also creating future community partners in their students, as students from social service and health professions in the program have often obtained employment from their community partners, or even moved into leadership roles in their community partner organizations. This results in community allies and partners who recognize and value the relationship with the Centre from the other side.

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

Goal D.1: Facilitate and promote research activities and outputs directed at the enhancement of the research/teaching/learning relationship.

Goal D.2: CFYS Fellows and Students develop and deliver curricula, workshops, lectures and learning events to extend research learning.

Performance:

- By students having the experiential learning in community-engaged research, students said it made their own learning in the classroom more relevant and improved.
- For the research mandate, it gives student explicit opportunities to learn about and participate in community-engaged research.
- Opportunities are provided for students to participate in research related workshops. Centre staff and senior students deliver the workshops, and the Centre hosts experts and guest speakers (e.g., Dr. Gordon Porter). Examples of workshops include: how to conduct qualitative research, how to make a research poster, how to do thematic analysis,
- The Faculties may not be taking advantage of the expertise of the fellows and the centre in their coursework, but also in their curriculum development
  - Faculty of Education has centre directors in their Research Committee, but not necessarily in the curriculum
  - Given the commitment to community-engaged research, there seems to be an opportunity for the community-engaged research centres like CFYS to contribute their expertise to curriculum in community-engaged research
- Given the priority for research-inspired teaching, their skills in knowledge mobilization could be effectively used to mobilize knowledge in teaching.
**Purpose e):** To transfer and mobilize knowledge gained through research for the benefit of society, via a variety of mechanisms as appropriate.

Goal E.1: Support CFYS members’ youth research through diverse KM activities and Products

Goal E.2: Create and maintain connections between the UVic community and the youth and family sector

**Performance:**

- The knowledge translation and knowledge mobilization activities is one of the Centre’s clear strengths and brilliant contributions, particularly the Centre Director’s and Associate Director’s leadership in this area. Repeatedly community partners commented on the usefulness of the KM activities and products. It was clear that Centre members are doing the research that matters to the community and is relevant and applicable.
- Because of their demonstrated expertise, some of the Fellows have included a budget line into their funding applications (including Tri-Council) for the CFYS to oversee and conduct KT/KM activities.
- The research boot camp to build capacity for collaborating on research with community organizations was highlighted as a great success.
- Through their active participation in community-engaged research, students are exposed to and learn about creative approaches to knowledge translation and knowledge mobilization of value to their community partners. Further, the students learn how to be with communities and partner with community members.
- The effectiveness of their KM is clearly based on their long-standing effective relationships with community members and demonstrates the trusting and reciprocal relationships among the Centre members and community partners.
- The stakeholders, in terms of Ministry of Children and Family Development and Island Health among other community organizations on the advisory group, have clear longstanding relationships with the Centre.
- However, we note that community-engaged research has its challenges: due to some of the bureaucratic processes of universities and funders, activities can take more time (e.g., waiting for BREB approval, funding adjudication processes), while communities are nimble and eager to get going and see the results.

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

Goal F1: Showcase the visibility and profile of CFYS research by maintaining an up-to-date and engaging website and social media presence.

Goal F2: Increase national and international collaborations and activities.
Performance:
- The CFYS website is top-quality and presents a strong and vibrant image of the Centre as well as the University through its affiliation. The visibility of the CFYS through their website and social media presences contributes to the reputation of the university and highlights the University’s commitment to community-engaged research.
- They have clearly enhanced the reputation of the university with the community through the excellence of their engagement in scholarly collaborations with community programs in research.
- As a result of their efforts, communities have associated the Centre with UVic, and the UVic’s community-engaged priority is exemplified on a daily basis by the Centre.
- The students who become employed in the community after they graduate go on to enhance the reputation of the university through the skill they demonstrate in working across diverse groups, training and experience they receive as a direct result of their involvement with the Centre and mentorship of the Centre director and associate director.
- Students and RAs of the Centre fellows as well as other faculty are benefitting from their involvement with the Centre. Through the Centre, students are accessing funding and the Centre director and associate director are training and supervising them in the work for the Centre.
- With respect to national and international collaborations and activities, we note that the majority of partnership and collaborations are within UVic and partners from surrounding Island communities.

3.2. Review Panel Comments

The following provides additional comments pertaining to four specific topics of relevance to the CFYS and this review: succession planning for the director, space, engaging UVic faculty, and operating funding.

Succession planning for the Director:
- The CFYS is undergoing a transition with Dr. Marshall stepping down as the Centre director. We note the exceptional leadership that Dr. Marshall has demonstrated through her role as Centre Director. Given this transition, we highlight the importance and need for the CFYS – including all stakeholders – to undertake succession planning for the new director moving forward.

Space:
- The CFYS has adequate space to carry out its mission and objectives at present. It is particularly important for the Centre to have space, given its priorities for community-engaged research and partnerships. The location provides space for important community and student engagement necessary for the Centre’s research and experiential learning. These include hosting community engagement meetings, guest speakers, research boot camp, and student workshops to name some.

Engaging UVic Faculty:
- It is clear that the CFYS contributes considerably to the positive reputation of the
university in the community. They have extensive expertise in community engagement and community-engaged research. It appears as though the relationship between the CFYS and UVic faculties is dependent on champions (e.g., the Centre director and/or fellows) promoting the CFYS among the faculties at this time. Given the strong expertise of members of the Centre, we felt that further engagement with faculties would allow CFYS expertise to be shared as it relates to research informed teaching and curriculum development increasing faculty engagement with the Centre.

Operating funding:
- As noted above, the Centre director and the associate director have done an exemplary job of doing incredible work on a shoestring budget. That said, core operating funding for the CFYS represents a challenge. In learning about the governance structures and funding streams within the university, it seems that prioritizing the funding for the Centre is paramount. Faculties at UVic have a development officer to assist with fund raising. However, there is not a specific person assigned to advocate and advance the funding needs of a multidisciplinary, multi-faculty research centre.
- With multidisciplinary centres, there seems to be a need to figure out a financial governance structure and financial resources that draws on resources across multiple faculties and takes the onus off solely the Director and their Faculty to fund the Centre.
- Endowed funding is one way to sustain the activities of the Centre; however, we see a limitation in the allocation of development support, in that it currently resides with the faculty of the director. This can create a conflict of priority for allocating development resources – a conflict between the agenda and priorities of the faculty with the needs and priorities of the CFYS. We think that research centre development should reside centrally within the university.
- Another way to increase funding might entail thinking through ways that grant funding can be better leveraged for contributing to the centre staff and centre projects. For example, are there ways that a portion of the indirects from grants and contracts successfully pursued by fellows could be channeled to the Centre?

3.3. Review of Proposed Future Objectives and Activities
The Centre provided the following future goals as part of the self-study.

Future goals:
AF 1: Further develop opportunities to support the network of UVic faculty whose research interests include youth and family.
AF 2: Respond to initiatives and new possibilities brought to CFYS by faculty, students, and the wider community, including opportunities that support the UVic strategy of internationalization.

BF 1: Identify ways to increase external funding for research initiatives of the Centre.
BF 2: In partnership with UVic Development, create opportunities for the Director and Associate Director to meet with potential donors face to face.

CF 1: Expand the innovative CFYS Youth and Family Community Research Exchange.
CF 2: Continue to provide paid research assistant positions, student training.
DF 1: Integrate new knowledge from CFYS findings on training graduate students to conduct research with digital youth into workshops and curricula.

EF 1: Expand and diversify CFYS internal and external communication modes.
EF 2: Increase graphics design, layout, video and social media capacity of the Centre.

FF 1: Increase linkages with UVic Communications and external sources, understanding the timelines and preferred formats for conveying important youth related research stories.

As a Panel, we felt these are appropriate and feasible, although mostly operational, goals. However, with a transition to a new director coming in the next year, it is a good time to engage in a strategic planning initiative with the new director and the fellows, with input from students, to ensure that any new directions build on the incredible strengths and achievements of those activities within the Centre that are working very well.

4. RECOMMENDATIONS
Please outline the recommendation(s) and a listing of the most critical actions that should be undertaken by the research centre. A final recommendation about the continuation of the centre and conditions that should apply to its approval should also be included.

The Panel found there were very few improvements to suggest within the work of the Centre itself, which was exemplary and highly commendable. Rather, we would recommend critical actions that should be undertaken by the University administration, within the Faculties and central administration, to better support the Centre in continuing and expanding its already strong achievements.

One area of recommendation for the Centre relates to increasing collaborations within the university as well as nationally and internationally. The Centre does an exceptional job engaging stakeholders in the surrounding communities around issues of youth and society. Their work contributes to the impressive reputation of the university. How might the Centre Director and Associate Director, with the support of the faculty Fellows, foster collaborations across the faculties at UVic as well as other UVic Centres around work of common interest? For example, the expertise of the CFYS in community engaged research could be a resource for faculties with respect to research-informed teaching and curriculum design. Further, there are research centres outside of UVic, nationally and internationally, who may be beneficial collaborators around this important work, and/or representatives of these external centres may be natural co-investigators on funding applications. There are clear opportunities to encourage potential synergies with other centres—but this should not be solely the effort of the Director and Associate Director, who are already incredibly busy.

A second area for the Centre to focus on relates to the engagement of faculty fellows. There are ways to further structure or regularize the commitment of fellows to being fellows—clarifying roles and responsibilities of the Centre to the fellows and the roles and responsibilities of the fellows to the Centre. One consideration is to explore the possibility for different levels of fellow membership to recognize people’s differing levels of commitment.
With respect to the roles and responsibilities of fellows, what might contributions look like? For example, fellows may contribute financially through grant levies, writing the Centre into their grants for the KM that the Centre does so exceptionally. Or, perhaps, fellows can resource the Centre through in-kind contributions such as providing workshops and/or engaging and mentoring students more.

Finally, with respect to university recommendations, we suggest that the university carefully consider the funding pathways for Centres like the CFYS. Multidisciplinary social science research centres do not have the same access to funding sources that many other sciences have access to. As noted above, the Centre director and the associate director have done an exceptional job of meeting their mandate on a minimal budget. That said, the budget commitment from the university is small, and the financial infrastructure of the CFYS needs to be supported by the University. We recommend that the central development office be tasked with supporting the fund raising needs for the CFYS. The work of the CFYS is a natural fit for a possible donor and/or endowment. We also recommend structural changes in how indirects from faculties are allocated (or not) to research centres.

We wholeheartedly recommend continuation of the Centre, and encourage the university to consider ways to more effectively support the interdisciplinary structure of this and similar centres at UVic, including through enhanced development support and increased resources.

Sincerely,

Dr. Elizabeth Saewyc, University of British Columbia-Vancouver (Chair)
Dr. Rachelle Hole, University of British Columbia-Okanagan
Dr. Charlotte Loppie, University of Victoria
Centre for Youth and Society (CFYS)
Response to Review Team Report of March 6, 2017

To: Dr. Oliver Schmidtke, Acting Associate Vice-President, Research
From: Dr. Anne Marshall, CFYS Director
Date: March 22, 2017

I was very pleased to receive the CFYS Review report of March 6, 2017 with its strong recommendation for continuation of the Centre. On behalf of Youth & Society, I sincerely thank the review team members for their thorough and comprehensive review. Overall, I accept the report and recommendations. The acknowledgement of the Centre’s commitment to support for faculty Fellows, student training, and community-engaged research is particularly appreciated. In view of the upcoming Director transition, I have consulted with Director-designate Dr. Frederick Grouzet (whose five-year term starts July 1, 2017) and with Associate Director Tricia Roche in preparing this response. Text from the Review Report is included *in italics.*

The Review panel members wrote that they were *consistently impressed with the high calibre of the Centre’s achievements* and that CFYS staff and Fellows exemplify *UVic’s current strategic priority for interdisciplinary and community-based research (p. 1).* Student education and training is a clear strength of the Centre, with lots of evidence provided of excellent experiential learning opportunities, notably the community-research exchange program, which involves incredible experiences for students, and community capacity building and engagement in evaluation and research (p. 5).

With a self-study report of 56 pages, 15 Appendixes totaling 258 pages, and two full days of meetings and conversations during the site visit in January, the Review team had a large amount of information to take in. The Review Report has significant depth and detail: I appreciate the constructive and thoughtful comments. There are no significant errors, though I would like to clarify a few points and provide some additional information related to the recommendations.

On page 1 and page 5, it is noted that CFYS *supported 105 students in 5 years with amazing experiences in community-engaged research and experiential learning.* Our self-study report Appendix 5 lists the 105 Research Assistantships, however, some students had more than one Assistantship. As the team observed, we emphasize *mentoring and skill development* in order that CFYS student members can take on increasing research responsibilities. There were 88 different students involved in these Assistantships. Moreover, in addition to our many and diverse community-engaged projects, Centre Fellows and students are also involved in lab research, large-scale quantitative projects, qualitative studies, and program evaluation.

With regard to the four recommendations to CFYS:

1. *Take advantage of potential synergies with other Centres at UVic, and similar centres outside of UVic, for further collaborations; although we note this effort should not be solely the work of*
Involving faculty Fellows, graduate students, and community affiliates, CFYS has partnered with UVic and other centres. For example, we collaborated on an IdeaFest event with the Centre on Aging (now the Institute for Aging and Lifelong Health) and the Centre for Early Childhood Research and Policy; we have co-sponsored speakers and workshops with Pacific Centre Child and Family Services, United Way, and the UVic Institute for Innovation and Community-University Engagement (now OCUE). We are currently collaborating with the Canadian Research Centre on Inclusion Education at Western University, the Waakebiness-Bryce Institute for Indigenous Health at the University of Toronto, and UNHabitat. The Centre is currently exploring other partnerships and synergies as time and resources permit (CIRCLE, CAR-BC and Global Studies), and is eager to support Fellows’ collaborations with national and international centres as well.

In addition to these research-related synergies, CFYS would like to strengthen connections to academic units and Faculties. Centre students have commented that their experiential research learning has made their own learning in the classroom more relevant and improved. As suggested by Review team members, we would like to explore opportunities to contribute their expertise to coursework, knowledge mobilization (KM), and curriculum development (p. 6-7).

2. Explore the possibility for different levels of Fellow membership, to recognize people’s differing levels of commitment.

This topic was part of the Centre’s Phase 1 Strategic Planning meetings in the fall of 2016. With our new Director recently confirmed, Phase 2 is planned for this spring or fall. Initial suggestions include faculty Fellow membership categories that reflect involvement and commitment (including financial) and a distinction between undergraduate and graduate student members. Our emphasis has historically been on inclusion of those who are interested in the Centre’s work; this value complements our inclusive approach to research and training. That said, it is also important to recognize commitment to and active support for CFYS. Membership categories or levels will not be static; students’ progress and faculty members may experience different periods of involvement, depending on their research interests, projects or career path. Having a broad and inclusive membership for Fellows serves to augment the profile of the university and CFYS researchers by demonstrating the breadth and depth of research at UVic related to children, youth and families.

3. Consider ways to resource the Centre through the multidisciplinary fellows, i.e., perhaps levies on indirects from the various Faculties from the research of fellows, or encouraging more fellows to include line item funding in their research grants for support from the Centre, especially their knowledge mobilization support;

Funding is an ongoing challenge for all researchers. CFYS has office and meeting space in University House 3 and in the MacLaurin building as well as support from Research Services (Ethics Review, grants crafting, research accounting) that is provided, in part, through “indirects” -- funds that come to UVic through Tri-Council (SSHRC, NSERC and CIHR) grants and overhead charged on other grants and contracts. There could be more discussion with faculties to identify further sharing options and possibilities regarding indirects; I believe, though, that exploring and identifying other funding sources will be more effective. We will continue to
encourage Fellows to include budget line items that support our work in student training and Knowledge Mobilization – this will be part of the membership discussions described above.

4. The University carefully considers the funding pathways for Centres like the CFYS; this includes a recommendation that the central development office be tasked with supporting the fund raising needs for the CFYS. The work of the CFYS is a natural fit for a possible donors and/or endowments. We also recommend structural changes in how indirects from faculties are allocated (or not) to research centres.

Funding pathways are complex and multi-faceted. CFYS appreciates that the Review team recognized our resourcefulness and optimal use of limited funding. A major goal for the Centre is to secure a large endowment or gift. Assistance from the UVic Development Office and support to access donors would help us realize our goal of financial sustainability. CFYS Associate Director Tricia Roche has begun conversations with UVic Development on endowment-seeking strategies, promotional materials, and ways to help build a culture of donation within the Centre. With the recent launch of our new website, CFYS has already experienced increased interest in a number of our projects. UVic Communications could also assist us with preparing attractive and engaging materials to be included in a case for support.

The Council of Centre Directors (COCD) at UVic provides a forum for discussion and potential revision of research policies and procedures – COCD is a good venue for review of and suggestions for policy and practices regarding research indirects or specific support for interdisciplinary research centres from UVic Development (freeing Centres from competing with Faculty priorities for fund raising and broadening UVic development strategies).

The Review Report noted the importance of succession planning for the upcoming Director transition on July 1. This planning is well underway; Dr. Grouzet, Tricia Roche, and I are discussing projects and priorities. He will attend our May 8 Advisory Board meeting and be introduced to Fellows, students, and community partners in our next Centre newsletter.

We are pleased that the Review team members wholeheartedly recommend continuation of the Centre and encourage the university to consider ways to more effectively support the interdisciplinary structure of this and similar centres at UVic. Experts in research, Review team members acknowledged that the Centre, while modest in size, has over 15 years’ history of high quality interdisciplinary research and community partnerships. Our research informs the work of theorists, youth and family practitioners and policy makers and contributes to training the next generation of child and youth psychologists, social workers, teachers, nurses, and other professionals. Building on this solid record, the Centre looks forward to continued growth in the next five years.
DATE:        April 12, 2017

TO:          Senate

FROM:        Chris Goto-Jones, Dean of Humanities

RE:          Constitution and Operating Structure Changes for Senate Approval

Please find attached documents corresponding to the approval of the changes to our Constitution and Operating Structure. The following motion was approved unanimously at Faculty Council on April 11, 2017:

MOTION: That the Faculty of Humanities approve the *Faculty of Humanities Constitution and Operating Structure*, subject to approval by University Senate.
Faculty of Humanities
University of Victoria

Constitution

&

Operating Structure

(April 2017)
Vision & Mission Statement

OPEN YOUR MIND, TRANSFORM OUR WORLD.

Vision: What are the Humanities?
The Humanities are concerned with the complex, ever-evolving questions of what it means to be human. They speak to issues of human dignity, creativity, thought, and value amidst myriad peoples and places. Hence, the Humanities build the foundations of freedom, well-being, and justice; they cultivate an ethic of social engagement, intellectual openness, incisive critique, and moral courage.

The Humanities equip us to make critical and difficult choices, to recognize the difference between what is right and what is easy, and to take responsibility for our choices as constitutive of ourselves. The Humanities enable us to reflect on how we are, and how we have been, shaped by our language, our culture, our technology, our environment, and to recognize the richness offered by diversity, difference, distance, and place. They force us to challenge those things that we take for granted. They require disciplined awareness, courageous compassion, and skillful curiosity.

The Humanities are at the foundation of the university’s historic mission to make humanity better. They inspire the university to move beyond the provision of instrumental skills, to move beyond the commodification of learning as training, and to embody the highest ideal that education elevates the human condition itself.

Mission: the Humanities at UVic

Enrich Human Dignity
fundamental research and teaching about what it means (and has meant) to be human, and a commitment to enact change to improve conditions for humanity

Provoke Critical Inquiry
fundamental research and teaching about the meaning and methods of reason and critique, including their cultural and historical plurality, and a commitment to uphold these values in society today

Engage Myriad Voices
fundamental research and teaching about the interaction between time, place and knowledge, including its expression through language, and a commitment to a de-colonized and diverse global society

Inspire Innovative Expression
fundamental research and teaching about multifarious modes of human expression, including the full plurality of media, and a commitment to creative interventions in society
Constitution
&
Operating Structure

A. Faculty Council

The Council of the Faculty of Humanities exercises its powers and duties under the University Act, as amended.

1. The Faculty Council normally convenes once per month, September-May.
2. Quorum for Faculty Council is 15 voting members.
3. Faculty Board members of the Council are counted in the quorum and may vote on any motion; the chair does not have a casting vote in case of a tie.

Membership of the Faculty Council includes:

1. The Dean (chair).
2. Associate Deans (chairs designate).
3. Members of the Faculty of Humanities, including all part- and full-time regular faculty (teaching or research stream) appointed in the Faculty or in a Department of the Faculty, including those on limited-term appointments.
4. In addition, the following groups are invited to provide one (voting) representative to participate in Faculty Council:
   a. UVSS (the representative should be registered as a student in the Faculty of Humanities)
b. GSS (the representative should be registered as a student in a programme/department offered in the Faculty of Humanities)
c. Staff members should select a representative through nomination/voting process conducted via the Dean’s Office each September
d. Sessional lecturers/Music Performance Instructors (the representative should be currently employed in the Faculty of Humanities, selected in a manner agreeable to CUPE4163:3).

5. Any other staff or faculty of the university may attend Open meetings, but shall not vote.

6. It is the responsibility of members of Council to contribute to the governance of the Faculty. Regular attendance at scheduled meetings of the Council contributes to discharging this responsibility.

Agenda and Motions

1. The agenda of the Faculty Council shall be set by the Dean in consultation with the Associate Deans.

2. The agenda and supporting documents shall normally be distributed one week before the meeting.

3. A call for agenda items shall be sent to members of the Council 2 weeks in advance of the meeting.

4. Agenda items should be: for information; for discussion; proposed motions.

5. Proposed motions should already have been discussed in appropriate (sub)committees before reaching the agenda of the Faculty Council.

6. Only items submitted to the Dean’s Office by the appropriate deadline, with all necessary supporting documentation will be eligible for the agenda.

7. A motion must be moved and seconded to pass, and must be approved by a simple majority of members present.

8. All meetings of the Faculty Council shall be conducted in accordance with Robert’s Rules of Order.
Other

1. Special meetings of the Faculty Council may be called by the Dean (or delegate).
2. At the written request of 15 voting members, the Dean will call a special meeting within 10 days.
3. Minutes of the Faculty Council are kept, recording pertinent points and the results of votes on all motions.
4. Minutes will reside in the Dean’s Office and be made available to Council members on request or via the Council Sharepoint site.
5. The Council may establish ad hoc or standing (sub)committees to investigate any matters coming before the Council.
   a. Notice of (sub)committee meetings and their agenda will normally be made available to members a week in advance of the meeting,
   b. Minutes of all (sub)committee meetings shall contain a record of the pertinent points discussed and the results of a vote on all motions.
   c. A copy of the minutes will reside in the Dean’s Office and be made available to Council members on request or via the Council Sharepoint site.
   d. Quorum of the (sub)committee shall be 50% of the membership, unless otherwise specified.
   e. Membership of Faculty Council is not a necessary condition for eligibility for membership on (sub)committees.
   f. All (sub)committees shall report their findings to the Council.

B. Standing Committees

The Dean, in consultation with the Chairs & Directors of the Faculty, may establish committees (either ongoing or for limited terms) to deal with business pertaining to the functioning and organization of the Faculty.

The Faculty supports the following standing committees:

- Advisory Council to the Associate Dean Academic
- Advisory Council to the Associate Dean Research
• Curriculum & Academic Standards Committee
• Technology & Information Infrastructure Committee

B.1. Advisory Council to the Associate Dean Academic

• The Advisory Committee to the Associate Dean Academic shall have the following members:
  o The Associate Dean Academic (chair);
  o The Advisor on the Academic Writing Requirement (AWR);
  o Five members from different departments in the Faculty for a term of two years.

• Members of the Advisory Council are appointed by the Dean, following consultation with the Chairs & Directors.

• When appropriate, Chairs will nominate new members from their departments; the Associate Dean Academic will negotiate their agreement to serve.

Responsibilities

1. The Council shall provide solicited and unsolicited advice to the Associate Dean Academic on matters relevant to the Associate Dean Academic's mandate, with a focus on issues surrounding undergraduate teaching and undergraduate culture of the Faculty of Humanities. Such issues may involve (but need not be limited to):
   a. Monitoring and assessment of undergraduate programmes;
   b. Monitoring and assessment of standards of admission, progression, and withdrawal;
   c. Monitoring and assessment of international exchange grades and completion;
   d. Monitoring and assessment of student recruitment and employment procedures and performance;
   e. Monitoring and assessment of co-op and internship procedures and performance;
   f. Monitoring and assessment of guidelines and practices of effective academic
programme delivery;
g. Monitoring and assessment of best practice guidelines for assurance of learning.

2. The Council may appoint ad hoc members to assist the Committee in the performance of its duties. The Council will report to the Faculty Council each April on its activities of the year.

**B.2. Advisory Council to the Associate Dean Research**

- The Advisory Committee to the Associate Dean Research shall have the following members:
  - The Associate Dean Research (chair);
  - Five members from different departments in the Faculty for a term of two years.
- Members of the Advisory Council are appointed by the Dean, following consultation with the Chairs & Directors.
- When appropriate, Chairs will nominate new members from their departments; the Associate Dean Academic will negotiate their agreement to serve.

**Responsibilities**

1. The Council shall provide solicited and unsolicited advice to the Associate Dean Research on matters relevant to the Associate Dean’s mandate, with a focus on issues surrounding graduate teaching and the research culture of the Faculty of Humanities. Such issues may involve (but need not be limited to):
   - Monitoring and assessment of graduate programmes;
   - Monitoring and assessment of standards of admission, progression, and withdrawal;
   - Monitoring and assessment of international exchange grades and completion;
   - Monitoring and assessment of student recruitment and employment procedures and performance;

e. Monitoring and assessment of guidelines and practices of effective academic programme delivery;

2. The Council may appoint ad hoc members to assist the Committee in the performance of its duties. The Council will report to the Faculty Council each April on its activities of the year.

B.3. Curriculum & Academic Standards Committee

The CASC functions within UVic policy 2100, Policy on Calendar Submissions.

- It shall have the following voting members:
  - Associate Dean Academic (chair, ex officio), or delegate;
  - One faculty member from each Department and Programme, as designated within their units to be curriculum coordinators (ex officio);
  - One UVSS representative (the representative should be registered as a student in the Faculty of Humanities on a full year term, cycles 1 - 3), nominated by UVSS to the chair;
  - One GSS representative (the representative should be registered as a student in a programme/department offered in the Faculty of Humanities on a full year term, cycles 1 - 3), nominated by GSS to the chair.

- It shall have the following non-voting members:
  - Advising Officer from the Academic Advising Centre;
  - Records Officer from the Office of the Registrar;
  - Admissions and Records Officer from Graduate Admissions & Records;
  - A representative from the Library.
  - Additional non-voting members may be appointed by the chair as appropriate.

- The chair will report the membership of the committee to the Dean.
Responsibilities

1. To review Curriculum Submissions from units for consistency with Faculty and University policies and strategic goals, and to approve and recommend those Submissions to the Faculty Council for approval.

2. To determine and announce the deadlines for receipt of curriculum proposals.

3. To review the regulations of the Faculty as published in the Calendar, with a view to recommending any necessary or desirable changes to the Faculty provision.

4. To examine on a continuing basis all of the Calendar entries for the Faculty and all units of the Faculty, with a view to making those entries as clear, consistent and accurate as possible.

5. To consider curricular matters which may be referred to it from time to time by the Vice-President Academic and Provost, the Dean, the Senate, the Faculty Council, the University Secretary, the Registrar, or any Department or Committee of the Faculty.

6. To assess the curricular proposals submitted by other Faculties, and to respond to them as appropriate when they affect the Faculty of Humanities.

7. To submit an annual report to the Faculty Council summarizing the volume and character of the changes it approves, including the number of course additions and deletions, any major issues that have arisen and recommending any changes that would make the curriculum change process more effective.

In addition, the Committee will also consider matters related to academic standards and, in particular, it shall:

1. Advise the Faculty Council on matters concerning academic standards, criteria for admission and grading practices.

2. Advise the Faculty Council on matters concerning standards, which are referred to the Faculty by the Senate.

B.4. Technology & Information Infrastructure Committee

The TIIC functions to ensure the centrality and integration of the Humanities Computing and Media Centre (HCMC) – an academic support unit – into the teaching and research activities of the Faculty.
• The committee shall have the following members:
  o Associate Dean Research (chair), or delegate;
  o One faculty member from each of three different departments and programmes, nominated by their Chair;
  o One representative of the staff of the HCMC, selected by the members of the HCMC;
  o One representative of the University Library, selected by the University Librarian.
  o Additional members may be invited as representatives of other programmes or constituencies within the Faculty or elsewhere, as appropriate.
• The chair will report the membership of the committee to the Dean.

Responsibilities

1. To provide advice and guidance on the effective integration of HCMC into the teaching and research activities of the Faculty of Humanities.
2. To set priorities for teaching and research proposals that seek substantial support from the HCMC.
3. To consider and support fundraising opportunities for the work of the HCMC.
4. To serve as a sounding board for the HCMC in consideration of its budget planning, policy-making, and practices.
5. To monitor and assess the success of the integration of computing and media technology into the teaching, research, and support activities of the Faculty.
6. To ensure that the Dean and Faculty are aware of relevant developments in the technology and information infrastructure of the Faculty of Humanities.

C. Chairs & Directors

The Faculty of Humanities is structured into 10 departments, 3 non-departmental programmes, and 1 academic support unit. Departments, led by a Chair, are personnel units; they provide research and teaching capacity for various programmatic components (certificate, minor, major, undergraduate, graduate etc.). Non-departmental Programmes, led by a Director, are not personnel units; they draw teaching capacity from the various
departments to provide unique, trans-departmental content. Duties and responsibilities of Chairs and Directors are enumerated in the University’s “Policy on Chairs of Departments and Directors of Schools” or its successor policies.

1. The **Faculty Board** normally meets with the Chairs & Directors once per month.
2. The Chairs & Directors Meeting (CDM) is chaired by the Dean (or delegate).
3. Participation in the CDM is part of the assigned duties of Chairs and Directors; in case of unavoidable absence, a delegate may attend.
4. CDM is a consultative meeting, assisting in the promotion of communication, transparency, and collegiality between the Faculty Board and the Departments & Programmes. It plays a formative role in decision-making and policy-making, and enables responsible oversight.
5. A representative from an academic support unit may be invited to participate in CDM.
6. Other members of the Faculty or other guests may be invited to attend specific meetings.

D. Dean’s Office & Faculty Board

The mandate for leadership and governance of the Faculty of Humanities resides with the Dean of Humanities. The Dean is the chair of the Faculty under the University Act. The Dean is committed to leadership consistent with the Vision & Mission Statement of the Faculty, as ratified by the Faculty Council. Duties and responsibilities of the Dean are enumerated in the University’s “Statement of Policy Regarding Deans of Faculties and Divisions” or its successor policies.

1. The Dean is assisted in the exercise of this mandate by a **Faculty Board**.
2. The Faculty Board consists of the Dean (chair), the Associate Dean Academic, the Associate Dean Research, the Associate Dean Advising, the Faculty’s Admin Officer.
3. The Faculty Board is supported by the Dean’s Assistant as secretary.
4. Other staff, faculty, and students of Humanities may attend the Board by invitation of the Dean.
5. The Board will normally hold an open meeting with students once per term.
6. The Board works to support decision-making, implementation, and coordination of the (sub)mandates present in the Dean’s Office.
   a. The Faculty Board is the locus of the sub-mandates of the Associate Deans and Admin Officer, providing a collaborative context for their execution, enabling mutual support and responsible oversight by the Dean.
   b. The portfolios and responsibilities of the Associate Deans are particular, but also responsive to requests from the Dean. Associate Deans are specific delegates of the Dean.
7. The Faculty Board normally meets once per week. The timetable of meetings will be made available to the Chairs & Directors and other members of Faculty, for their information.
8. Agenda items for the Board should be submitted before Friday in the week preceding the Board meeting. Items may be submitted by Board members or any staff, faculty, or students of the Faculty of Humanities. The agenda is set at the discretion of the Dean.
9. Minutes of the Board meetings are kept in the Dean’s Office and made available to Chairs & Directors on the Sharepoint site.

E. Amendment

1. This ‘Constitution & Operating Structure’ will be reviewed by Faculty after it has been in effect for 3 academic years.
2. Amendments to the ‘Constitution & Operating Structure’ shall be made by a vote of 66% of the Faculty Council, followed by approval of the university Senate.
3. The Faculty of Humanities Vision & Mission Statement is a commitment of the Faculty and not formally part of the Operating Structures; it need not be approved by Senate.
DATE: April 10, 2017

TO: Senate

cc: Julia Eastman, University Secretary

FROM: Dr. Nancy Wright, Associate Vice-President, Academic Planning

RE: Division of Learning and Teaching Support and Innovation

This memorandum outlines the integration of two existing support units, the Learning and Teaching Centre (LTC) and the Technology Integrated Learning Unit (TIL), as a new Division of Learning and Teaching Support and Innovation (LTSI) to more effectively support teaching excellence and student academic success. The establishment of this new unit will create capacity to expand support services for course instructors, academic units and strategic initiatives. The reorganization will bring these teaching and learning resources together under new academic leadership in order to:

- coordinate resources more efficiently to support initiatives in learning and teaching across individual units and the university as a whole,
- foster collaborations through integrated planning with other university-level resources for learning and teaching,
- enhance communication about learning and teaching across the University, and
- deploy new resources, including grants, to support strategic priorities related to innovation and quality in learning, teaching and academic programs.

The Division of LTSI will integrate and build on the expertise and resources of the Learning and Teaching Centre and Technology Integrated Learning Unit to:

- lead initiatives in collaboration with academic and service units, such as the Office of Indigenous Affairs,
- research innovations in teaching and technology integrated learning in order to support UVic’s plans and goals, including research-inspired teaching and experiential learning,
- increase support for course and curriculum redesign, including the use of technology and apps for online teaching in synchronous and asynchronous environments, and
• improve communication across units responsible for developing and implementing learning outcomes and approved teaching and learning plans.

This reorganization with additional, if relatively modest, new resources will enable the LTSI to provide faculty, Teaching Assistants, and other course instructors with more access to support and resources for pedagogical and technological review, revision, and innovation. Support units currently contained within the LTC, which include the Centre for Academic Communication and the Math and Stats Assistance Centre, will be retained within the new structure. The LTSI will continue to provide programming, workshops and instructional design to support:

• Technology Integrated Learning,
• Teaching Excellence,
• Student Academic Success, and
• Curriculum Renewal.

The Division of LTSI is designed to build greater capacity to coordinate and lead new initiatives, including researching best practices and innovations across teaching modalities to realize important university-wide objectives, such as

• indigenizing and decolonizing curricula,
• integrating research experiences in undergraduate courses,
• supporting students’ digital information fluency through teaching and learning,
• integrating experiential learning, including work-integrated and community-engaged learning into curricula, and
• developing program level learning outcomes.

In addition, the LTSI will coordinate new resources, such as grants, to support strategic initiatives; for example, in the 2017-18 academic year new grants will be available in support of strategic initiatives including indigenizing and decolonizing curricula, student retention and experiential learning. The structure of the LTSI will allow UVic to coordinate resources for changing teaching and learning needs; new resources will be allocated as new strategic initiatives, identified through regular planning processes, arise over the next three to five years.

In order to provide effective consultation, support and direction, the leader of the Division will be an academic with a well-contextualized understanding of factors that affect academic culture related to learning and teaching, including student academic success, teaching and academic innovation. The hallmarks of this academic culture include:

• valuing the scholarship of teaching and learning (SoTL),
• decision-making founded on evidence about learning and pedagogical strategies, and
• fostering academic mentorship of learning and teaching.

The Division will remain a centralized unit with a mandate to provide academic leadership to support learning and teaching across the university. The Division will also remain located organizationally within the Office of the Vice President Academic and Provost, and the leader of the Division will continue to report to the Associate Vice President Academic Planning. The
Division will retain the continuing 21 staff positions and 3 academic positions currently within the TIL and LTC, including the continuing positions within the Centre for Academic Communication and within the Math and Stats Assistance Centre.

The Division’s leadership team will work together as the LTSI Academic Council responsible for:

- developing collegial relationships with all Faculties and Divisions to support initiatives for learning, teaching and academic program excellence,
- working collaboratively to foster lines of communication across the University in support of learning and teaching, for example with the Division of Student Affairs, the Library, Co-operative Education and Career Services and University Systems, and
- creating supportive academic processes to assist all course instructors.

Improved communication about initiatives supporting learning and teaching will be a goal of the Division of LTSI. To function as an accessible and effective resource to the university community, the LTSI will develop communication pathways to promote, support and sustain excellence and innovation in learning, teaching and academic programs. Proposed communication pathways discussed with the Deans’ Council include

1. designated leaders at both the Faculty level (e.g. Associate Deans) and the department or school level (e.g. graduate or undergraduate program leaders). This communication pathway aims to support leadership for teaching and learning excellence within each Faculty.
2. a LTSI Advisory Council to foster communication across the University. The Council will provide advice on university-wide learning and teaching initiatives.

The Division will maintain its strong ties to the Senate Committee on Learning and Teaching that fosters cross-university communication.

Within the increasingly competitive post-secondary education sector, the Division will reinvigorate support for learning and teaching excellence. Like our peer institutions, UVic must ensure the excellence of our academic programs and learning environments, and that they support our

- commitment to experiential, research-inspired and life-long learning,
- International Plan and its curricular goals,
- Indigenous Plan that responds to the Truth and Reconciliation Commission’s Calls to Action, and
- increasingly diverse student body.

The Division will provide all course instructors and Teaching Assistants with more opportunities and more support to develop their teaching proficiency within the evolving post-secondary education environment. Support will be especially directed both to new faculty, as they prepare for renewal, promotion and tenure, and established faculty, who seek support related to pedagogy and curriculum renewal. Overall, the Division of LTSI will provide all course instructors with the opportunity to gain proficiency in teaching across modalities (on campus, online, synchronous and distance education) and in using educational technologies, including social media
that facilitate active, experiential learning and digital information fluency. The Division will continue to engage actively in academic student support through the Centre for Academic Communication and the Math and Stats Assistance Centre as well as serving as a resource for academic units focusing on curriculum renewal. By offering knowledge, expertise and support based on the scholarship of teaching and learning, the Division will facilitate the effective and informed implementation of priority initiatives into curricula across UVic.
At the May 2016 Senate meeting, the Senate Committee on Appeals (SCA) Annual Report included a recommendation regarding the possibility of "more clearly identifying criteria for the granting of an academic concession." I am writing to provide an update on the steps being taken by my office in following up on this recommendation.

Background:

The university’s current undergraduate academic concession regulations (as contained in the academic calendar) have been in effect since 2003, with the exception of editorial revisions and the addition of a new type of concession, WE, in 2013. The regulations cover requests for deferral of course requirements, exemptions from requirements, withdrawal after the academic drop deadline, and the awarding of credit without having completed all components of the course where the basis of the request is accident, illness or affliction. The regulations do not cover requests in which the basis falls outside of those three categories (for example: participation in community events for Indigenous students, participation in athletic competitions for student athletes etc.).

The academic concession regulations have been expanded in the past to explicitly distinguish between the process to be followed for concessions for work completed prior to grades being submitted and work completed after grades have been submitted.

However, there has been no systematic or comprehensive review of the academic regulations governing academic concessions in general since 2003.

More recently, a key recommendation identified through the development and implementation of the Student Mental Health Strategy included the need for the university to review and update the academic concession regulations and practices.

The report from the Senate Committee on Appeals also raised a number of concerns that touched on governance and administrative processes that required further study.
Update:

The recommendation of the Senate Committee on Appeals and the current status of the Regulations on Academic Concessions were discussed with Deans’ Council in Fall 2016.

During the 2016/17 academic year, the University’s Regulations on Academic Concession were considered in detail by two different groups:

1. an Associate Deans’ Forum chaired by Laurie Barnas, Associate Registrar, during Fall 2016, and
2. a VPAC Working Group chaired by Dr. Nancy Wright, Associate Vice President Academic Planning, in Spring 2017.

The latter working group was responsible for developing recommendations about academic concessions for presentation to the Provost and for providing an update in Spring 2017 on the work undertaken to the Senate Committee on Academic Standards.

The VPAC Working Group to date has:

- reviewed the report on Academic Concessions prepared in Summer 2016 by Dr. Cindy Holder, the Associate Dean, Academic Advising for the Tri-Faculties,
- reviewed the deliberations on Academic Concessions by the Associate Deans’ Forum held in Fall 2016,
- researched other institutions’ regulations and practices to identify best practices and criteria for academic concessions,
- identified the high impact of current regulations and processes on some service units, e.g., Counselling and Health Services,
- evaluated risk caused by inconsistency of processes to implement academic concessions across the university, and
- considered related reporting and privacy issues.

The Group has recognized a number of issues that need further consideration including the need to clarify circumstances relevant to academic concessions and other related issues.

Next steps:

Given the number of administrative and governance issues related to academic concessions, the working group will be forwarding a proposal with a number of recommendations to the Senate Committee on Academic Standards in May 2017.
DATE: April 19, 2017

TO: Senate

FROM: Jim Dunsdon, Associate Vice-President Student Affairs

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

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

On behalf of the Advisory Committee, I am pleased to submit the attached 2016-2017 annual report which provides some key institutional information related to students with disabilities and an update on activities undertaken by the Advisory Committee over the course of the last year.

Sincerely,

Jim Dunsdon
Associate Vice-President Student Affairs
Annual Report to Senate

Advisory Committee on
Academic Accommodation and
Access for Students with Disabilities

March, 2017
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Campus Respite Rooms

Appendices
A - 2016-2017 Advisory Committee Membership
INTRODUCTION

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

Policy AC1205 requires the Advisory Committee to report annually on its activities to Senate. This document serves as the Advisory Committee’s formal report for the 2016-17 year (See Appendix A for Advisory Committee membership).

The Advisory Committee reviews:
• institutional policies and procedures related to access and academic accommodations for both undergraduate and graduate students;
• available institutional data, plans, goals, and issues related to access and academic accommodations designed to support students with disabilities; and
• government and educational research, trends, reports, and requirements in order to make recommendations to the university’s governing bodies and/or executive for consideration.

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

The Advisory Committee is comprised of representatives from a range of diverse areas across the university including:
1. student representatives appointed by the University of Victoria Students’ Society (UVSS) and the Graduate Students’ Society (GSS);
2. members of the Senate Committee on Learning and Teaching and Senate Committee on Academic Standards;
3. faculty members;
4. the Resource Centre for Students with a Disability (RCSD);
5. the Learning and Teaching Centre;
6. Student Affairs;
7. the Ombudsperson;
8. University Systems;
9. Facilities Management;
10. the Equity and Human Rights office; and
11. the Libraries.
The RCSD is responsible for services and programs that support students with permanent
disabilities and/or those who encounter academic barriers due to functional limitations or
environmental inaccessibility. The RCSD consults with faculty and staff in order to create
curriculums and environments that are accessible to all students. 1525 students are registered
with the RCSD as of February 2017. Approximately 75 additional students have had direct
contact with an RCSD advisor but have not finalized the registration process during the 2016-17
reporting period.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquired Brain Injury</td>
<td>52</td>
<td>53</td>
<td>51</td>
<td>60</td>
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<tr>
<td>ADHD</td>
<td>296</td>
<td>278</td>
<td>312</td>
<td>360</td>
</tr>
<tr>
<td>Autism Spectrum Disorder</td>
<td>29</td>
<td>32</td>
<td>42</td>
<td>56</td>
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<td>Chronic Health</td>
<td>117</td>
<td>113</td>
<td>142</td>
<td>165</td>
</tr>
<tr>
<td>Deaf or Hard of Hearing</td>
<td>25</td>
<td>28</td>
<td>29</td>
<td>28</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>246</td>
<td>230</td>
<td>223</td>
<td>249</td>
</tr>
<tr>
<td>Mental Health</td>
<td>292</td>
<td>305</td>
<td>386</td>
<td>482</td>
</tr>
<tr>
<td>Neurological</td>
<td>15</td>
<td>13</td>
<td>20</td>
<td>23</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>6</td>
<td>3</td>
<td>2</td>
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<td>Physical or Mobility</td>
<td>76</td>
<td>72</td>
<td>69</td>
<td>69</td>
</tr>
<tr>
<td>Vision</td>
<td>22</td>
<td>23</td>
<td>29</td>
<td>31</td>
</tr>
<tr>
<td>Total</td>
<td>1171</td>
<td>1153</td>
<td>1306</td>
<td>1525</td>
</tr>
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</table>

Table 1: Student numbers registered with the RCSD by population.

<table>
<thead>
<tr>
<th></th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>91</td>
<td>86</td>
<td>96</td>
<td>105</td>
</tr>
<tr>
<td>PhD Students</td>
<td>19</td>
<td>23</td>
<td>33</td>
<td>35</td>
</tr>
<tr>
<td>Law Students</td>
<td>46</td>
<td>38</td>
<td>41</td>
<td>46</td>
</tr>
<tr>
<td>TOTAL</td>
<td>156</td>
<td>147</td>
<td>170</td>
<td>186</td>
</tr>
</tbody>
</table>

Table 2: Graduate student registration with RCSD
Figure 1: RCSD student population by percentage

RCSD Coordination of UVic Accommodated Tests/Exams Annually

<table>
<thead>
<tr>
<th>Year</th>
<th>Summer</th>
<th>Sept-Dec</th>
<th>Dec Finals</th>
<th>Jan-Apr</th>
<th>April Finals</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>202</td>
<td>543</td>
<td>399</td>
<td>643</td>
<td>413</td>
<td>2200</td>
</tr>
<tr>
<td>2005-2006</td>
<td>245</td>
<td>663</td>
<td>463</td>
<td>620</td>
<td>461</td>
<td>2452</td>
</tr>
<tr>
<td>2006-2007</td>
<td>243</td>
<td>780</td>
<td>520</td>
<td>899</td>
<td>521</td>
<td>2963</td>
</tr>
<tr>
<td>2007-2008</td>
<td>221</td>
<td>1052</td>
<td>525</td>
<td>828</td>
<td>543</td>
<td>3169</td>
</tr>
<tr>
<td>2008-2009</td>
<td>358</td>
<td>963</td>
<td>559</td>
<td>953</td>
<td>551</td>
<td>3384</td>
</tr>
<tr>
<td>2009-2010</td>
<td>320</td>
<td>1016</td>
<td>507</td>
<td>937</td>
<td>619</td>
<td>3399</td>
</tr>
<tr>
<td>2010-2011</td>
<td>361</td>
<td>1104</td>
<td>680</td>
<td>1112</td>
<td>647</td>
<td>3904</td>
</tr>
<tr>
<td>2011-2012</td>
<td>439</td>
<td>1419</td>
<td>834</td>
<td>1461</td>
<td>860</td>
<td>5013</td>
</tr>
<tr>
<td>2012-2013</td>
<td>419</td>
<td>1923</td>
<td>917</td>
<td>1973</td>
<td>1019</td>
<td>6251</td>
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<tr>
<td>2013-2014</td>
<td>698</td>
<td>2416</td>
<td>1124</td>
<td>2311</td>
<td>1067</td>
<td>7616</td>
</tr>
<tr>
<td>2014-2015</td>
<td>791</td>
<td>2591</td>
<td>1239</td>
<td>2768</td>
<td>1103</td>
<td>8492</td>
</tr>
<tr>
<td>2015-2016</td>
<td>957</td>
<td>2900</td>
<td>1438</td>
<td>2862</td>
<td>1421</td>
<td>9578</td>
</tr>
<tr>
<td>2016-2017</td>
<td>*1198</td>
<td>3529</td>
<td>*1652</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Statistics available to date
The RCSD Learning Assistance Program (LAP) recruits, trains, and hires tutors who have discipline-specific Masters- and PhD-level expertise. The team of tutors and learning strategists facilitate regular appointments in one of the largest learning assistance programs for students with disabilities in the country.

The RCSD LAP provides fee-based supplementary learning support programming. This program supports students to develop positive attitudes about learning, builds confidence in their ability to learn, assists students in applying newly-learned strategies and skills to their academic coursework, and fosters students’ responsibility and accountability for their own learning.

<table>
<thead>
<tr>
<th>Calendar Year</th>
<th>Students</th>
<th>Tutor/Strategist Employees</th>
<th>1-on-1 Learning Support Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>197</td>
<td>59</td>
<td>3275.5</td>
</tr>
<tr>
<td>2016</td>
<td>237</td>
<td>45</td>
<td>4552.5</td>
</tr>
</tbody>
</table>
**Full-Serve Notetaking Program**

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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Unique Clients</th>
<th>Notetakers</th>
<th>Courses Requested</th>
<th>Requests Filled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>34</td>
<td>63</td>
<td>107</td>
<td>77</td>
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<tr>
<td>Spring 2015</td>
<td>33</td>
<td>54</td>
<td>93</td>
<td>65</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>49</td>
<td>85</td>
<td>130</td>
<td>109</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>38</td>
<td>58</td>
<td>100</td>
<td>79</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>44</td>
<td>86</td>
<td>129</td>
<td>110</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>52</td>
<td>94</td>
<td>130</td>
<td>129</td>
</tr>
</tbody>
</table>

Table 5: Notetaking Program statistics

**Interpreting and Transcribing**

The RCSD contracts with sign language interpreters and transcribers to work in partnership with faculty members to ensure that course content is fully accessible for Deaf/Hard of Hearing students.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Interpreters</th>
<th>Courses Requested</th>
<th>Labs Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>May-Aug 2015</td>
<td>2</td>
<td>FT Law Clinic</td>
<td>0</td>
</tr>
<tr>
<td>Sep-Dec 2015</td>
<td>4</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Jan-Apr 2016</td>
<td>6</td>
<td>7 + Counselling</td>
<td>1</td>
</tr>
<tr>
<td>Sep-Dec 2016</td>
<td>5</td>
<td>8 + Tutorial</td>
<td>0</td>
</tr>
<tr>
<td>Jan-Apr 2017</td>
<td>4</td>
<td>8 + Tutorial</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Transcribers</th>
<th>Courses Requested</th>
<th>Labs Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>May-Aug 2015</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Sep-Dec 2015</td>
<td>5</td>
<td>20</td>
<td>4 (2 tutorials)</td>
</tr>
<tr>
<td>Jan-Apr 2016</td>
<td>4</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Sep-Dec 2016</td>
<td>4</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Jan-Apr 2017</td>
<td>8</td>
<td>16</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 6: Interpreter/Transcriber information
**RCSD Alternative Text Centre**

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

<table>
<thead>
<tr>
<th>Yearly (Sept - Aug)</th>
<th>Clients</th>
<th>Requests</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>40</td>
<td>391</td>
</tr>
<tr>
<td>2012-13</td>
<td>67</td>
<td>520</td>
</tr>
<tr>
<td>2013-14</td>
<td>83</td>
<td>638</td>
</tr>
<tr>
<td>2014-15</td>
<td>96</td>
<td>760</td>
</tr>
<tr>
<td>2015-16</td>
<td>133</td>
<td>848</td>
</tr>
<tr>
<td>2016-17 (as of Feb)</td>
<td>136</td>
<td>770</td>
</tr>
</tbody>
</table>

Table 7: Textbook requests annually

Students who requested publisher-provided alternative text materials in 2016-17 received materials the first day of class or within one (1) day of submitting their receipts. Students were immediately informed when in-house production was required. The average turnaround time for materials requiring in-house production was five (5) days (this includes course pack materials).

**Learning Assessment Services**

The RCSD Learning Assessment Clinic, in collaboration with the UVSS and Pacific Blue Cross provides learning disability assessment services for students.
## Learning Assessment Services

<table>
<thead>
<tr>
<th></th>
<th>2015-2016</th>
<th>2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed assessments</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Assessments in process</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>First level screening completed</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Pre-screening completed</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>Total student participants</td>
<td>21</td>
<td>43</td>
</tr>
</tbody>
</table>

Table 8: Learning Assessment Services

### Residence - Priority Consideration Requests

Students with disabilities or chronic medical barriers wishing to live in residence may submit Priority Consideration Requests (PCR) to single residence or Family Housing based on accessibility needs and/or due to environmental barriers.

Priority Consideration is defined as *priority admittance to a specific type of housing in residence and/or priority admittance to housing outside of current admissions practices or eligibility criteria, based on restrictions or limitations resulting from disability or chronic medical barriers.*

New students may be eligible for Priority Consideration based on disability or chronic medical barriers. Current residents may apply for Priority Consideration to change their type of accommodation or because their eligibility status for residence has changed (e.g., course load has decreased) due to a disability or chronic medical barrier.

For the academic year 2016-17, there were 105 applications received (which includes 9 for Family Housing)

- 66 applications approved (5 Family Housing requests)
- 6 of the approved residence requests withdrew their requests and cancelled their residence applications.
- 18 students received offers through regular admissions practices and withdrew their Priority Consideration Request (1 in Family Housing)
- 19 requests were denied (3 in Family Housing)
- 2 Family Housing requests are under review.
**Student Mental Health Strategy**

Students with diagnosed mental health conditions continue to be the highest primary disability of students registered with the RCSD for academic accommodations (31% of registered students in 2016-17). 47% of the respondents who participated in the university’s 2015 *Accessibility for Students at UVic Research Study* indicated that they had a mental health condition as their primary disability.

The university formally launched its **Student Mental Health Strategy (SMHS)** in October, 2014. The three-year strategy includes initiatives that focus on reducing the negative stigma associated with mental health issues; building a more welcoming, connected and supportive university community; enhancing the university community’s ability to support students who may be at risk; providing tools and resources for students in distress or crisis; and offering staff and faculty the training and tools needed to support student mental health.

<table>
<thead>
<tr>
<th><strong>Student Mental Health Initiatives</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Collection and analysis of student health and wellness data through the 2016 <a href="#">National College Health Assessment</a> (NCHA) survey.</td>
</tr>
<tr>
<td>Updating of the SMHS governance model, committee structure and terms of reference.</td>
</tr>
<tr>
<td>Hosting of the SMHS Annual Mental Health Event that featured:</td>
</tr>
<tr>
<td>- a nationally recognized speaker and mental health advocate (Kevin Breel);</td>
</tr>
<tr>
<td>- a campus update on UVic’s mental health initiatives;</td>
</tr>
<tr>
<td>- a performance by UVic students about their lived experiences with mental health; and</td>
</tr>
<tr>
<td>- Chancellor Shelagh Rogers as emcee.</td>
</tr>
<tr>
<td>Expansion of the <a href="#">Student Mental Health Literacy Program</a> to include a Level 2 and Level 3 training. Level 2 covers more in-depth skills for supporting students in distress, and Level 3 provides advanced training for faculty and staff who work in areas that more regularly respond to students in distress and includes suicide intervention. Over 1,500 faculty and staff members have received training through this program to date.</td>
</tr>
<tr>
<td>As of March 31, 2017:</td>
</tr>
<tr>
<td>- Level One  1216 participants</td>
</tr>
<tr>
<td>- Level Two  264 participants</td>
</tr>
<tr>
<td>- Level Three  170 participants</td>
</tr>
<tr>
<td>With additional sessions for all three levels booked through to October 2017.</td>
</tr>
<tr>
<td>Ongoing implementation of SMHS communication plan and dedicated student mental health brand.</td>
</tr>
<tr>
<td>Creation of a mental health events calendar which is posted onto the UVic mental health website and shared on social media at the beginning of each month. The calendar features wellness related activities and events hosted by various university offices and student groups across campus.</td>
</tr>
</tbody>
</table>
Ongoing promotion of the student mental health website (uvic.ca/mentalhealth) which is consistently updated with resources for students, faculty, staff and families.

Ongoing circulation of a Student in Distress Quick Reference Guide for all faculty and staff to help support students in distress.

Implementation of the Student Mental Health Grant program providing funding for students to organize and run their own events and initiatives in support of student mental health on campus.

Ongoing collaborative referral system and care coordination model for high-risk students with chronic mental health issues between Health Services, Counselling Services and the RCSD.

Promotion of a growing online student mental health community through a social media strategy including the Student Mental Health Blog (with some posts getting over 5000 views each) and Facebook page (with 665 followers).

Expansion of the Student Mental Health Leadership Program; which provides students with extensive mental health and leadership training and opportunities to design and implement outreach initiatives, events, and social media that promote positive mental health on campus.

Hiring of a term position (Student Leadership and Engagement Coordinator) and permanent position (Manager, Student Life) to help oversee and implement the variety of student mental health initiatives (e.g., campus-wide student mental health planning and events; communication materials; workshops for students on positive mental health; and leading Student Mental Health Leadership program).

Coordination of a Mental Health Network including representatives from student groups conducting mental health related work on campus to increase collaboration, cohesion and support across various student mental health efforts on campus.

How do mental health conditions impact academic performance at UVic? NCHA data: % of students reporting the effect of mental health on academic performance.

<table>
<thead>
<tr>
<th>Total attributed impact</th>
<th>Received a lower grade in an exam</th>
<th>Received a lower grade in a course</th>
<th>Received an Incomplete</th>
<th>Significant thesis interruption</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety (33%)</td>
<td>18.1</td>
<td>8.4</td>
<td>4.8</td>
<td>2.7</td>
</tr>
<tr>
<td>Depression (20.7%)</td>
<td>9.3</td>
<td>7.0</td>
<td>3.6</td>
<td>1.8</td>
</tr>
</tbody>
</table>
### Update on the Advisory Committee’s Priorities and Key Activities

The Committee engaged in three activities/initiatives this year:

1. **Review of the 2016 National College Health Assessment:**
The University of Victoria was one of 41 university participants in the National College Health Assessment (NCHA). UVic students were surveyed February through March 2016. UVic had previously participated in 2013, and thus allowed the Advisory Committee an ability to view comparative statistics between 2013 and 2016. Joel Lynn, Executive Director of Student Services, presented an overview of the 2016 National College Health Assessment (NCHA) data on December 1st. The survey was conducted to better understand student health trends, patterns, and changes over time, and was useful in providing a health “snapshot” of student health issues and priorities.

Information gathered from the survey can be used to provide evidence for policy, program, and service development and demonstrates our commitment, accountability and contributes to research opportunities. There was a total of 1831 (30.5% response rate) participants. Data analyses have been partially completed and a presentation has been created to share the information widely, including to the Vice-President Academic and Provost as well as other areas and committees across the university. A full report is available online at [http://www.uvic.ca/services/health/](http://www.uvic.ca/services/health/)

Key findings included:

- Overall mental health reporting of stress, distress and mental health conditions increased, and for many factors significantly, from 2013 data. Sixty percent of students responding to the NCHA report academics as the most traumatic or difficult issue to handle within the last 12 months.

- Academics was the stressor most reported by students; and mental health concerns and conditions significantly impacted academic performance. GPA is significantly impacted by anxiety and depression.

- UVic students reported a slightly higher prevalence of mental health conditions compared to Canadian average; anxiety and then depression were the most prevalent conditions.

- Females consistently reported more stress, distress, and mental health conditions.
• Younger students reported more distress, yet report the least likely to seek help.

2. Communication of effective use of available respite rooms on campus:
The Committee engaged in dialogue as to how best to broadly communicate the existence of the respite rooms on campus. UVic is fortunate to have three existing rooms dedicated to providing a quiet space in which to rest, or perform necessary medical/health procedures.

Respite rooms are available in the McPherson Library (Room 132) and the Law Library (Room 258); their use is subject to availability. Students, staff and faculty may request access at the loan desks, and a photo ID is required. The McPherson respite room contains a hospital bed with lift, an easy chair and adjustable lighting. The Diana M. Priestly Law Library in the Fraser Building has a respite room that also includes a hospital bed, easy chair with foot stool and adjustable lighting. A third respite room exists in the Student Union Building. The Committee has identified a number of opportunities to increase the visibility/presence of these spaces in order to ensure these important resources are being effectively used. This will involve enhanced communication, web-presence, and potential expansion via the UVIC App.

3. Constructing a framework for consultation process on Policy AC1205 ACADEMIC ACCOMMODATION AND ACCESS FOR STUDENTS WITH DISABILITIES:

The Committee has begun the process of developing a framework for consultation in order to revise Policy AC1205, Academic Accommodation and Access for Students with Disabilities. The Committee was presented with a consultation map developed to guide the procedures that currently accompany AC1205. The presentation described the process of determining who should be involved (stakeholders and key constituents), appropriate guidelines for an effective consultation process and key resources for development of a revised policy. This background work completed will be transitioned to next year’s committee and the development and implementation of the consultation process will serve as a significant priority item for the coming year.
APPENDIX ‘A’

ADVISORY COMMITTEE ON ACADEMIC ACCOMMODATION AND ACCESS FOR STUDENTS WITH DISABILITIES

Membership List – 2016-17

Jim Dunsdon, Chair
Joel Lynn
Dr. Janni Aragon
Dr. Laurene Shields
Dr. Cedric Littlewood
Dr. Tim Pelton
Dr. Mary Ellen Purkis
Martine Conway
Laurie Keenan
Leigh Andersen
Shailoo Bedi
Marcus Greenshields
Kimi Dominic
Bradley Hoover
Heather Mitchell
Bernadette Peterson
Rayael Michalski

Associate Vice-President Student Affairs
Executive Director, Student Services
Director, Technology Integrated Learning
Acting Director, Learning & Teaching Centre
Senate Committee on Learning and Teaching – Representative
Senate Committee on Academic Standards – Representative
Equity and Human Rights - Representative
Ombudsperson
Manager, Resource Centre for Students with a Disability
Director, Customer Service & Program Integration
Director, Academic Commons & Strategic Assessment
Manager, Help Desk – University Systems
Graduate Students’ Society – Student Representative
Graduate Students’ Society – Student Representative
University of Victoria Students’ Society – Student Representative
University of Victoria Students’ Society – Student Representative
Committee Support
April 20, 2017

To: Senate
From: Jim Dunsdon, Associate Vice-President Student Affairs
cc: Professor Jamie Cassels, President
Re: Renewal of University Non-Academic Misconduct Policy

Background
The university Resolution of Non-Academic Misconduct Allegations Policy (‘Policy AC1300’) came into effect in August, 2011. Prior to implementation, the university did not have a dedicated policy to address non-academic student misconduct matters.

Generally, Policy AC1300 applies to non-academic student conduct issues that occur on university property and off-campus matters when the conduct is directly connected to university operations or where students are formally representing the university (e.g., conferences, field schools, course-based events, etc.). Policy AC1300 does not apply to issues of academic integrity or to academic appeals.

Since 2011, Policy AC1300 has been used to investigate and respond to allegations such as: theft; vandalism; dangerous conduct; physical and sexualized violence; high-risk alcohol and/or drug use; threatening behavior; and other conduct issues that impact the health or safety of the campus community. Senate and the Board of Governors receive annual reports on the implementation of the policy including the number of investigations and sanctions administered. Senate and the Board of Governors also received a comprehensive implementation report in 2012 one year after Policy AC1300 was implemented.

Policy Renewal
This is the first time Policy AC1300 has been updated since it came into effect in 2011. The creation of a new dedicated university Sexualized Violence Prevention and Response Policy (GV0245) has resulted in the need to update policy AC1300 to ensure policy/procedure alignment and consistency. The Board of Governors has approved Policy GV0245 to take effect on May 19, 2017. As a result, Policy AC1300 will no longer be used for investigating and adjudicating sexualized violence allegations involving students once Policy GV0245 takes effect.

Policy AC1300 has also been updated to provide process clarifications and to reflect enhanced practices related to how the university responds to non-academic student misconduct issues and how students are supported throughout the conduct process. The updated policy and associated
procedures include a new appendix (appendix ‘B’) that outline the rights of participants who engage in the process.

Other major proposed updates to the draft policy include: updated and expanded definitions; enhanced confidentiality provisions, clarification on policy scope and application; clarification on documentation that can be released to complainants/respondents; and provisions for equitable access in the conduct process for participants with accessibility or other needs.

A detailed list of proposed changes to the non-academic misconduct policy is set out in the attached appendix - Summary of Proposed Changes to Policy AC1300.

Consultation
Consultation on the updated draft policy and procedures has occurred with the UVSS executive, the GSS executive, the Ombudsperson, Campus Security, Residence Services, General Counsel, the Privacy Office, and the Equity and Human Rights Office. An open house was held in the Student Union Building in March, 2017. The policy development team also held an open meeting for student senators to receive input and advice on the draft policy/procedures. Additionally, the draft policy and procedures were posted online for four weeks in March - April, 2017. Feedback received during the Policy AC1300 consultation as well as the extensive consultation process on the Sexualized Violence Prevention and Response policy has been incorporated into the policy and procedure revisions as appropriate.

Policy Implementation
As part of its responsibilities around student conduct, the Office of Student Life is responsible for the administration of Policy AC1300. The Office of Student Life has established a comprehensive orientation to the non-academic misconduct policy and investigation/resolutions processes for students and students are provided with dedicated support throughout the process. The Office of Student Life is also in the process of assessing its current practices from a trauma informed perspective and identifying improvements to implement.

Planned Next Steps
If the revisions to the draft policy are approved by Senate and the Board of Governors, the associated procedures will be submitted to the President for approval in June, 2017 and provided to Senate at the October 2017 meeting for information. Note that work on draft procedures continue at this time to ensure alignment with procedures under development for the recently approved Sexualized Violence Prevention and Response Policy. If approved, the revised policy is scheduled to take effect in August, 2017 upon the completion of the summer session.
Motion:
THAT Senate approve and recommend to the Board of Governors that it approve revisions to the Resolution of Non-Academic Misconduct Allegations Policy (AC1300), effective August 19, 2017.

Attachments:
Appendix - Summary of proposed changes to Policy AC1300

Revised Resolution of Non-Academic Misconduct Allegations Policy (AC1300)
<table>
<thead>
<tr>
<th>New Section #</th>
<th>Summary of Proposed Amendments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Policy</strong></td>
<td></td>
</tr>
<tr>
<td>General</td>
<td>Updated references to criminal law language (e.g. “evidence”, “judicial affairs”) to use administrative law terms instead.</td>
</tr>
<tr>
<td>General</td>
<td>Changed Procedural Authority to President (formerly this was VPAC).</td>
</tr>
<tr>
<td>General</td>
<td>Replaced some references to “student” with “complainant”, “respondent”, or “participant”, for greater clarity.</td>
</tr>
<tr>
<td>3.00 &amp; 6.00</td>
<td>Added definitions of “complainant” and “respondent”.</td>
</tr>
<tr>
<td>5.00</td>
<td>Added definition of “participant”.</td>
</tr>
<tr>
<td>7.00</td>
<td>Revised definition of “student”.</td>
</tr>
<tr>
<td>11.00</td>
<td>Revised definition of “university community” to align with Sexualized Violence Prevention and Response Policy.</td>
</tr>
<tr>
<td>12.02</td>
<td>Included that visitors may make allegations of Non-Ac Misconduct to CSEC or using the online form.</td>
</tr>
<tr>
<td>13.00</td>
<td>Updated Scope section to include jurisdiction over students who withdraw during the investigation/resolution process.</td>
</tr>
<tr>
<td>14.02</td>
<td>Added a reference to collective agreements.</td>
</tr>
<tr>
<td>14.02 to 14.04</td>
<td>Clarified that there can be an investigation under Non-Ac and under a collective agreement or other university policy/process, and the student’s rights under these other policies will be upheld.</td>
</tr>
<tr>
<td>14.03</td>
<td>Added language to connect with the Student Athlete Code of Conduct.</td>
</tr>
<tr>
<td>14.04</td>
<td>Added language to connect with the residence conduct system and residence contract.</td>
</tr>
<tr>
<td>15.00</td>
<td>Added language about interim measures, and referred to the Response to At-Risk Behaviour Policy [in development].</td>
</tr>
<tr>
<td>20.01</td>
<td>Added statement of expectations that students have when engaging with the policy.</td>
</tr>
<tr>
<td>20.01(i)</td>
<td>Included provision for equitable access in the conduct process for participants with accessibility or other needs.</td>
</tr>
<tr>
<td>23.00</td>
<td>Added statement that Office of Student Life may provide neutral support persons to participants.</td>
</tr>
<tr>
<td>Time</td>
<td>Change</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>24.00</td>
<td>Updated the responsibilities of the Office of Student Life to align with current practice.</td>
</tr>
<tr>
<td>28.00 &amp; 29.00</td>
<td>New section on interim measures, including the ability to issue interim restrictions to respondents when required.</td>
</tr>
<tr>
<td>30.00</td>
<td>Included reference to the balance of probabilities standard of proof used in administrative law.</td>
</tr>
<tr>
<td>31.02</td>
<td>Stated that failure to comply with sanctions may result in imposition of further sanctions.</td>
</tr>
<tr>
<td>32.01</td>
<td>Stated that suspensions will be documented on student transcripts.</td>
</tr>
<tr>
<td>34.00-39.00</td>
<td>Incorporated the confidentiality and privacy statements from the Sexualized Violence Prevention and Response Policy.</td>
</tr>
<tr>
<td>37.00</td>
<td>Included guidance on the complainant’s right to information collected during the investigation and outcome of process.</td>
</tr>
<tr>
<td>Appendix A, 2.06</td>
<td>Added non-compliance with university policy as an example of non-academic misconduct.</td>
</tr>
<tr>
<td>Appendix B</td>
<td>Inclusion of new appendix detailing statements on participants’ rights.</td>
</tr>
</tbody>
</table>
PURPOSE

1.00 The university's goal is to be a diverse, dynamic and welcoming learning community. The purpose of this policy is to:

(a) help foster a campus community characterized by accountability, respect, fairness, and safety;
(b) identify what constitutes Non-Academic Student Misconduct;
(c) set out transparent processes for submitting, investigating and resolving allegations of Non-Academic Misconduct; and
(d) articulate the rights and responsibilities of Students involved in Non-Academic Misconduct proceedings.

DEFINITIONS

For the purposes of this policy:

2.00 Administrative Authority means individuals with administrative responsibility for Units including but not limited to: Vice-Presidents, Deans, Chairs, Executive Directors, Directors or other senior positions at the university.

3.00 Complainant means an individual who makes an allegation of Non-Academic Misconduct.

4.00 Non-Academic Misconduct includes but is not limited to where a Student engages in any of the following types of conduct on university property or in connection with a University Activity:

(a) theft, damage or destruction of property;
(b) unauthorized entry or presence on university property;
(c) fraud or impersonation;
(d) disruptive or dangerous behaviours to self or others;
(e) unlawful possession or use of alcohol that violates the university liquor policy;
(f) use or possession of illicit drugs; or
(g) other activities that result in criminal charges or conviction or a court judgment.

Note: The university will respond to allegations of sexualized violence involving students in accordance with the university Sexualized Violence Prevention and Response policy (under development).

Appendix “A” provides detailed examples of Non-Academic Misconduct which may engage the processes and sanctions outlined in this policy and its associated procedures.

5.00 Participant means an individual who participates in a proceeding connected to a Student Non-Academic Misconduct allegation.

6.00 Respondent means a Student who is alleged to have violated this policy.

7.00 Student includes all of the following:
   (a) a person who is registered, enrolled, or participating in any credit course or program 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; or
   (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.

8.00 Support Person means someone who provides support or advice to a Complainant, Respondent, or witness during a Non-Academic Misconduct proceeding.

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

10.00 University Activity includes any activity that is directly connected to the operations of the university at any location, or any activity where a Student or Student group is formally representing the university.

11.00 University Community means:
   (a) credit and non-credit students, including distance students and continuing studies students;
   (b) employees (faculty, librarians, and staff);
   (c) anyone holding a university appointment;
   (d) post-doctoral fellows;
(e) all persons who are employed under contracts with university faculty members as the employer and 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.

SCOPE/JURISDICTION

12.00 This policy applies to the conduct of Students on university property and/or when participating in a University Activity.

12.01 This policy does not address academic appeals or matters related to academic integrity as set out in the university's Graduate and Undergraduate Academic Calendars.

12.02 Visitors or other individuals who are not University Community members may submit allegations of Non-Academic Misconduct against Students, where an allegation occurs on campus or in connection with a University Activity.

13.00 This policy continues to apply to a Student who withdraws from the university or takes a leave of absence, if the Student was registered, enrolled, or participating in a course or program at the time that Non-Academic Misconduct was alleged to have occurred.

14.00 This policy is designed to be used in conjunction with other university policies and documents that set out conduct expectations, including but not limited to those listed in the Related Policies and Documents section of this policy.

14.01 When circumstances arise that are specifically addressed under other university policies, procedures, or regulations, the processes and response mechanisms contained within those documents will normally be followed unless the Associate Director, Student Life (or designate), in consultation with the appropriate Administrative Authority for the other policy or process, deems that it is appropriate to proceed under this policy.

14.02 A Student’s conduct may be investigated under other university policies or processes, and/or collective agreements (when a Student is also a university employee), in addition to this policy. Proceedings under this policy will respect a Student’s rights under other policies, processes, or collective agreements. In cases where more than one policy or process may apply, the Office of Student Life will consult with the General Counsel to determine jurisdiction, and will work with appropriate offices to co-investigate as required.

14.03 A Student athlete’s conduct may be addressed under the Student Athlete Code of Conduct. Athletics and Recreation may refer student athlete conduct allegations
under this policy instead of, or in addition to, any actions taken by Athletics and Recreation.

14.04 A Student’s conduct in university residences may be addressed by Residence Services under Residence policies, contracts, and Community Living standards. Residence Services may refer Student conduct issues to be reviewed or investigated under this policy instead of, or in addition to, any action taken by Residence Services.

14.05 In cases where the application of this policy conflicts with another university policy, the Office of Student Life, in consultation with the appropriate Administrative Authority, will determine an appropriate course of action consistent with the pertinent policies.

15.00 The university may take action beyond the scope of this policy where it is reasonably believed that immediate action is required to:

(a) protect the health or safety of any individual or the University Community;
(b) prevent damage or destruction of the university’s property, infrastructure or assets; or
(c) remove a Student from university property, limit a Student’s use of the property, or impose other interim measures where there is a high potential of risk to themselves or others posed by the Student’s continued presence.

In such cases, the university will follow the Response to At-Risk Behaviour policy and other applicable university policies and practices.

16.00 The university may undertake proceedings under this policy where the matter is also being investigated or reviewed by a law enforcement agency or authority external to the university. If the university’s investigation determines that the Non-Academic Misconduct Policy has been violated, the university may apply sanctions against a Student, regardless of any other discipline applied externally.

16.01 No aspect of this policy will prevent the university from referring a matter to an appropriate law enforcement agency as required.

POLICY

Appendix “A” provides detailed examples of Non-Academic Misconduct which may engage the processes and sanctions outlined in this policy and its associated procedures.

Interpretation

17.00 This policy and its associated procedures will not be interpreted in a manner that:

(a) limits the President’s authority to deal summarily with any matter of Student discipline in accordance with the University Act;
(b) unreasonably limits demonstrations or assemblies that are safe, non-violent and non-destructive;
(c) unreasonably limits the free expression of ideas; or
(d) prevents any member of the University Community or member of the public from proceeding with criminal or civil actions independent of any action(s) taken by the university.

General Principles

18.00 The university is committed to promoting a safe, respectful and supportive learning, living, and working environment. As part of the University Community, each Student is responsible for their personal conduct as it affects the University Community, University Activities and the university's property.

19.00 Students who are on university property and/or participating in a University Activity are expected to assume responsibility for their actions, ensure lawful personal conduct, and respect the rights, privileges and safety of others.

20.00 The university recognizes its responsibility to take measures to prevent Non-Academic Misconduct within the University Community and to diligently investigate allegations of Non-Academic Misconduct.

20.01 Participants who engage with this policy can expect the university to:

(a) treat them with fairness, dignity, and respect;
(b) provide timely access to support, resources, and referrals;
(c) provide access to dedicated neutral support for Participants;
(d) have an opportunity to have any investigation and adjudication process explained to them, including available options and potential outcomes;
(e) provide opportunities to engage in community accountability processes where appropriate;
(f) provide a fair and unbiased process;
(g) keep their information confidential (except when disclosure is required by law or university policy - see section 35.00);
(h) provide access to regular updates on ongoing proceedings; and
(i) take steps to provide equitable access to the non-academic misconduct process as required for Participants with accessibility or other needs (e.g., language interpretation, Participants with disabilities, international Students, etc).

An overview of the rights of Complainants and Respondents who engage in the non-academic misconduct process is set out in Appendix ‘B’.

21.00 The university is committed to providing clear and transparent processes in all proceedings involving allegations of Non-Academic Misconduct and is committed to implementing the principles of natural justice and procedural fairness in the resolution of allegations under this policy.

22.00 The university views allegations of Non-Academic Misconduct seriously and may pursue disciplinary action against a member of the University Community who is found to have made a false, frivolous or vexatious allegation against a Student.
23.00 A Participant may, at their discretion, have a Support Person attend at any proceeding related to an allegation of Non-Academic Misconduct to provide support and advice. The Office of Student Life can provide a neutral support person when a Participant has not identified one.

**Management of Allegations of Non-Academic Misconduct**

24.00 For the purposes of managing Student conduct, the Office of Student Life is responsible for:

(a) providing guidance to the University Community for informally resolving incidents of Non-Academic Misconduct and the process for doing so;
(b) performing administrative processes to implement this policy and its associated procedures;
(c) conducting preliminary reviews of allegations of Non-Academic Misconduct;
(d) providing support and guidance to Students engaged in the Non-Academic Misconduct resolution process;
(e) investigating or coordinating investigations of allegations of Non-Academic Misconduct where warranted;
(f) determining or recommending a reasonable course of action upon the completion of an investigation; and
(g) monitoring compliance with sanctions under this policy.

**Informal Resolution**

25.00 The university recognizes that many disputes or incidents can be resolved informally by mutual agreement without submitting an allegation under this policy. Wherever possible, members of the University Community are encouraged to use respectful and direct communication to resolve such disputes or incidents informally by way of apology, conciliation, education, consultation, or mediation. University Community members may seek advice from the Office of Student Life for matters involving Students.

**Submission of an Allegation of Non-Academic Misconduct**

26.00 A University Community member who wishes to make an allegation of Non-Academic Misconduct must submit a signed written allegation in accordance with the Procedures for the Submission of and Response to an Allegation of Non-Academic Misconduct.

26.01 Written allegations must include a description of the alleged incident with sufficient details.

27.00 The university may take steps under this policy as the Complainant.

**Interim Measures**

28.00 The university may impose interim measures before an investigation is concluded where immediate action is required to protect university community members' health or safety, or university property. Interim measures will be determined on a case-by-case basis and imposed in accordance with the Response to At-Risk Behaviour Policy.

29.00 When the health or safety of Complainants or others is at issue, the university will inform them of relevant restrictions imposed on the Respondent.
Review and Investigation of an Allegation of Non-Academic Misconduct

30.00 Allegations of Non-Academic Misconduct will be reviewed and where appropriate investigated by the Office of Student Life to determine whether or not this policy has been violated. Decisions are made using the balance of probabilities standard of proof. This means that the information collected during the investigation must show that it is more likely than not that a policy violation occurred in order for the investigator to find that a Student is responsible for Non-Academic Misconduct.

30.01 The review and investigation of allegations will be in accordance with the Procedures for the Submission of and Response to an Allegation of Non-Academic Misconduct.

Determination and Imposition of Sanctions

31.00 After investigation, the university may impose sanctions where Non-Academic Misconduct is found to have occurred. Sanctions may be applied independently or in combination for any violation of this policy. All efforts will be made to communicate decisions in a timely manner.

31.01 Sanctions for confirmed Non-Academic Misconduct and factors in determining appropriate sanctions are established in the Procedures for the Submission of and Response to an Allegation of Non-Academic Misconduct.

31.02 Failure to comply with a sanction may result in the imposition of further sanctions, which may include restricting a Student’s access to programs, services, or locations on campus, and/or placing an administrative hold on a Student’s account.

Notice of Decision

32.00 Where a decision on an allegation of Non-Academic Misconduct has been made, the Respondent will be provided with written notice of the rationale for any decision made and of any sanction(s) to be applied. The Respondent will be provided with an opportunity to have the decision explained to them.

32.01 If a suspension is imposed (permanent or time-limited), this will be documented on a Student’s transcript for the duration of the suspension.

Appealing a Non-Academic Student Decision or Sanction

33.00 A Respondent may appeal a decision or action taken by the university under this policy provided that sufficient grounds exist in accordance with the Procedures for Appealing a Decision Made Under a Non-Academic Misconduct Proceeding.

Confidentiality and Management of Records

34.00 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 and with applicable university policies and collective agreements.
35.00 The university may use or disclose personal information, including where:

(a) it is authorized by the affected individual;
(b) the university determines compelling circumstances exist that affect anyone's health or safety in accordance with the Procedures for the Disclosure of Student Personal Information in Emergency or Compelling Circumstances;
(c) it is authorized or required by law, for example, an incident involving a minor, occupational health and safety legislation, and human rights legislation;
(d) it is for the purpose of preparing or obtaining 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) the university uses or discloses the information for the purpose for which the information was obtained or compiled or a consistent purpose (for example, where it is necessary to fulfill the university’s duty of procedural fairness or where necessary for the conduct of the investigation);
(g) an employee needs the information to perform their employment duties (such as to: facilitate support or interim measures; respond to an allegation; implement this policy; or take corrective action resulting from these processes);
(h) the information is disclosed to a law enforcement agency in Canada to assist in a specific investigation; or
(i) the information is being disclosed to the Complainant, the Respondent, or another person, under conditions consistent with section 37.00.

36.00 Should the university be compelled to disclose Participants’ confidential information, Participants will be informed to the extent permitted or compatible with the purpose of the demand for information.

37.00 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 notice of the allegation sufficient to allow the Respondent to understand the nature of the allegation (subject to any redactions made in response to health or safety concerns), including 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 Complainant; 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.

38.00 Witnesses must keep in confidence any information that they learn solely as a result of the reporting or investigation process. Allegations of witnesses intentionally breaching confidentiality may be reviewed under applicable university policies or collective agreements.
Records created under this policy and its associated procedures will be retained for five years after the Respondent's last date of registration. After five years, the records will be securely destroyed or deleted.

**Annual Report**

An annual report detailing the nature of Non-Academic Misconduct allegations, types of offenses, investigation outcomes and actions taken under this policy will be completed by the Office of the Associate Vice-President Student Affairs and provided to the Senate and the Board of Governors. The annual report must not contain personal information about Students.

**AUTHORITIES AND OFFICERS**

i) Approving Authority: Senate and the Board of Governors  
ii) Designated Executive Officer: President  
iii) Procedural Authority: President  
iv) Procedural Officer: Associate Vice-President Student Affairs

**RELEVANT LEGISLATION**

*University Act*  
*Freedom of Information and Protection of Privacy Act*

**RELATED POLICIES AND DOCUMENTS**

University of Victoria Calendar  
Human Rights, Equity and Fairness policy (GV0200)  
Sexualized Violence Prevention and Response Policy (GV0245)  
Discrimination and Harassment policy (GV0205)  
Violence and Threatening Behaviour policy (SS9105)  
Acceptable Use of Electronic Information Resources policy (IM7200)  
Liquor policy (AD2400)  
Residence Contract  
Residence Community Living Handbook  
Family Housing Agreement  
Protection of Privacy policy (GV0235)  
Records Management Policy (IM7700)  
Student-Athlete Code of Conduct

**Forms**

Non-Academic Student Misconduct Incident Report Form
APPENDIX “A” – EXAMPLES OF NON-ACADEMIC STUDENT MISCONDUCT

PURPOSE

1.00 The purpose of this document is to provide examples of the types of activities that may be considered Non-Academic Misconduct under this policy and subject to discipline by the university.

Examples of Non-Academic Misconduct

Note: the following section provides examples of Non-Academic Student Misconduct and is intended to help clarify the type of conduct that may be subject to discipline by the university. The following section is not intended to provide an exhaustive list; conduct may still be considered as Non-Academic Misconduct if it does not appear below.

2.00 Non-Academic Misconduct may include but is not limited to when one or more of the following occurs on university property or in connection with a University Activity:

2.01 Theft, Damage and Destruction

Examples include instances such as a Student:

(a) possessing or using property owned by the university, a member of the University Community, or that of a third-party that is acquired without appropriate consent or authority;

(b) misappropriating, destroying, defacing, vandalizing or otherwise damaging university property, equipment or other assets or the property, equipment or assets of other members of the University Community or a third-party; or

(c) tampering with fire or emergency equipment.

2.02 Unauthorized Entry or Presence

Examples include instances such as a Student:

(a) entering or remaining in a university property, or facility or providing unauthorized access to another individual to university property or facilities without proper authority or contrary to express instructions by a university staff member;

(b) entering or remaining in any university property, or facility for the purpose of damage, destruction, alteration or theft.
2.03 Fraud, Misuse or Impersonation

Examples include instances such as a Student:

(a) forging, altering or misusing a university document, OneCard, record or piece of identification;

(b) submitting a forged, or altered document to university staff for the purpose of deception;

(c) fraudulently obtaining any property or equipment; or

(d) impersonating a member of the University Community.

2.04 Disruptive or Dangerous Behaviours

Examples include instances such as a Student:

(a) obstructing University Activities or engaging in or demonstrating disruptive behaviour;

(b) creating a situation that endangers the health, safety or well-being of any member of the University Community or public;

(c) possessing or using a weapon;

(d) possessing or using an object resembling a weapon that reasonably could be viewed as a threat to a member of the University Community or public;

(e) harming or threatening any member of the University Community or public;

(f) engaging in harassing behaviour against a member of the University Community or public not covered under the university's Discrimination and Harassment policy (GV0205); or

(g) engaging in hazing activities.

2.05 Alcohol and Drugs

Examples include instances such as a Student:

(a) contravening liquor laws or the university's Liquor policy (AD2400);

(b) manufacturing, possessing, using, or trafficking illicit drugs; or

(c) trafficking prescription drugs or medications.
2.06 Non-Compliance with University Policy
Failure to comply with a university policy, including this policy.

2.07 Illegal Activities
Any other Student activity occurring on university property or in connection with a University Activity that results in criminal charges or conviction, or a court judgment, may be deemed as Non-Academic Misconduct under this policy.

2.08 Failure to Follow Previous Sanctions
Failure to follow a mandated sanction from a previous violation of this policy or unwillingness to participate in resolution of an allegation may lead to the application of additional sanctions.

2.09 Assisting in Non-Academic Misconduct
A Student who assists any of the above listed activities, or other activity deemed to be Non-Academic Misconduct, may be investigated and sanctioned for Non-Academic Misconduct.

2.10 Submission of False, Frivolous or Vexatious Allegations
Any allegation of Non-Academic Misconduct that is found to be trivial, false, frivolous or vexatious may also be investigated and considered Misconduct under this or other university policies.
APPENDIX “B” – STATEMENT OF RIGHTS OF COMPLAINANT AND RESPONDENT

PURPOSE
1.00 The purpose of this document is to list the rights that the Complainant and Respondent can expect to have when they engage with this policy, in order to preserve the fairness and impartiality of the process.

COMPLAINANT’S RIGHTS
2.00 A Complainant has the following rights:

(a) to be treated with fairness, dignity, and respect, and given access to support and resources throughout the process;
(b) to appeal a decision by the university not to investigate a non-academic misconduct allegation;
(c) timely assistance with safety planning;
(d) timely information about referrals to available on- and off-campus support services and resources;
(e) to have the process explained to them, including the possible outcomes;
(f) to have their personal information kept confidential (except when disclosure is required by law or university policy);
(g) to present their side of the story, and to respond to other Participants’ information;
(h) to be accompanied by a support person;
(i) to legal representation;
(j) if the Complainant is a unionized employee and the investigation or outcome may have employment implications, to representation by their union;
(k) to decline to participate in aspects of the investigation;
(l) regular updates on the status of the process;
(m) opportunities to engage in community accountability processes where appropriate;
(n) to written notice of any resolution that affects the Complainant; and
(o) to be informed that any information collected may be disclosed in criminal or civil proceedings.

RESPONDENT’S RIGHTS
3.00 A Respondent has the following rights:

(a) to be treated with fairness, dignity, and respect, and given access to support and resources throughout the process;
(b) to receive timely notice and information about the allegations against them;
(c) to seek independent consultation at any point in the non-academic misconduct process from the university Ombudsperson;
(d) to be presumed to have not committed misconduct until a fair investigation is completed;
(e) to have the process explained to them, including the possible outcomes and consequences;
(f) to have their personal information kept confidential (except when disclosure is required by law or university policy);
(g) to present their side of the story, and to respond to other Participants' information;
(h) to be accompanied by a support person;
(i) to legal representation;
(j) if the Respondent is a unionized employee and the investigation or outcome may have employment implications, to representation by their union;
(k) to decline to participate (however, the process may still proceed in the absence of the Respondent);
(l) opportunities to engage in community accountability processes where appropriate;
(m) to notice about the outcome of an investigation and any applicable sanctions;
(n) to appeal the decision (within the appropriate time frame) and receive notice of the outcome of any appeal; and
(o) to be informed that any information collected may be disclosed in criminal or civil proceedings.
DATE: April 18, 2017

TO: Senate

FROM: Jim Dunsdon, Associate Vice-President Student Affairs

RE: Annual Report on Non-Academic Misconduct Allegations and Resolutions

The university Resolution of Non-Academic Misconduct Allegations Policy (Policy AC1300) was approved by the Senate and the Board of Governors in May, 2011 and came into effect in August, 2011. Policy AC1300 requires annual reporting to Senate and the Board of Governors.

Attached, please find the annual report, which provides background information on Policy AC1300, information on the nature of non-academic misconduct allegations, types of offenses, sanctions assigned to students found responsible for violating the policy, and appeals.

Sincerely,

Jim Dunsdon
Associate Vice-President Student Affairs
INTRODUCTION
The university Resolution of Non-Academic Misconduct Allegations Policy (hereinafter referred to as ‘Policy AC1300’) was approved by the Senate and the Board of Governors in May, 2011 and came into effect in August, 2011.

Policy AC1300 requires annual reporting to Senate and the Board of Governors detailing the nature of non-academic misconduct allegations, types of offenses, sanctions assigned to students found responsible for violating the policy, and appeals.

(1) BACKGROUND

Purpose and Scope of Policy AC1300
Policy AC1300 was designed to broadly address student conduct incidents that arise from time to time such as:
• theft, vandalism, or tampering with emergency equipment;
• unauthorized entry or presence in a university building;
• obstruction or disruption of a university activity;
• high-risk alcohol and/or drug use; and
• violence or other conduct issues that impact the health or safety of the campus community.

Policy AC1300 was created to help the university respond to challenging student conduct in a clear, predictable, and transparent manner with consistent response mechanisms. Generally, the policy applies to student conduct issues that occur on university property and off-campus conduct only when the behaviour is directly connected to university operations or where students are formally representing the university. The policy does not govern issues of academic integrity or academic appeals or issues that are governed by previously existing university policies.

The policy and its associated procedures include processes that are intended to help ensure fair and consistent decisions when resolving student misconduct allegations while helping to clarify what constitutes non-academic student misconduct at the university. Further, the policy and associated procedures:
• encourage the informal resolution of issues whenever appropriate;
• set out investigative processes for formal allegations;
• describe possible sanctions for confirmed misconduct;
• provide criteria for determining any sanction(s) for confirmed misconduct (after an investigation); and
• provide processes to appeal decisions and sanctions.

Policy Renewal
Policy AC1300 is in the process of being updated for the first time since it came into effect in 2011. The creation of a new dedicated university Sexualized Violence Prevention and Response Policy (GV0245) has resulted in the need to update policy AC1300 to ensure policy/procedure alignment and consistency. The Board of Governors has approved Policy GV0245 to take effect on May 19, 2017. As a result, Policy AC1300 will no longer be used for investigating and adjudicating sexualized violence allegations involving students once Policy GV0245 takes effect.
Policy AC1300 has also been updated to provide process clarifications and to reflect enhanced practices related to how the university responds to non-academic student misconduct issues and how students are supported throughout the conduct process. The revised policy and associated procedures include a new appendix that outline the rights of participants who engage in the processes. Senators are being asked to approve the updated revisions to the Policy at the May 5, 2017 meeting.

(II) ALLEGATIONS SUBMITTED AND REVIEWED UNDER POLICY AC1300

How Sanctions are Determined when Misconduct is Confirmed
Where misconduct has been confirmed after an investigation, whenever possible, the sanctions applied are not intended to be punitive. Rather, whenever possible, the misconduct resolution process primarily focuses on assigning sanctions with educational outcomes that are designed to help support student’s personal growth and development and to help the student understand the impact of his or her actions.

Decisions on appropriate sanctions for confirmed misconduct are made based on numerous considerations including:
(a) the nature of the incident and the student’s role in the incident;
(b) whether the incident was deliberate;
(c) whether the incident was isolated;
(d) the impact of the incident;
(e) the student’s needs;
(f) financial or other costs related to the incident;
(g) the student’s cooperation and willingness to attempt to repair any harm caused; and
(h) any mitigating circumstances.

When sanctions are applied against students found responsible for misconduct, the goal is to help the respondent student to understand the full impact of his or her actions while helping the student to take steps to repair the harm done, implement positive change, and restore relationships and community whenever possible.

Sanctions are not predetermined, but rather are reflective of the individual circumstances of the respondent student and the specifics of a given case.

It is important to note that in some circumstances it is appropriate for the university to impose punitive sanctions up to and including suspension or expulsion from the university.

Table 1 - Summary of Non-Academic Misconduct Allegations
Table 1 contains information on the types of allegations submitted, investigated and resolved under Policy AC1300 since April, 2013. It is important to note that a student may be investigated under Policy AC1300 for multiple allegations.
### Categories of Non-Academic Misconduct Allegations

<table>
<thead>
<tr>
<th>Allegations</th>
<th>April 2013 - March 14</th>
<th>April 2014 - March 15</th>
<th>April 2015 - March 16</th>
<th>April 2016 - March 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Threatening written material or online messaging</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>High-risk alcohol or drug use</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Disruptive or dangerous behaviour (includes verbal threats and physical assaults)</td>
<td>7</td>
<td>8</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Sexualized Violence (any unwanted act of a sexual nature)</td>
<td>4</td>
<td>3</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>Theft, damage, or destruction to university property</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Violation of previously imposed sanction or restriction</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Allegations:</strong></td>
<td><strong>21</strong></td>
<td><strong>20</strong></td>
<td><strong>19</strong></td>
<td><strong>27</strong></td>
</tr>
</tbody>
</table>

### Table 2 - Summary of Non-Academic Misconduct Outcomes

Table 2 contains summary information on the outcomes or resolutions reached under Policy AC1300.  

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Warning</td>
<td>9</td>
<td>12</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td>Apology</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Participation in an Alternative Dispute Resolution Process (e.g., restorative justice, mediation, facilitated dialogue, etc)</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Limitation of Specified University Privileges</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Restitution:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Reflection Paper</td>
<td>6</td>
<td>9</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>(b) Community Service Hours</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>(c) Financial Re-payment</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Participation in Training/Workshops</td>
<td>2</td>
<td>3</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Restricted Access (e.g., evicted from Residence, restricted access to Residence Complex, restricted access for certain buildings)</td>
<td>1</td>
<td>6</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>Notice of Trespass</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

1 In accordance with Policy AC1300, sanctions may be applied independently or in combination for any confirmed violation of the policy.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No contact</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>On-going meetings with Office of Student Life</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Suspension from University</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Expulsion from University</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Allegation Dismissed <em>(due to Insufficient Information)</em></td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Student found not responsible for non-academic misconduct</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Allegation(s) still under investigation</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Student withdrew from university prior to conclusion of investigation</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Sanctions</strong></td>
<td><strong>39</strong></td>
<td><strong>43</strong></td>
<td><strong>71</strong></td>
<td><strong>75</strong></td>
</tr>
</tbody>
</table>

**Table 3: Appeals under Policy AC1300**

Under Policy AC1300, the following appeal options are available:

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Appeal by complainant of Judicial Affairs’ decision to not investigate a non-academic misconduct allegation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Appeal submitted deemed not to meet appeal grounds established in policy</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Appeal of minor sanctions imposed for confirmed non-academic misconduct</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Appeal of major sanction imposed by the President to the Senate Committee on Appeals</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total appeals</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
<td><strong>2</strong></td>
<td><strong>2</strong></td>
</tr>
</tbody>
</table>
Date: April 3, 2017
To: Senate
From: David Castle, Vice-President, Research
Re: Annual report to Senate on UVic-approved research centre approvals, renewals and closures

At the 3 October 2014 meeting of Senate, a new way of reporting UVic-approved research centre establishment, renewal and non-renewal (closure) to Senate was proposed. The new reporting process was initiated to realign practices with procedure, and to give Senate members an annual overview of research centre activity. It was agreed that the Vice-President Research will report annually to the Senate (in May) and the Board of Governors (in June) on the establishment, renewal and closure of UVic-approved research centres, rather than doing so on an ad-hoc basis.

The 2016-2017 annual report is appended (Attachment A) for the information of Senate members, along with the approval authorities (Attachment B) and list and description of current centres (Attachment C).
# Establishment, renewal and closure of UVic-approved research centres

The purpose of this annual report is to provide the Senate with information about the establishment, renewal and closure of UVic-approved centres.

## Establishment of New Research Centres

No new research centres were established in the 2016-17 academic year.

## Review of Existing Centres

### Inter-institutional

No inter-institutional research centres were reviewed in the 2016-17 academic year.

### Multi-faculty

**Centre for Advanced Material and Related Technologies (CAMTEC)**

On the recommendation of the Senate Committee on Planning from the May 11, 2016 meeting, Senate approved the renewal of CAMTEC at the October 7, 2016 meeting.

**Centre for Youth and Society (CFYS)**

Senate approved the recommendation from the Senate Committee on Planning to extend CFYS until June 2017 at the November 4, 2016 meeting. The review and recommendation to renew CFYS is being considered by Senate at the May 5, 2017 meeting.

### Intra-faculty

**Victoria Subatomic Physics and Accelerator research centre (VISPA)**

The review and recommendation to renew VISPA for 5 years effective July 1, 2017 has been approved by the Vice-President Research.

## Major Changes to Existing Research Centres

No major changes to existing research centres occurred in the 2016-17 academic year.

## Deseestablissement / Closure of Existing Research Centres

No closures of existing research centres occurred in the 2016-17 academic year.
## UVIC-APPROVED RESEARCH CENTRES

Approval levels for establishment, renewal and closure
(as required by policy/procedures RH8300)

### ACTIONS

<table>
<thead>
<tr>
<th>Establishment of new centres</th>
<th>Dean(s)</th>
<th>VPR</th>
<th>SCP</th>
<th>Senate</th>
<th>BOG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inter-institutional</td>
<td>consult</td>
<td>recommend</td>
<td>recommend</td>
<td>recommend</td>
<td>approve</td>
</tr>
<tr>
<td>Multi-faculty</td>
<td>consult</td>
<td>recommend</td>
<td>recommend</td>
<td>approve</td>
<td>information</td>
</tr>
<tr>
<td>Inter-faculty</td>
<td>recommend</td>
<td>approve</td>
<td>information</td>
<td>information</td>
<td>information</td>
</tr>
<tr>
<td>Intra-faculty</td>
<td>approve</td>
<td>information</td>
<td>information</td>
<td>information</td>
<td>information</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Renewal/closure/disestablishment of existing centres</th>
<th>Inter-institutional</th>
<th>Multi-faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pacific Institute for Climate Solutions (PICS)</td>
<td>consult</td>
<td>recommend</td>
</tr>
<tr>
<td></td>
<td>recommend</td>
<td>recommend</td>
</tr>
<tr>
<td></td>
<td>recommend</td>
<td>approve</td>
</tr>
<tr>
<td>Centre for Addictions Research BC (CARBC)</td>
<td>consult</td>
<td>recommend</td>
</tr>
<tr>
<td>Centre for Advanced Materials and Related Technology (CAMTEC)</td>
<td>recommend</td>
<td>recommend</td>
</tr>
<tr>
<td>Centre for Asia Pacific Initiatives (CAPI)</td>
<td>recommend</td>
<td>approve</td>
</tr>
<tr>
<td>Centre for Biomedical Research (CFBR)</td>
<td>recommend</td>
<td>information</td>
</tr>
<tr>
<td>Centre for Global Studies (CFGS)</td>
<td>recommend</td>
<td>information</td>
</tr>
<tr>
<td>Centre for Indigenous Research and Community-Led Engagement (CIRCLE)</td>
<td>recommend</td>
<td>information</td>
</tr>
<tr>
<td>Centre for Studies in Religion and Society (CSRS)</td>
<td>recommend</td>
<td>information</td>
</tr>
<tr>
<td>Centre for Youth and Society (CFYS)</td>
<td>recommend</td>
<td>information</td>
</tr>
<tr>
<td>Institute for Integrated Energy Systems (IESVic)</td>
<td>recommend</td>
<td>information</td>
</tr>
<tr>
<td>Institute on Aging and Lifelong Health (IALH)</td>
<td>recommend</td>
<td>information</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inter-faculty</th>
<th>None at present</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>recommend</td>
</tr>
<tr>
<td></td>
<td>approve</td>
</tr>
<tr>
<td></td>
<td>information</td>
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<tr>
<td></td>
<td>information</td>
</tr>
<tr>
<td></td>
<td>information</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intra-faculty</th>
<th>Astronomy Research Centre (ARC)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Centre for Forest Biology (FORB)</td>
</tr>
<tr>
<td></td>
<td>Centre for Social and Sustainable Innovation (CSSI)</td>
</tr>
<tr>
<td></td>
<td>Victoria Subatomic Physics and Accelerator research centre (VISPA)</td>
</tr>
</tbody>
</table>

### Pacific Institute for Climate Solutions (PICS)

- Multi-faculty: consult, recommend, recommend, recommend, approve, information

### Centre for Addictions Research BC (CARBC)

- Inter-faculty: recommend, approve, information, information, information

### Centre for Advanced Materials and Related Technology (CAMTEC)

- Inter-faculty: recommend, approve, information, information, information

### Centre for Asia Pacific Initiatives (CAPI)

- Inter-faculty: recommend, approve, information, information, information

### Centre for Biomedical Research (CFBR)

- Inter-faculty: recommend, approve, information, information, information

### Centre for Global Studies (CFGS)

- Inter-faculty: recommend, approve, information, information, information

### Centre for Indigenous Research and Community-Led Engagement (CIRCLE)

- Inter-faculty: recommend, approve, information, information, information

### Centre for Studies in Religion and Society (CSRS)

- Inter-faculty: recommend, approve, information, information, information

### Centre for Youth and Society (CFYS)

- Inter-faculty: recommend, approve, information, information, information

### Institute for Integrated Energy Systems (IESVic)

- Inter-faculty: recommend, approve, information, information, information

### Institute on Aging and Lifelong Health (IALH)

- Inter-faculty: recommend, approve, information, information, information

### Astronomy Research Centre (ARC)

- Inter-faculty: recommend, approve, information, information, information

### Centre for Forest Biology (FORB)

- Inter-faculty: recommend, approve, information, information, information

### Centre for Social and Sustainable Innovation (CSSI)

- Inter-faculty: recommend, approve, information, information, information

### Victoria Subatomic Physics and Accelerator research centre (VISPA)

- Inter-faculty: recommend, approve, information, information, information
BACKGROUND INFORMATION ON UVIC-APPROVED RESEARCH CENTRES

UVic Research centres are organizations made up of a group of faculty members who collaborate on an area of research. Their work provides added value over and above their individual research programs. UVic encourages the establishment of research centres that will enhance and facilitate disciplinary and interdisciplinary research collaboration, knowledge transfer and training. At UVic, the purposes of establishing a Research Centre are listed in the policy on Establishment and Review of Research Centres (and Associated Procedures) RH8300, and include:

a) Promote and facilitate collaborative and/or interdisciplinary research and enhancement of research networking capacity and infrastructure.
b) Increase and effectively manage the resources and research support for its members and the wider university community.
c) Provide education and training in research and related skills, especially for graduate and undergraduate students and thereby enhance the academic programs of their constituent academic units.
d) Contribute to the university's strategic educational and research missions and to support synergies between research, teaching and learning.
e) Transfer and mobilize knowledge gained through research for the benefit of society, via a variety of mechanisms as appropriate.
f) Enhance the reputation of its members, the constituent academic units, and the university through the quality of its work.

UVic currently has 15 research centres, 11 of which report to the Vice-President Research (currently delegated to the Associate Vice-President Research) and the rest reporting to a Dean or Deans. http://www.uvic.ca/research/learnabout/home/centres/index.php

The administrative requirements, approval and renewal processes, breadth of activities, and other aspects of Research Centres occur along a continuum that is proportionate to the breadth of their academic constituencies. This proportionality is primarily based on the location of the majority of the membership and activities of the centre and approximately parallels a department-faculty-university structure. Information about the UVic-approved research centres is listed under their categories below:

INTER-INSTITUTIONAL - membership and activities between multiple universities

Pacific Institute for Climate Solutions (PICS)
Date of establishment: 11 March 2008
Name of Director: Dr. Sybil Seitzinger
The mission of PICS is to partner with governments, the private sector, other researchers and civil society, in order to undertake research on, monitor, and assess the potential impacts of climate change and to assess, develop and promote viable mitigation and adaptation options to better inform climate change policies and actions.
MULTI-FACULTY - membership and activities normally between 3 or more faculties

Centre for Addictions Research BC (CARBC)
Date of establishment: 1 April 2003
Name of Director: Dr. Tim Stockwell
CARBC's mandate involves the study of psychoactive substance use, with particular attention to the exploration of ways to minimize negative impacts on individuals and society. Substance use, like other human behaviours, is influenced by multiple factors: personal, social and environmental. Effectively addressing the negative impacts requires understanding the various factors that influence substance use and that contribute to the differential impact of that use (positive or negative).

Centre for Advanced Materials and Related Technology (CAMTEC)
Date of establishment: 1 November 1992
Name of Director: Dr. Alexandre Brolo
CAMTEC is a research centre committed to interdisciplinary work on advanced materials and technology. CAMTEC's objectives are to carry out fundamental and applied research in advanced materials, to train technical and academic personnel in these areas, and to disseminate the knowledge gained from the research through scientific publications, conferences, workshops and seminars.

Centre for Asia Pacific Initiatives (CAPI)
Date of establishment: 1 April 1989
Name of Director: Dr. Andrew Marton (interim)
The Centre's primary mandate is to conduct and facilitate research on policy issues related to the Asia-Pacific region. In addition, the Centre serves as a regional research facility to the University and to the larger community.

Centre for Biomedical Research (CFBR)
Date of establishment: 1 January 2002
Name of Director: Dr. Paul Zehr (on leave); Dr. Stephanie Willerth (interim)
The Centre for Biomedical Research (CBR) is a collaborative group of scientists and clinicians who are investigating a number of important biomedical problems. The CBR is a multidisciplinary unit with an emphasis on genetics, molecular biology, and biotechnology. The centre was created to promote interdisciplinary basic and translational biomedical research.

Centre for Global Studies (CGFS)
Date of establishment: 1 July 2000
Name of Director: Dr. Oliver Schmidtke (on leave); Dr. Martin Bunton (interim)
CGFS is committed to fostering reflection on the complex array of social forces associated with an increasingly interconnected world characterized by new forms of economic activity, artistic production, politics, media, nationalism, ethnicity, spirituality and community that increasingly transcend local, national and regional boundaries.
Centre for Indigenous Research and Community-Led Engagement (CIRCLE)
**Date of establishment:** 1 June 2008
**Name of Director:** Dr. Charlotte Loppie

The mandate of CIRCLE involves providing opportunities for collaborative Indigenous research development and implementation as well as capacity development and support for diverse Indigenous and allied research partners. The centre also facilitates and supports the development, implementation and utilization of Indigenous research that is interdisciplinary, inter-institutional, and community-led.

Centre for Studies in Religion and Society (CSRS)
**Date of establishment:** 1 April 1991
**Name of Director:** Dr. Paul Bramadat

The Centre for Studies in Religion and Society (CSRS) is a leading centre in Canada for scholarly interdisciplinary research on topics at the intersection of religion and public life. We host several national public policy research networks, sponsor visiting fellowships for senior and junior scholars and members of the community, and produce a dynamic annual program of public lectures and seminars.

Centre for Youth and Society (CFYS)
**Date of establishment:** 1 April 2002
**Name of Director:** Dr. Anne Marshall

Youth & Society aims to promote the well-being of youth from diverse social, economic, and ethnic backgrounds, across developmental transitions, and in evolving societal circumstances. The core mandate of the Centre is to promote research and action that contribute to the well-being of youth.

Institute on Aging and Lifelong Health (IALH)
**Date of establishment:** 1 May 1993
**Name of Director:** Dr. Scott Hofer

The Centre’s mandate is to promote and conduct basic and applied research throughout the lifespan. Research is conducted in partnership with seniors, their families, organizations, health care providers, and the government. The research conducted includes needs assessments and social surveys, experimental research, program evaluations, development of clinical diagnostic tools, and social policy research; some of which is conducted using the Survey Research Centre.

Institute for Integrated Energy Systems (IESVic)
**Date of establishment:** 1 February 1994
**Name of Director:** Dr. Peter Wild

The Institute for Integrated Energy Systems at the University of Victoria (IESVic) is unique in its big picture approach to sustainable energy research. Collaboration between mechanical engineers, economists and environmental scientists is the norm rather than the exception. Students get hands-on experience, examining entire sustainable energy systems – from harnessing, storing and converting energy sources to delivering end-user services.

INTER-FACULTY - membership and activities normally between 2 faculties

None at present.
INTRA-FACULTY - membership and activities normally within a single department, a non-departmentalized Faculty, or between departments in a single faculty

**Astronomy Research Centre (ARC)**
**Date of establishment:** 1 April 2015  
**Faculty:** Science  
**Name of Director:** Dr. Kim Venn  
ARC brings together world-renowned researchers with the expertise to answer many basic questions about our universe. UVic scientists work closely with colleagues at the nearby NRC Herzberg Astronomy and Astrophysics centre and at the TRIUMF Laboratory in Vancouver to form one of the largest concentrations of astronomy talent in Canada. Members are engaged in research ranging from observational planetary and stellar astrophysics, to computational astrophysics and cosmology, and observational galactic and extra-galactic astronomy. ARC is also involved in the development of some of the next-generation astronomical facilities, including the Thirty Meter Telescope, and leading edge technologies such as high contrast imaging and adaptive optics.

**Centre for Forest Biology (FORB)**
**Date of establishment:** 10 December 1990  
**Faculty:** Science  
**Name of Director:** Dr. Peter Constabel  
The Centre for Forest Biology carries out fundamental and applied research in forest biology, and trains graduate students and postdoctoral fellows. Research projects emphasize the adaptations of trees and their interactions with the environment. The Centre is now embarking on a major research and training initiative, the NSERC CREATE Program in Forests and Climate Change, which supports graduate students for research on the interaction of trees and forests with climate change, including carbon sequestration.

**Centre for Social and Sustainable Innovation (CSSI)**
**Date of establishment:** January 2011  
**Faculty:** Business  
**Name of Director:** Dr. Monika Winn  
The Centre for Social and Sustainable Innovation (CSSI) is powered by the constantly charging battery of action, ideas and research housed at the Peter B. Gustavson School of Business. Our goal is to open a door to the array of resources that help students, faculty and staff incorporate all kinds of sustainability into their studies, careers and lives. Business leaders can learn how our research affects their industries, enlist students for creative sustainability solutions, and speak to our classes about their field experiences.

**Victoria Subatomic Physics and Accelerator research centre (VISPA)**
**Date of establishment:** January 2011  
**Faculty:** Science  
**Name of Director:** Dr. Dean Karlen  
The Victoria Subatomic Physics and Accelerator (VISPA) Research Centre brings together people with the skills and expertise to investigate the fundamental constituents of the Universe. VISPA members work together on leading international particle physics experiments, share computing and laboratory resources, jointly support and manage technical staff, provide a natural home for adjunct faculty from other institutions, and support high quality graduate and post-doctoral training.
Date: 20 April 2017
To: Senate
From: Professor Jamie Cassels, QC
      President and Vice-Chancellor
Copy: Dr. Lynne Van Luven, University Orator
      Dr. Susan Lewis, Chair of the Convocation Committee
RE: University Orators

As you know, citations for the honorary graduands for whom the Senate approves degrees are written and read at Convocation by the university’s orators. The citations convey to those attending Convocation what the individuals have achieved and why we are recognizing them. In addition, they communicate the university’s recognition and appreciation to the honorands. The terms of reference for orators are attached.

Many thanks to all the orators for their contributions to the recognition of our honorands and for their participation in our Convocation ceremonies.

The following are recommended for appointment or re-appointment:

MOTION:
That Senate appoint the following:
1. Prof. Mary Sanseverino as Deputy Orator for the term from July 1, 2017 until June 30, 2018;

AND

That Senate re-appoint the following:
1. Dr. Bradley Anhalt as Orator for a term from July 1, 2017 until June 30, 2020;
2. Dr. Elizabeth Grove-White as Orator for a term from July 1, 2017 until June 30, 2020;
3. Prof. Evert Lindquist as Orator for a term from July 1, 2017 until June 30, 2020;
4. Prof. John McLaren as Orator for the term from July 1, 2017 until June 30, 2020;
5. Dr. Carole Miller as Orator for the term from July 1, 2017 until June 30, 2020;
6. Dr. Christina Kieka Mynhardt as Orator for a term from July 1, 2017 until June 30, 2020;
7. Dr. Monica Prendergast as Orator for a term from July 1, 2017 until June 30, 2020;
8. Dr. Michael Prince as Orator for a term from July 1, 2017 until June 30, 2020;
9. Prof. Juliana Saxton as Orator for a term from July 1, 2017 until June 30, 2020;
10. Dr. Brock Smith as Orator for a term from July 1, 2017 until June 30, 2020;
11. Prof. Judith Terry as Orator for a term from July 1, 2017 until June 30, 2020, and

Attachment
TERMS OF REFERENCE

The Senate of the University of Victoria recognizes and honours individuals for their outstanding achievements by awarding them honorary degrees. Such degrees are presented at Convocation. Orators play a vital role in recognizing and celebrating the recipients. They research, write and deliver citations that articulate for both a general and an academic audience, the reasons why the honorary degree is being granted.

The University maintains a roster of orators, appointed by the Senate, that includes a University Orator, a Deputy University Orator and other orators.

I University Orator

The University Orator will:

1. research and write citations for honorary graduands and read those citations at Convocation;
2. provide instruction and advice to other orators;
3. assign orators to work on particular citations;
4. edit draft citations; and
5. assist in the recruitment and orientation of new orators.

II Deputy University Orator

The Deputy University Orator will:

1. research and write citations for honorary graduands and read those citations at Convocation; and
2. act for the University Orator when he or she is absent.

III Orators

The Orators will:

1. research and write citations for honorary graduands and read their citations at Convocation.
PROCEDURES

1. The University Orator, Deputy University Orator and other Orators will be appointed by the Senate upon the recommendation of the President. The Chair and Vice-Chair of the Convocation Committee will advise the President on such appointments.

2. The Chair and Vice-Chair of the Convocation Committee will seek to appoint as orators members of the university community who:

- are excellent public speakers;
- are able to shape biographical materials into a portrait which explains the achievements and qualities of the recipient of the honorary degree (ie: not a mere c.v.);
- are available at the times of Convocation (spring, fall); and
- enjoy seeing students convocate and participating in Convocation.

2. The term of appointment will normally be three years, renewable, from July 1 to June 30.

NOTES

1. Service as an orator is deemed to be service to the university under the Framework Agreement (Joint Committee on the Administration of the Framework Agreement Annual Report 2006).

2. An individual who has not yet been appointed as an orator by the Senate may be invited by the University Orator to prepare and deliver a citation.
Below is a listing of faculty, assistant teaching professors and librarians who were granted emeritus and emerita status in 2016/17. This list is for Senate’s information and will be submitted for inclusion into the 2017/2018 academic calendar, effective September 1, 2017.

Vikky Alexander, BFA (NSCAD)
Gregory Andrachuk, BA, MA PhD (Toronto)
Herman Bakvis, BA (Queen’s), MA, PhD (UBC)
Elizabeth Banister, BSN (Alta), MA, PhD (Victoria)
Sarah Blackstone, BA Honors (Wyoming), MA (Kansas State), PhD (Northwestern)
Leslie Brown, BSW (Regina), MPA, PhD (Victoria)
Thomas Fyles, BSc (Victoria), PhD (York), FCIC, PChem
J. Donald Galloway, LLB (Edinburgh), LLM (Harvard)
David Giles, BSc, MCom, PhD (Canterbury)
Robert Dalton, BA (Calg), MFA (Wash), PhD (Ohio St)
Daniel Hoffman, BA (SUNY), MS, PhD (N Car, Chapel Hill), PEng
Scott Iverson, BS (California), MS (San Jose State), MSc (Ireland), PhD (Colorado)
C. Peter Keller, BA (Dub), MA, PhD (WOnt)
Daniela Lorenzi, BA (UVic), MA (UVic)
Janice McCormack, BN (Man), MScN, PhD (Tor)
Wendie McHenry, BA (WOnt), MA (UBC)
Sandra Meigs, BFA (NSCAD), MA (Dal)
D. Michael Miller, BSc (Winn), MSc, PhD (Man), PEng
Santosh Misra, BSc, MSc (Delhi), PhD (McMaster)
Katy Nelson, BSc (Alberta), MLS (UBC)
Martha O’Brien, BA, LLB (UVic), LLM (Université Libre de Bruxelles)
Aleck Ostry, BSc, MSc (UBC), MA (SFU), PhD (UBC)
Alan Pence, BA, MS (Portland St), PhD (Ore)
Alexandra Pohran-Dawkins, BM (Tor)
Greg Saunders, BA, MA (UVic)
Robin Scobie, BScN, MScN (Ottawa)
Katherine Teghtsoonian, BA (British Columbia), MA, PhD (Stanford)
Sue Whitesides, MSc (Stanford), PhD (Wisconsin)
Date: April 19, 2017
To: Senate
From: Julia Eastman
University Secretary

Re: Election to the Senate Committee on Agenda and Governance

The Senate Rules and Procedures state that:

56.00 The composition of the Senate Committee on Agenda and Governance will include members of Senate only and will be determined in part through an election conducted on the floor of Senate. Two members of Senate who are not students or convocation members will be elected to the Senate Committee on Agenda and Governance by Senate at the May meeting.

There is an upcoming vacancy for an elected position on the Senate Committee on Agenda and Governance for a three year term from July 1, 2017 to June 30, 2020. Nominations for the position will be accepted on the floor of the May 5, 2017 Senate meeting. If required, an election will take place at the meeting.