



University
of Victoria

The next open meeting of the Senate of the University of Victoria is scheduled for Friday, December 7, 2018 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** **ACTION**

- 2. MINUTES** **ACTION**
 - a. November 2, 2018 (SEN-DEC 7/18-1)

Motion: That the minutes of the open session of the meeting of the Senate held on November 2, 2018 be approved and that the approved minutes be circulated in the usual way.

- 3. BUSINESS ARISING FROM THE MINUTES**

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

- 5. CORRESPONDENCE**
 - a. Campus Planning Committee – V. Kuehne and G. Gorrill, Co-Chairs
 - i. Semi-annual report (SEN-DEC 7/18-2) **INFORMATION**

- 6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES**
 - a. Senate Committee on Academic Standards – Dr. Sara Beam, Chair
 - i. University of Victoria Grading Patterns Reporting Portal (SEN-DEC 7/18-3) **INFORMATION**

- ii. Change to GPA in Theatre courses in Theatre major programs - Faculty of Fine Arts (**SEN-DEC 7/18-4**) **ACTION**

Motion: That Senate approve the proposed revision to the requirements for the Faculty of Fine Arts Theatre major program effective May 1, 2019.

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

- i. Appointments to the 2019 Joint Senate Board Retreat Committee (**SEN-DEC 7/18-5**) **ACTION**

Motion: That Senate approve the appointments of Dr. Susan Breau, Dr. Henning Struchtrup, and Ms. Isabella Lee to the Joint Senate Board Retreat Committee for a term beginning January 1, 2019 and ending on December 31, 2019.

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

- i. New and Revised Awards (**SEN-DEC 7/18-6**) **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:

- Schulich Leader Scholarship (revised)
- STÓ:LŌ Legacy Scholarship (revised)
- Canadian Judicial Indigenous Law Scholar Award (new)
- Insolvency Institute of Canada Prize in Insolvency Studies (new)
- Carolyn E. & Robert J. McCormick Indigenous Entrance Scholarship (revised)
- Irene Lee Bursary In English (revised)*
- Larry Lee Kinesiology Bursary (revised)*
- Taylor Scholarship in Music (revised)*
- Davison Graduate Award in Russian and Slavic Studies (revised)
- T.S. McPherson Entrance Scholarship (revised)*
- Terry and Myrna Daniels Scholarship in Music (revised)*
- Langford-Seaborne Scholarship (revised)
- Rob and Tammy Lipson Research Scholarship (revised)*
- John Shields Scholarship in Public Administration (revised)*
- Butterfield Scholarship in Fine Arts (new)
- Butterfield Scholarship in the School of Music (new)
- Hakai-Raincoast Award (revised)

- Allan and Elizabeth McKinnon Bursary in Engineering (revised)
- Kiragood Scholarship (new)
- Weston Family Scholarship in Hotel & Restaurant Management (revised)*
- Ailsa & Roger Bishop Entrance Scholarship in Theatre (new)*
- Ailsa & Roger Bishop Travel Award in Music (new)*
- Stacey Reginald Ball Prize (new)*
- Edward Hammond King Bursary (revised)*
- Phillips, Hager & North Graduate Bursary (revised)
- Thea Vakil Scholarship (revised)*
- Diana and Martin Hocking Graduate Scholarship (revised)*
- Dr. Robert Michael Peet Graduate Scholarship (revised)
- Vancouver Island Chapter of A.S.H.R.A.E Inc. Endowment Scholarship (revised)*

** Administered by the University of Victoria Foundation*

- ii. Undergraduate Scholarships, Medals and Prizes **ACTION**
(SEN-DEC 7/18-7)

Motion: That Senate approve revisions to the Undergraduate Scholarships, Awards, Medals and Prizes section of the Undergraduate Academic Calendar, as set out in the attached document.

- iii. Editorial Change to Terms of Awards **(SEN-DEC 7/18-8)** **ACTION**

Motion: That Senate approve the terms of reference for scholarships and awards as set out in the attached document.

- d. Senate Committee on Planning - Dr. Nancy Wright, Chair

- i. Proposal to Change the Names of the Combined BSc Programs Between the School of Earth and Ocean Sciences, the Department of Biology, and the Department of Chemistry **(SEN-DEC 7/18-9)** **ACTION**

Motion: That Senate approve the proposal to change the names of the combined BSc programs between the School of Earth and Ocean Sciences, the Department of Biology, and the Department of Chemistry from “Biology and Earth and Ocean Sciences” and “Chemistry and Earth and Ocean Sciences” to “Biology and Earth Sciences” and “Chemistry and Earth Sciences”, as described in the memorandum dated October 4, 2018.

- ii. Discontinuation of the Contribution of the Department of Psychology to the Neuroscience Graduate Program (SEN-DEC 7/18-10) **ACTION**

Motion: That Senate approve the discontinuation of the contribution of the Department of Psychology to the Neuroscience Graduate Program, as described in the memorandum dated September 21, 2018.

- iii. Extension the Approved Centre Status for the Centre for Biomedical Research until June 30, 2018 (SEN-DEC 7/18-11) **ACTION**

Motion: That Senate approve the extension of the Approved Centre Status for the Centre for Biomedical Research until June 30, 2019, as described in the memorandum dated October 31, 2018.

7. PROPOSALS AND REPORTS FROM FACULTIES

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

- a. Strategic Enrolment Management Update

9. OTHER BUSINESS

- a. Revised Establishment and Review of Research Centres Policy (and Associated Procedures) (SEN-DEC 7/18-12) **ACTION**

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the revisions to the Establishment, Review and Closure of Research Centres Policy (RH8300) and Associated Procedures.

- b. Revised Procedures for the Appointment and Re-Appointment of Research Centre Directors (SEN-DEC 7/18-13) **ACTION**

Motion: That the Senate approve, and recommend to the Board of Governors that it also approve, the revisions to the Procedures for the Appointment and Re-appointment of Research Centre Directors (GV0705).

10. ADJOURNMENT



University
of Victoria

MINUTES

A meeting of the Senate of the University of Victoria was held on November 2, 2018 at 3:32 p.m. in the David Strong Building, room C116.

1. APPROVAL OF THE AGENDA

Item 4 a. “United Way Presentation” will be moved to the follow item 6 in the agenda.

Item 6 d. (iii) “Proposed Changes to the Required Courses in the Concentration in Indigenous Languages to a Concentration in Language Advocacy” is removed from the agenda.

Motion: (Dr. St. Clair/Dr. Beam)

That the revised agenda be approved as circulated.

CARRIED

2. MINUTES

a. October 5, 2018

Motion: (C. Whittla/M. Garcia-Barrera)

That the minutes of the open session of the meeting of the Senate held on October 5, 2018 be approved and that the approved minutes be circulated in the usual way.

CARRIED

3. BUSINESS ARISING FROM THE MINUTES

a. Results of Election of Students to the Senate - Faculties of Engineering and Graduate Studies

Ms. Saab reminded Senate members of the election held at the October meeting. The results of the election were as follows:

- Mann Hani – Faculty of Graduate Studies
- Anona Wiebe – Faculty of Engineering

4. CORRESPONDENCE

There was none.

5. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Academic Standards

i. 2017/2018 Annual Report

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

ii. Proposed Revisions to the English Deficiency Clause

Dr. Beam introduced the proposal. A suggestion was made to create a more expansive clause in order to include “any written material”. Dr. Beam agreed with the recommendation and through further discussion, suggested the language be adjusted to state “student work” in order to be consistent with the Policy on Academic Integrity. Members were assured that this would not contravene university policy on accommodating students at the Centre for Accessible Learning. The clause was then amended to include “student work as defined in the Policy on Academic Integrity”.

Motion: (S. Beam/T. Haskett)

That Senate approve the proposed revisions, as amended, to the Academic Calendars on the English Deficiency Clause effective May 1, 2019.

CARRIED

iii. Proposed Leave with Permission of the Dean

Dr. Beam introduced the proposal. There were no questions.

Motion: (S. Beam/M. Garcia-Barrera)

That Senate approve the proposed revisions to the Graduate Academic Calendar under the section “Leave of Absence with Permission and Withdrawal from Graduate Programs”.

CARRIED

b. Senate Committee on Agenda and Governance

i. Appointments to the 2018/2019 Senate standing committees

Dr. Lepp introduced the proposal. There were no questions.

Motion: (A. Lepp/C. Whittla)

That Senate approve the appointments to the 2018/2019 Senate standing committees for the terms indicated in the attached document.

CARRIED

c. Senate Committee on Awards

i. New and Revised Awards

Dr. Lepp introduced the motion regarding new awards and revisions to existing awards. She noted the previous discussion at Senate regarding gender inclusiveness of awards and the subsequent revision of the award in question.

Motion: (A. Lepp/H. Hallgrimsdottir)

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:

- Rebecca and Esther Lazarus Scholarships in Music: Piano (revised)*
- Rebecca and Esther Lazarus Scholarships in Music: Voice (revised)*
- Women's Rugby Benefactors Award (new)*
- Elias Mandel Prize for Study Abroad in Hispanic and Italian Studies (revised)*
- Peter Liddell Award in Humanities Computing (revised)*
- Aboriginal Health Career Bursary (revised)
- Rita Irwin Scholarship (new)*
- Adeline Julienne Deloume Memorial Scholarship (revised)*
- Dorothy and Ernest Ayton Memorial Scholarship (revised)*
- Pablo Cabanas Memorial Scholarship (revised)*

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CARRIED

ii. Annual Report

Dr. Lepp introduced the report. A member inquired on the use of different notation amounts within the report. Ms. Roberts, Acting Director of Student Awards and Financial Aid, explained this was an oversight in consistency that would be fixed in future reports.

d. Senate Committee on Planning

i. Proposal to Change the Name of the Religious Studies Program

Dr. Wright introduced the proposal. There were no questions.

Motion: (P. Marck/S. Hundza)

That Senate approve the change of name of the “Religious Studies Program” to the “Religion, Culture and Society Program”, as described in the memorandum on the proposed name change for the Religious Studies Program dated September 3, 2018.

CARRIED

ii. Proposed Changes to the Hispanic Studies Honors, Major, Minor, Combined Hispanic and Italian Major, and Spanish Certificate Programs

Dr. Wright introduced the proposal. A question was raised as to the proposed unit value change.

Dr. Wright explained a greater concentration and focus which had motivated the adjustment.

Motion: (M. Garcia-Barrera/T. Haskett)

That Senate approve the proposed changes to the Hispanic Studies Honors, Major, Minor, Combined Hispanic and Italian Major, and Spanish Certificate Programs, as described in the Memorandum to Propose a Major Modification to a Program dated August 20, 2018.

CARRIED

iii. Proposal to Establish a Certificate in Indigenous Language Proficiency

Dr. Wright introduced the proposal. There were no questions.

Motion: (S. Hundza/R. Hancock)

That Senate approve, and recommend to the Board of Governors that is also approve, subject to funding, the establishment of a certificate in Indigenous Language Proficiency, as described in the document “Certificate in Indigenous Language Proficiency”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

CARRIED

iv. Proposed Changes to the First-year and Second-year English Majors Requirement

Dr. Wright introduced the proposal. There were no questions.

Motion: (A. Lepp/S. Beam)

That Senate approve the proposed changes to first-year and second-year English Majors requirement, as described in the Memorandum to Propose a Major Change to a Program dated September 14, 2018.

CARRIED

v. Proposal to Establish a Neurobiology Option within the Combined Biology and Psychology Programs

Dr. Wright introduced the proposal. A member asked why these particular programs were chosen and why the Division of Medical Sciences was not a part of the proposal. In addition to the historical relationships between Psychology and Biology, Dr. Bruce Wright explained that the Division of Medical Sciences does not yet have undergraduate programming but that this would be a consideration in the future.

Motion: (M. Garcia-Barrera/R. Hicks)

That Senate approve, and recommend to the Board of Governors that is also approve, subject to funding, the establishment of a Neurobiology Option within the Combined Biology and Psychology Programs, as described in the document “Neurobiology Option within the Combined Biology and Psychology Programs”, and that this approval be withdrawn if the program should not be offered within five years of the granting of approval.

CARRIED

vi. Proposed Changes to the Certificate in Aboriginal Language Revitalization

Dr. Wright introduced the proposal. There were no questions.

Motion: (R. Hancock/S. Hundza)

That Senate approve the proposed changes to the Certificate in Aboriginal Language Revitalization, as described in the Memorandum to Propose a Major Change to a Program dated September 17, 2018.

CARRIED

6. REMARKS FROM THE CHAIR

a. United Way Presentation

Dr. Rachael Scarth, UVic United Way Campaign Chair, provided Senate members with a presentation on upcoming on campus fundraising opportunities for the United Way.

7. PROPOSALS AND REPORTS FROM FACULTIES

a. Faculty of Humanities

i. Launch of the Humanitas Awards

Dr. Goto-Jones submitted a power point video presentation in his absence. He outlined the launch of the Humanitas Awards.

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

a. Enrolment update

Dr. Wright reported on the university's enrollment update. The goal for UVic is to stay the same size. We are on the right track this year to achieve this goal and have exceeded our government targets. Our applications and new registrant conversion numbers have risen despite an increase in admission grade point average cut-offs. Dr. Wright mentioned there will be an update on the Strategic Enrollment Management (SEM) process at a future Senate meeting.

There being no other business the meeting was adjourned at 4:26 p.m.

Draft

Name	In Attendance	Regrets		Position Page 7 of 8
Alexander, David	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Convocation Senator	Elected by the convocation
Andersen, Carrie	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Acting University Secretary	Secretary of Senate
Aragon, Janni	<input type="checkbox"/>	<input type="checkbox"/>	Faculty of Social Sciences	Elected by the faculty members
Baer, Doug	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Social Sciences	Elected by the faculty members
Beam, Sara	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Graduate Studies	Elected by the Faculty
Beaveridge, Chandra	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Convocation Senator	Elected by the convocation
Bengston, Jonathan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	University Librarian	Ex officio
Boyle, Patrick	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Fine Arts	Elected by the Faculty
Breau, Susan	<input type="checkbox"/>	<input type="checkbox"/>	Dean, Faculty of Law	Ex officio
Burford, Neil	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Faculty of Science	Elected by the Faculty
Butler-Palmer, Carolyn	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Fine Arts	Elected by the Faculty
Calder, Gillian	<input type="checkbox"/>	<input type="checkbox"/>	Faculty of Law	Elected by the Faculty
Capson, David	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Dean, Faculty of Graduate Studies	Ex officio
Cassels, Jamie	<input type="checkbox"/>	<input checked="" type="checkbox"/>	President and Vice-Chancellor	Chair of Senate
Castle, David	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Vice-President Research	Ex officio
Clarke, Jo-Anne	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Dean, Division of Continuing Studies	Ex officio
Colby, Jason	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Humanities	Elected by the Faculty
Daisley, Nathan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Devor, Aaron	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Faculty of Social Sciences	Elected by the faculty members
Driessen, Peter	<input type="checkbox"/>	<input type="checkbox"/>	Faculty of Engineering	Elected by the Faculty
Dunsdon, Jim	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Associate Vice-President Student Affairs	By Invitation
Eso, David	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Gagné, Lynda	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Faculty of Human and Social Development	Elected by the Faculty
Ganley, Dale	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Peter B. Gustavson School of Business	Elected by the Faculty
Garcia-Barrera, Mauricio	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Graduate Studies	Elected by the Faculty
Gillen, Mark	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Law	Elected by the Faculty
Gilson, Jordan	<input type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Goto-Jones, Chris	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Dean, Faculty of Humanities	Ex officio
Graham, Adrienne	<input type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Gray, Garry	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Faculty of Social Sciences	Elected by the faculty members
Hallgrimsdottir, Helga	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Social Sciences	Elected by the faculty members
Hancock, Rob	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Convocation Senator	Elected by the convocation
Hani, Maan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Haskett, Tim	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Humanities	Elected by the faculty members
Hicks, Robin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Science	Elected by the faculty members
Hundza, Sandra	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Education	Elected by the Faculty
Kirby, Ashlee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Student Senator	Elected by the students
Klein, Saul	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Dean, Peter B. Gustavson School of Business	Ex officio
Krull, Catherine	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Dean, Faculty of Social Sciences	Ex officio
Kuehne, Valerie	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Vice-President Academic and Provost	Ex officio
Kurki, Helen	<input type="checkbox"/>	<input type="checkbox"/>	Faculty of Social Sciences	Elected by the Faculty
Laidlaw, Mark	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Science	Elected by the faculty members
Leckenby, Cameron	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Lee, Isabella	<input type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Lepp, Annalee	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Humanities	Elected by the Faculty
Lewis, Susan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Dean, Faculty of Fine Arts	Ex officio
Lipson, Robert	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Dean, Faculty of Science	Ex officio
Marck, Patricia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Dean, Faculty of Human and Social Development	Ex officio
Marcy, Richard	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Human and Social Development	Elected by the Faculty
Ng, Adair	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Ni, Jack	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Popova, Diana	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Student Senator	Elected by the students
<u>vacancy</u>	<input type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Prendergast, Monica	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Faculty of Education	Elected by the Faculty
Rogers, Shelagh	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Chancellor	Ex officio
Russell, Carolyn	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Convocation Senator	Elected by the convocation
Saab, Ada	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Acting Associate University Secretary	By Invitation
Salem, Joseph	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Faculty of Fine Arts	Elected by the faculty members
Seeman, Dean	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Librarian	Elected by the Professional Librarians
Smith, Brock	<input type="checkbox"/>	<input type="checkbox"/>	Peter B. Gustavson School of Business	Elected by the Faculty
St. Clair, Ralf	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Dean, Faculty of Education	Ex officio
Struchtrup, Henning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Engineering	Elected by the Faculty
Taylor, Wendy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Acting Registrar	By Invitation
Ulysses, Alicia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Faculty of Humanities	Elected by the Continuing Sessionals
Varela, Diana	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Science	Elected by the Faculty
Warburton, Rebecca	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Human and Social Development	Elected by the faculty members
Welling, Linda	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Social Sciences	Elected by the faculty members
Whittla, Curtis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Wiebe, Anona	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Wild, Peter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Acting Dean, Faculty of Engineering	Ex officio
Woodin, Erica	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Social Sciences	Elected by the Faculty
Wright, Bruce	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Head, Division of Medical Sciences	Additional Member
Wright, Nancy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Associate Vice-President Academic Planning	By Invitation
<u>vacancy</u>	<input type="checkbox"/>	<input type="checkbox"/>	Student Senator	Elected by the students
Wyatt, Victoria	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Faculty of Fine Arts	Elected by the faculty members

MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA

Effective November 1, 2018EX OFFICIO MEMBERS - University Act: Section 35 (2) (a-f)

Chancellor: Shelagh Rogers (31/12/20)
 President and Vice-Chancellor: Jamie Cassels, Chair
 Vice-President Academic & Provost: Valerie Kuehne
 Vice-President Research: David Castle
 Dean, Peter B. Gustavson School of Business: Saul Klein
 Dean of Education: Ralf St. Clair
 Acting Dean of Engineering: Peter Wild
 Dean of Continuing Studies: Jo-Anne Clarke
 Dean of Fine Arts: Susan Lewis, Vice-Chair
 Dean of Graduate Studies: David Capson
 Dean of Humanities: Christopher Goto-Jones
 Dean of HSD: Patricia Marck
 Dean of Law: Susan Breau
 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: Dale Ganley (30/6/19)
 Brock Smith (30/6/21)
 EDUC: Sandra Hundza (30/6/20)
 Monica Prendergast (30/6/19)
 ENGR: Peter Driessen (30/6/19)
 Henning Struchtrup (30/6/20)
 FINE: Patrick Boyle (30/06/21)
 Carolyn Butler Palmer (30/6/19)
 GRAD: Sara Beam (30/6/19)
 Mauricio Garcia-Barrera (30/6/20)
 HSD: Lynda Gagné (30/6/19)
 Richard Marcy (30/6/21)
 HUMS: Jason Colby (30/6/21)
 Annalee Lepp (30/6/19)
 LAWF: Gillian Calder (30/6/20)
 Mark Gillen (30/6/19)
 SCIE: Neil Burford (30/6/20)
 Diana Varela (30/6/20)
 SOSC: Helen Kurki (30/6/20)
 Erica Woodin (30/6/21)

MEMBERS ELECTED BY THE FACULTY MEMBERS

- Sections 35 (2) (g)

Janni Aragon – SOSC (30/6/21)
 Doug Baer - SOSC (30/6/20)
 Aaron Devor – SOSC (30/6/20)
 Garry Gray – SOSC (30/6/19)
 Helga Hallgrimsdottir – HSD (30/6/21)
 Tim Haskett – HUMS (30/6/20)
 Robin Hicks – SCIE (30/6/21)
 Mark Laidlaw – SCIE (30/6/20)

MEMBERS ELECTED BY THE FACULTYMEMBERS (continued)

Joseph Salem – FINE (30/6/20)
 Rebecca Warburton - HSD (30/6/19)
 Linda Welling – SOSC (30/6/20)
 Victoria Wyatt - FINE (30/6/19)

MEMBERS ELECTED FROM THE STUDENTSOCIETIES – Section 35 (2) (h)

Nathan Daisley (SOSC) (30/6/19)
 David Eso (GRAD) “
 Iris Fairley-Beam (SOSC) “
 Jordan Gilson (SOSC) “
 Adrienne Graham (SCIE) “
 Maan Hani (GRAD) “
 Ashlee Kirby (LAW) “
 Cameron Leckenby (HUMS) “
 Isabella Lee (SOSC) “
 Adair Ng (EDUC) “
 Erhan (Jack) Ni (FINE) “
 Diana Popova (GRAD) “
 Curtis Whittla (SOSC) “
 Anona Wiebe (ENGR) “
 TBD (BUS) “
 TBD (HSD) “

MEMBERS ELECTED BY THE CONVOCATION

– Section 35 (2) (i)

David Alexander (30/06/21)
 Chandra Beaveridge (30/06/21)
 Robert Hancock (30/06/21)
 Carolyn Russell (30/06/21)

ADDITIONAL MEMBERS - Section 35 (2) (k)

Head, Division of Medical Sciences: Bruce Wright
 Member elected by the Professional Librarians:

Dean Seeman (30/06/21)

Continuing Sessional: Alicia Ulysses (30/06/20)

SECRETARY OF SENATE - Section 64 (2)

Acting University Secretary: Carrie Andersen

BY INVITATION - Seated with specified speaking rights

Assoc. V.P. Student Affairs: Jim Dunsdon

Assoc. V.P. Academic Planning: Nancy Wright

Acting Registrar: Wendy Taylor

Acting Associate University Secretary: Ada Saab



Office of the Vice-President Finance and Operations

MEMO

University
of Victoria

Date: December 7th, 2018

To: Carrie Andersen
Acting University Secretary

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

RE: SEMI-ANNUAL REPORT TO SENATE ON CAMPUS DEVELOPMENT

Please find attached the semi-annual report to Senate on campus development for its December 7, 2018 meeting.

A handwritten signature in blue ink that reads "Valerie Kuehne".

Valerie Kuehne
Vice-President, Academic and Provost

A handwritten signature in black ink that reads "Gayle Gorrill".

Gayle Gorrill
Vice-President Finance and Operations



University
of Victoria

Semi-Annual Report to Senate on Campus Development

Introduction

The Office of Campus Planning and Sustainability (OCPS) continues to be engaged in three significant projects at this time; student housing and dining, the Campus Cycling Plan, and the Grand Promenade.

In 2016 the Campus Planning Committee (CPC) identified the development of a Cycling Plan as a key priority in implementing the renewed Campus Plan. The OCPS has worked with Urban Systems Ltd. to help develop the Plan. Phase I of the Plan was completed at the end of 2017. Phase II, which provided options for cycling infrastructure improvements was completed in the spring of 2018. Phase III, the final Plan, was supported by the CPC and subsequently approved by the President in November of 2018.

The OCPS is working with PWL Partnership Landscape Architects Ltd. to develop a landscape plan and design guidelines to implement the Grand Promenade, a 'Big Move' identified in the 2016 Campus Plan. The Grand Promenade will help achieve the University's vision of an extraordinary academic environment and a vibrant and sustainable campus that nurtures student experience and well-being.

Facilities Management is also making progress on several capital projects including new construction and building renovations. The new District Energy Plant is currently under construction and is expected to be operational in spring of 2019. The Petch Building, Cunningham and Elliot building renewals, which include \$20M from the provincial government for lab and building infrastructure upgrades, are expected to be completed in March 2019. The University is pursuing capital funding for a building addition to the Engineering Computer Science Building to support expansion in Engineering. The MacLaurin Building D-Wing seismic upgrade project is commencing construction, in a phased approach, over the next two to three years.

1.0 New Student Housing and Dining – Update & Schematic Design

The 2017/2018 Five-Year Capital plan sets capital planning priorities for the university. UVic's number one capital priority is student housing that would be self-funded and provide at least 600 additional beds on campus. Residence Services and Food Services were fully engaged in the design development process to ensure the proposed sites and building designs met their operational needs and promoted the efficient delivery of service for students living on campus. Located to the south of the Student Union Building, Building 1 will require the deconstruction of Margaret Newton Hall and Emily Carr Residence. The new building will include 398 housing beds and a new 600-seat dining hall. The targeted completion date for this building is 2022. Building 2 will require the deconstruction of the existing Cadboro Commons building and will include two new 225-seat lecture theatres, conferencing space and 385 new housing beds. The targeted completion date for this building is 2024. The project team is exploring opportunities for an accelerated construction schedule, including the potential for temporary dining facilities.



Rendering of new student housing and dining. View looking east from Mearns Centre for Learning lawn.

The project presents excellent opportunities for public realm improvements that support Campus Plan priorities. The site analysis demonstrated that the housing precinct could be further improved by providing a north/south pedestrian promenade. The introduction of a north/south promenade would better promote walkability and compact growth, as recommended in the Campus Plan. The use of each of the proposed sites for new student housing is consistent with the direction provided in the Campus Plan for future building development.

Each of the new buildings will be significantly larger and taller than buildings on neighbouring sites. In keeping with Campus Plan principles, the project team is striving to create an engaging pedestrian-scaled building program while allowing for the development of successful taller buildings on these sites. The buildings will be designed and constructed to meet both LEED Gold and Passive House certification, making them the first building project of its kind on the campus. OCPS has engaged with the campus and neighbouring communities during each Phase of the project through pop-up booths, open houses, and online surveys. In November of 2018, OCPS engaged with the campus and neighbouring communities on the proposed building and landscape designs being submitted for the Development Variance Permit application to the District of Saanich in December, 2018. As well in November, the Government of British Columbia announced the approval of \$123M in financing from the BC Student Housing Loan Program. Municipal approvals are expected to be completed in 2019 with construction commencing in the spring of 2020.

Since last reporting to Senate, the CPC has met twice to provide feedback and support on the Student Housing and Dining Project. In September, 2018, the CPC reviewed and recommended the Schematic Design for the project to the President, which was approved. Regular updates are provided to the CPC by Facilities Management as the project moves closer to construction.

More information: www.uvic.ca/new-student-housing

2.0 Campus Cycling Plan

Through the 2016 Campus Plan process, members of the campus community raised concerns with respect to bicycle-vehicle and bicycle-pedestrian safety. Cyclist-vehicle safety concerns were primarily identified on the main approach roads to campus and Ring Road, while concerns regarding cyclist-pedestrian safety were primarily identified in the pedestrian-oriented lands located within Ring Road. These safety concerns also persist, particularly at peak travel times, on several multi-modal pathways that connect the university to adjoining neighbourhoods.

The Campus Cycling Plan, a first for the University, provides a comprehensive and coordinated approach to support cycling as a safe, enjoyable and convenient form of transport on campus for students, faculty, staff and visitors. The Plan serves as a framework to guide the development of future cycling infrastructure, including bicycle parking, cycling paths and end-of-trip facilities on campus. The Plan also provide policy direction on strategies to improve levels of comfort and safety for both cyclists and pedestrians.

The planning process commenced in October 2017 and included three phases. During each phase of the planning process, the OCPS undertook broad public consultation with the campus community and neighbouring residents through pop-up booths, online surveys, and stakeholder meetings. In collaboration with our advisory team, the consultant developed options for physical improvements to the campus as well as policies related to end-of-trip facilities that were presented for consideration by the community in March, 2018. The CPC was presented with the draft options for physical improvements to the campus as well as policy options in April of 2018. The draft plan was developed over the summer of 2018, campus feedback was sought on the draft during the fall, and the final Plan was unanimously supported by the CPC in November of 2018.

More information: www.uvic.ca/cyclingplan

3.0 Grand Promenade Landscape Plan

The proposed landscape plan will guide the implementation of the Grand Promenade, one of the “Big Moves” generated through the 2016 Campus Plan and will help achieve the University’s vision as not only an extraordinary academic environment but also a vibrant and sustainable community that nurtures student experience and well-being. The landscape plan represents a unique opportunity to address the Strategic Framework priority of increasing the vibrancy of campus life by enhancing the natural and build environment to create more opportunities for interaction and collaboration. The site will function as the primary east-west multi-modal pathway connecting Gordon Head Road to Sinclair Road and further contribute to the campus identity while fostering respect and reconciliation with Indigenous communities by contributing to a welcoming, inclusive campus environment for all. In September of 2018 the University has engaged with PWL Partnership Landscape Architects Ltd. to aid in the site analysis and development of the guiding principles and design concepts.

In October 2018, the OCPS began engaging with the campus community on design principles and landscape ideas from other post-secondary campuses. A collaborative design charrette was also completed in November with a variety of campus stakeholders. The first draft of the landscape design will be presented to the campus community for input in spring 2019, with further campus engagement continuing to fall 2019. The finalized design will be presented to the CPC in fall 2019.

More information: www.uvic.ca/grandpromenade

4.0 District Energy Plant

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

The project has been targeted to meet the Leadership in Energy and Environmental Design (LEED) Gold certification level. A LEED consultant has been retained to guide the certification process. The building is expected to be operational in spring 2019 and the CPC continues to receive updates on its progress as a standing item on the agenda.

5.0 Science Building Renewals

The science building renewals include \$20M from the government for lab and building infrastructure upgrades. The Petch, Cunningham and Elliott Buildings will receive cooling and mechanical system upgrades, as well as labs have been renovated to accommodate Biosafety Level II certification. Construction is currently underway and expected to be completed in March 2019. The CPC continues to monitor these renewals through verbal updates at each meeting.

6.0 Expansion of Engineering Computer Science Building

The 2018/2019 Five-Year Capital plan sets capital planning priorities for the university and supports an addition to the Engineering Computer Science Building (ECSB) in order to support growth in Engineering. The University is pursuing the required capital funding for this project. Once this funding is secure, additional details on building height, massing and exterior details will be presented to the CPC following design consultation with the campus community and adjacent neighbours. This project includes an addition to the ESCB along with a High Structures Bay along Ring Road, south of the Engineering Lab Wing.

7.0 MacLaurin Building

The MacLaurin Building D-Wing seismic upgrade construction project has been launched. The MacLaurin Building is one of the university's oldest structures which underwent extensive life safety upgrading as part of the Knowledge Infrastructure Program in 2011. At that time, due to time and budget constraints, the D-Wing seismic portion of the work could not be completed. Through the support of provincial funding, the D-Wing seismic upgrade work can now proceed.

The construction process will likely take over two years to complete as it requires a phased approach to accommodate the University's academic calendar and maintain partial operations. Classes and programs are being temporarily relocated to accommodate the construction work flow. The CPC receives regular updates on this project.



Date: November 21, 2018
To: Senate
From: Senate Committee on Academic Standards
Re: University of Victoria Grading Patterns Reporting Portal

To ensure continued oversight of grading patterns, a grading patterns summary report is presented annually to the Senate Committee on Academic Standards and Senate. The attached report was provided to the Senate Committee on Academic Standards at its meeting on November 16, 2018.

Respectfully submitted,

2018/2019 Senate Committee on Academic Standards

Sara Beam, Chair, Faculty of Graduate Studies
Janni Aragon, Faculty of Social Sciences
Laurie Barnas, Associate Registrar
Anabelle Bernard Fournier, GSS Representative
Neil Burford, Faculty of Science
Gillian Calder, Faculty of Law
Nathan Daisley, Student Senator
Stephen Evans, Faculty of Graduate Studies (VPAC designate)
Kathy Gaul, Faculty of Education
Andrea Giles, Acting Executive Director, Coop Education and Career Services
Jordan Gilson, Student Senator
Robert Hancock, Convocation Senator
Catherine Harding, Faculty of Fine Arts
Cindy Holder, Associate Dean, Academic Advising (Faculties of HUMS, SCIE, and SOSC)
Sabrina Jackson, Acting Director, Graduate Administration and Records
Michele Martin, Division of Medical Sciences
Michael Nowlin, Faculty of Humanities
Richard Rush, Division of Continuing Studies
Esther Sangster-Gormley, Faculty of Human and Social Development
Henning Struchtrup, Faculty of Engineering
Wendy Taylor, Acting Registrar
Kenneth Thornicroft, Peter B. Gustavson School of Business
Nancy Wright, Associate Vice-President Academic Planning (President's nominee)
Claire Wood, UVSS Representative
Ada Saab, Secretary, Acting Associate University Secretary

/Attachment





University
of Victoria

Institutional Planning and Analysis
PO Box 1700 STN CSC
Victoria, British Columbia V8W 2Y2 Canada
Tel (250) 721-8026 Fax 721-7213
E-mail inst@uvic.ca Web www.inst.uvic.ca

MEMO

Date: November 5, 2018
To: Chair, Senate Committee on Academic Standards
From: Office of Institutional Planning and Analysis
Re: University of Victoria Grading Patterns Reporting Portal

The purpose of the grading reports is to document patterns of grades awarded at the university, faculty, and school or department levels over a five-year period for undergraduate, graduate, and law courses at the University of Victoria. Previous paper reports were prepared every two years for the Senate Committee on Academic Standards and the Vice-President Academic and Provost, with relevant sections distributed to interested parties, such as deans and chairs.

In 2013, the system was revamped to be more comprehensive, timely, detailed, and available on-line. This report comprises grading statistics up to the Spring Term of the 2017-2018 academic year. Starting with the Summer 2014 term, percentage grades are now being collected and this report presents some overall percentage grades in addition to the usual 9-point and letter grade statistics.

Access is via the Office and Institutional Planning and Analysis website (www.inst.uvic.ca). **Full instructions on how to access and navigate the system as well as reports at the following levels are attached to this memorandum.**

Attached Reports:

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

For the university as a whole, the five academic years with complete information show that the grade distributions have remained relatively constant with GPAs ranging from 5.42 to 5.48 although A⁺'s have risen from 10 to 12 percent and 2nd class grades have decreased from 32.2% to 30.4%. Expanding the academic years into individual terms shows, however, that grade performance during the summer is consistently better than during the fall and spring terms, with better GPAs, first class results, and lower fail rates. Perhaps not surprisingly, performance in undergraduate courses by level is better as the level goes up. For example, in 2017/18 the average GPA for 100, 200, 300, and 400 level courses were 4.87, 5.11, 5.72, and 6.63 respectively.

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

Attachments:

Appendix A – Grading reports

Appendix B – Accessing and navigating the Grading Reports



Section Grading Patterns - UVic

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

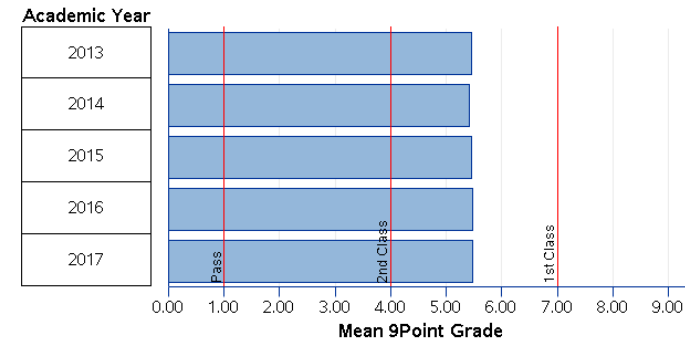
ALL COURSE LEVELS

Applied filters: Time 5 years ending with the last year (currently 2017) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2013	5.45	.	10%	43.2%	32.2%	19.7%	4.8%	130,629	4.9%	142,925
2014	5.42	74.6	10%	42.9%	32.0%	20.2%	4.9%	133,820	4.8%	146,475
2015	5.46	74.8	11%	44.3%	30.5%	20.3%	4.9%	138,163	4.7%	150,715
2016	5.47	74.9	11%	44.2%	30.7%	20.1%	4.9%	139,871	4.7%	152,429
2017	5.48	74.9	12%	44.5%	30.4%	20.1%	4.9%	140,093	4.7%	152,736

ALL COURSE LEVELS

Applied filters: Time 5 years ending with the last year (currently 2017) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2017)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	2013	4.76	.	7.7%	33.3%	31.8%	26.9%	8.0%	39,780	6.4%	43,420
	2014	4.82	71.4	8.5%	34.2%	31.7%	25.9%	8.0%	41,933	6.3%	45,644
	2015	4.80	71.3	9.0%	34.8%	30.0%	26.8%	8.4%	42,854	6.2%	46,276
	2016	4.87	71.7	9.5%	35.6%	30.4%	26.0%	8.0%	41,905	6.0%	45,011
	2017	4.87	71.7	9.5%	35.6%	30.6%	25.9%	8.0%	41,003	6.2%	44,305
200 Level	2013	5.05	.	9.0%	37.8%	31.1%	24.9%	6.1%	27,513	5.3%	29,869
	2014	5.09	73.1	9.5%	38.1%	31.2%	25.1%	5.5%	29,281	5.3%	31,680

Note:

* **1st Class:** Includes grades A+, A, and A-

* **2nd Class:** Includes grades B+, B, and B-

* **Pass:** Includes grades C+, C, and D

* **Fail:** Includes grades E, F, and N

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

* **Official Reporting:** Please verify with Institutional Planning & Analysis.



Section Grading Patterns - UVic

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

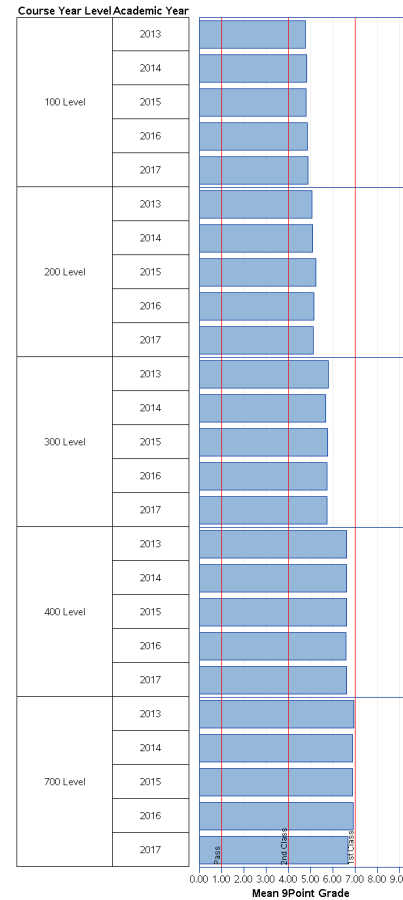
BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2017)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
200 Level	2015	5.24	73.8	11%	40.6%	30.5%	23.6%	5.3%	32,087	4.8%	34,664
	2016	5.15	73.2	10%	39.3%	30.5%	24.4%	5.8%	32,840	5.2%	35,547
	2017	5.11	73.1	11%	39.3%	29.8%	24.9%	5.9%	32,632	5.4%	35,479
300 Level	2013	5.79	.	9.9%	46.6%	35.2%	15.5%	2.7%	43,047	4.3%	46,172
	2014	5.68	76.0	9.7%	45.2%	34.8%	16.9%	3.0%	42,546	4.3%	45,605
	2015	5.76	76.5	11%	47.3%	32.8%	17.0%	2.8%	43,012	4.3%	46,171
	2016	5.73	76.3	11%	46.8%	33.2%	17.0%	3.0%	43,413	4.0%	46,544
	2017	5.72	76.3	11%	47.1%	32.4%	17.4%	3.0%	44,019	3.9%	47,118
400 Level	2013	6.62	.	16%	63.0%	28.1%	7.4%	1.4%	20,081	2.8%	22,959
	2014	6.61	80.6	17%	63.2%	27.5%	8.0%	1.3%	19,839	2.6%	23,033
	2015	6.61	80.6	17%	63.7%	26.5%	8.3%	1.4%	19,989	2.8%	23,108
	2016	6.60	80.5	17%	63.2%	26.8%	8.6%	1.4%	21,523	2.8%	24,868
	2017	6.63	80.6	17%	63.5%	26.9%	8.3%	1.4%	22,243	2.8%	25,410
700 Level	2013	6.94	.	13%	54.8%	44.2%	0.5%	0.5%	208	0.2%	505
	2014	6.88	82.1	3.6%	61.5%	37.6%	.	0.9%	221	1.0%	513
	2015	6.87	81.1	4.5%	69.7%	28.5%	0.5%	1.4%	221	1.4%	496
	2016	6.91	82.4	6.3%	58.4%	41.6%	.	.	190	0.4%	459
	2017	6.67	81.3	4.6%	47.4%	52.0%	.	0.5%	196	1.2%	424

BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2017)



Note:

* **1st Class:** Includes grades A+, A, and A-

* **2nd Class:** Includes grades B+, B, and B-

* **Pass:** Includes grades C+, C, and D

* **Fail:** Includes grades E, F, and N

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

* **Official Reporting:** Please verify with Institutional Planning & Analysis.



Section Grading Patterns - UVic

Program Course Level.PROGRAM_COURSE_LEVEL: Graduate

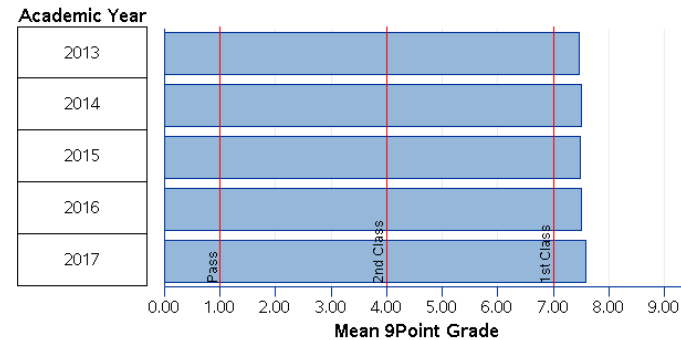
ALL COURSE LEVELS

Applied filters: Time 5 years ending with the last year (currently 2017) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2013	7.47	.	23%	82.1%	16.4%	1.1%	0.4%	7,812	2.0%	17,694
2014	7.51	84.8	25%	83.6%	14.7%	1.3%	0.4%	7,705	2.4%	17,816
2015	7.49	84.7	24%	82.8%	15.5%	1.3%	0.5%	8,290	2.6%	18,676
2016	7.52	84.9	25%	83.5%	15.1%	1.0%	0.4%	7,796	2.2%	17,743
2017	7.58	85.3	26%	85.2%	13.9%	0.6%	0.3%	7,741	2.1%	17,785

ALL COURSE LEVELS

Applied filters: Time 5 years ending with the last year (currently 2017) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2017)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
500 Level	2013	7.46	.	23%	81.8%	16.7%	1.1%	0.4%	7,505	2.3%	14,054
	2014	7.49	84.7	24%	83.3%	15.0%	1.4%	0.4%	7,394	2.9%	14,058
	2015	7.47	84.6	24%	82.5%	15.7%	1.3%	0.5%	8,034	3.1%	14,969
	2016	7.51	84.9	25%	83.3%	15.4%	1.0%	0.4%	7,545	2.7%	14,119
	2017	7.58	85.2	26%	85.0%	14.1%	0.6%	0.3%	7,488	2.5%	14,204
600 Level	2013	7.72	.	29%	87.6%	11.4%	0.3%	0.7%	307	0.7%	3,640
	2014	7.96	87.2	36%	92.3%	7.1%	0.3%	0.3%	311	0.7%	3,758

Note:

* **1st Class:** Includes grades A+, A, and A-

* **2nd Class:** Includes grades B+, B, and B-

* **Pass:** Includes grades C+, C, and D

* **Fail:** Includes grades E, F, and N

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

* **Official Reporting:** Please verify with Institutional Planning & Analysis.



Section Grading Patterns - UVic

Program Course Level.PROGRAM_COURSE_LEVEL: Graduate

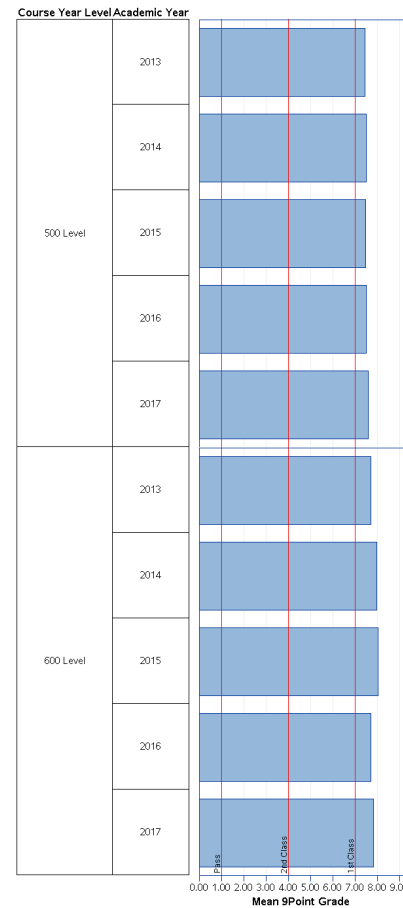
BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2017)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
600 Level	2015	8.02	87.4	47%	90.6%	7.4%	0.8%	1.2%	256	0.7%	3,707
	2016	7.71	85.8	32%	88.8%	7.6%	2.4%	1.2%	251	0.4%	3,624
	2017	7.83	86.7	38%	90.1%	7.9%	0.8%	1.2%	253	0.6%	3,581

BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2017)



Note:

* **1st Class:** Includes grades A+, A, and A-

* **2nd Class:** Includes grades B+, B, and B-

* **Pass:** Includes grades C+, C, and D

* **Fail:** Includes grades E, F, and N

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

* **Official Reporting:** Please report with Institutional Planning & Analysis.



Section Grading Patterns - UVic

Program Course Level.PROGRAM_COURSE_LEVEL: Law

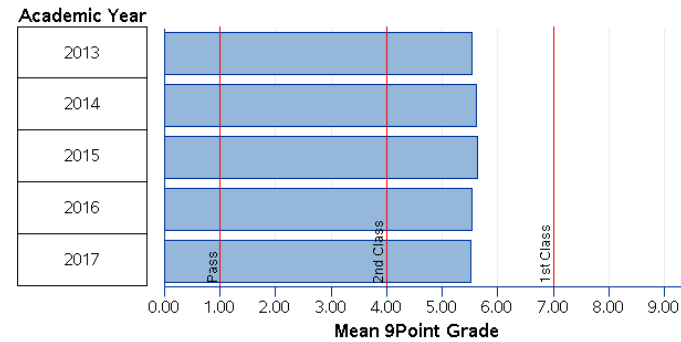
ALL COURSE LEVELS

Applied filters: Time 5 years ending with the last year (currently 2017) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2013	5.54	.	1.9%	29.7%	59.5%	10.4%	0.4%	2,633	0.3%	3,092
2014	5.61	76.2	1.2%	31.0%	59.6%	8.8%	0.5%	2,503	0.7%	2,995
2015	5.64	76.6	1.1%	30.2%	61.5%	8.0%	.	2,574	1.9%	3,110
2016	5.53	75.7	1.2%	27.5%	63.4%	8.3%	0.6%	2,647	1.8%	3,319
2017	5.52	76.1	0.7%	26.4%	64.4%	9.0%	0.2%	2,602	0.8%	3,262

ALL COURSE LEVELS

Applied filters: Time 5 years ending with the last year (currently 2017) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2017)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	2013	5.25	.	0.1%	15.7%	76.7%	7.6%	.	724	1.0%	833
	2014	5.33	75.3	0.5%	22.4%	66.9%	10.7%	.	740	.	850
	2015	5.24	74.9	0.1%	16.3%	74.8%	8.5%	.	798	3.0%	941
	2016	5.14	73.9	.	13.8%	77.4%	7.0%	1.7%	860	4.1%	1,023
	2017	5.17	74.8	.	14.4%	75.7%	9.4%	0.5%	786	2.2%	918
300 Level	2013	5.61	.	2.3%	34.2%	53.7%	11.6%	0.6%	1,885	.	2,125
	2014	5.70	76.5	1.4%	33.9%	57.2%	8.2%	0.7%	1,741	1.1%	2,004

Note:

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



Section Grading Patterns - UVic

Program Course Level.PROGRAM_COURSE_LEVEL: Law

BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2017)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	2015	5.79	77.3	1.4%	35.6%	56.3%	7.9%	.	1,750	1.5%	2,023
	2016	5.69	76.5	1.6%	33.6%	57.1%	9.1%	0.1%	1,771	0.8%	2,162
	2017	5.64	76.5	0.7%	30.7%	60.2%	8.9%	.	1,788	0.3%	2,186
500 Level	2013	8.00	.	27%	100%	.	.	.	22	.	68
	2014	7.55	83.9	4.5%	95.5%	4.5%	.	.	22	.	61
	2015	7.79	86.1	17%	95.8%	4.2%	.	.	24	.	58
	2016	7.75	85.4	19%	93.8%	6.3%	.	.	16	.	51
	2017	7.50	84.1	14%	85.7%	14.3%	.	.	28	.	65
600 Level	2013	8.50	.	50%	100%	.	.	.	2	.	66
	2014	.	.	.	.	.	.	.	0	.	80
	2015	8.00	86.5	.	100%	.	.	.	2	.	88
	2016	.	.	.	.	.	.	.	0	.	83
	2017	.	.	.	.	.	.	.	0	.	93

BY COURSE LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2017)



Note:

* **1st Class:** Includes grades A+, A, and A-

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Education

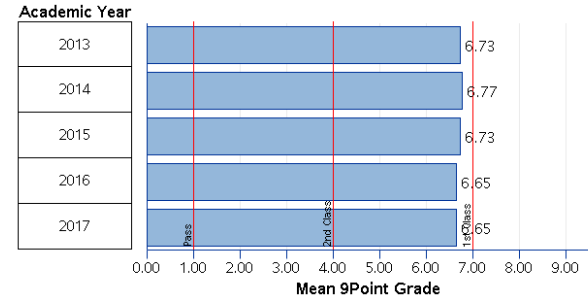
FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2013	6.73	.	14%	65.1%	27.7%	6.3%	0.9%	9,892	2.5%	11,888
2014	6.77	81.5	16%	66.3%	26.7%	6.1%	1.0%	9,826	2.3%	11,690
2015	6.73	81.2	16%	64.8%	27.6%	6.7%	1.0%	10,423	2.4%	12,509
2016	6.65	80.8	17%	62.0%	29.4%	7.3%	1.3%	10,330	2.1%	12,198
2017	6.65	81.0	16%	62.3%	29.5%	7.4%	0.9%	10,562	2.3%	12,306

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2017)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	2013	6.09	.	12%	53.9%	29.7%	14.4%	2.0%	2,196	4.6%	2,303
	2014	6.15	78.3	13%	54.9%	30.1%	12.6%	2.4%	2,117	5.1%	2,283
	2015	5.94	77.3	12%	52.4%	28.6%	16.8%	2.2%	2,275	5.4%	2,573
	2016	5.92	77.3	15%	51.8%	28.2%	16.9%	3.1%	2,279	4.2%	2,449
	2017	5.81	77.2	14%	47.8%	31.5%	18.8%	2.0%	2,349	5.5%	2,576
200 Level	2013	6.43	.	13%	59.7%	31.0%	8.2%	1.1%	998	3.1%	1,251
	2014	6.34	79.5	12%	57.4%	32.4%	9.4%	0.7%	937	2.1%	1,131
	2015	6.63	80.8	15%	61.9%	31.0%	6.4%	0.7%	955	1.0%	1,236
	2016	6.69	80.6	16%	64.8%	26.9%	6.9%	1.5%	960	2.2%	1,245
	2017	6.90	82.0	20%	70.0%	23.0%	6.3%	0.7%	890	2.9%	1,139
300 Level	2013	6.77	.	13%	63.5%	31.2%	4.5%	0.7%	3,617	2.7%	4,206
	2014	6.74	81.4	13%	64.0%	30.4%	5.0%	0.6%	3,617	2.5%	4,181

Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Education

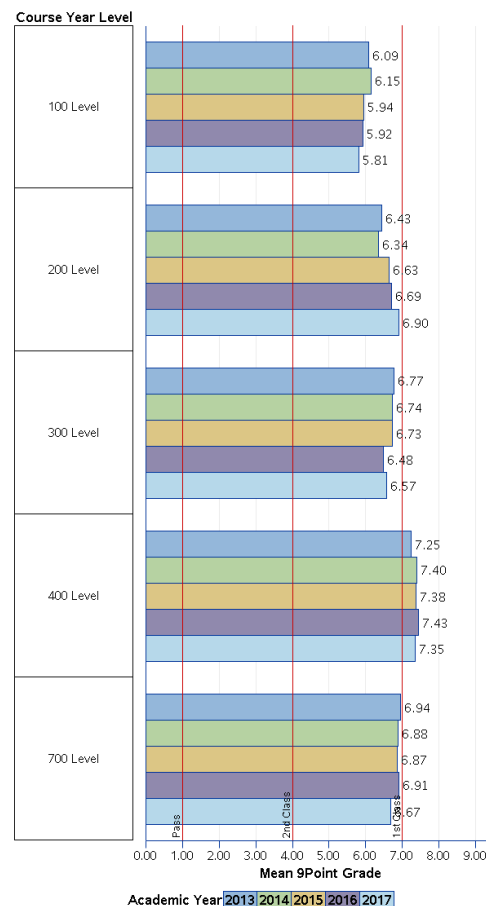
COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2017)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	2015	6.73	81.3	13%	62.3%	32.2%	4.8%	0.7%	4,189	2.3%	4,862
	2016	6.48	80.0	12%	55.6%	37.0%	6.4%	1.0%	4,032	1.8%	4,678
	2017	6.57	80.6	12%	58.9%	34.8%	5.7%	0.7%	4,148	1.8%	4,699
400 Level	2013	7.25	.	17%	78.3%	19.4%	2.0%	0.3%	2,873	0.9%	3,623
	2014	7.40	84.4	24%	80.5%	17.0%	2.0%	0.4%	2,934	0.5%	3,582
	2015	7.38	84.3	22%	79.3%	18.6%	1.8%	0.4%	2,783	0.8%	3,342
	2016	7.43	84.7	27%	78.5%	19.8%	1.4%	0.3%	2,869	1.2%	3,367
700 Level	2017	7.35	84.3	23%	77.0%	20.9%	1.7%	0.3%	2,979	0.6%	3,468
	2013	6.94	.	13%	54.8%	44.2%	0.5%	0.5%	208	0.2%	505
	2014	6.88	82.1	3.6%	61.5%	37.6%	.	0.9%	221	1.0%	513
	2015	6.87	81.1	4.5%	69.7%	28.5%	0.5%	1.4%	221	1.4%	496
	2016	6.91	82.4	6.3%	58.4%	41.6%	.	.	190	0.4%	459
2017	6.67	81.3	4.6%	47.4%	52.0%	.	0.5%	196	1.2%	424	

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2017)



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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Education

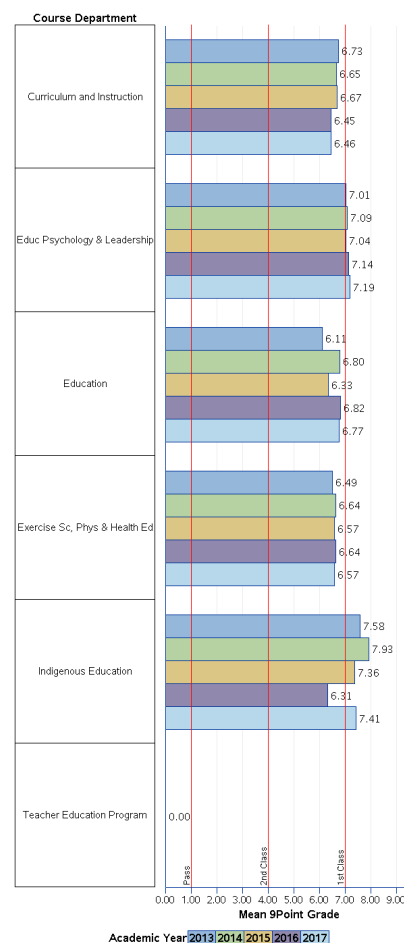
DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Curriculum and Instruction	2013	6.73	.	11%	63.2%	32.4%	3.6%	0.8%	3,851	2.6%	4,204
	2014	6.65	80.8	9.5%	62.9%	32.1%	4.1%	0.8%	3,785	2.2%	5,043
	2015	6.67	81.0	10%	62.2%	32.9%	4.2%	0.6%	4,058	2.2%	5,315
	2016	6.45	80.0	9.2%	54.5%	38.8%	6.0%	0.7%	4,154	2.0%	5,330
	2017	6.46	79.9	7.3%	55.6%	38.8%	4.9%	0.7%	4,352	1.7%	5,532
Educ Psychology & Leadership	2013	7.01	.	17%	75.5%	17.5%	6.0%	1.0%	2,133	1.3%	2,424
	2014	7.09	83.0	23%	74.1%	19.0%	6.1%	0.8%	2,229	1.2%	2,509
	2015	7.04	82.8	22%	74.9%	16.4%	8.0%	0.7%	2,170	1.4%	2,420
	2016	7.14	83.2	28%	75.1%	18.4%	4.9%	1.6%	1,876	1.9%	2,115
Education	2013	6.11	.	.	44.4%	50.0%	5.6%	.	18	11.5%	26
	2014	6.80	80.8	.	80.0%	20.0%	.	.	5	.	13
	2015	6.33	78.5	6.2%	58.0%	32.1%	7.4%	2.5%	81	8.5%	94
	2016	6.82	81.2	24%	65.9%	26.0%	4.9%	3.1%	223	1.3%	231
	2017	6.77	81.3	28%	67.7%	20.0%	8.9%	3.4%	235	1.6%	245
Exercise Sc, Phys & Health Ed	2013	6.49	.	16%	59.3%	30.1%	9.6%	1.0%	3,594	3.7%	3,786
	2014	6.64	80.9	18%	63.1%	27.2%	8.5%	1.2%	3,573	3.4%	3,740
	2015	6.57	80.6	17%	60.5%	29.6%	8.9%	1.0%	3,852	2.8%	4,017
	2016	6.64	80.9	20%	63.9%	24.6%	10.3%	1.3%	3,802	2.7%	3,953
	2017	6.57	80.8	20%	61.2%	26.7%	11.3%	0.7%	3,941	3.6%	4,121
Indigenous Education	2013	7.58	.	19%	88.0%	9.2%	2.4%	0.3%	292	0.3%	395
	2014	7.93	87.0	27%	94.9%	4.7%	.	0.4%	234	0.3%	385
	2015	7.36	81.0	31%	85.9%	5.7%	1.5%	6.9%	262	3.9%	663
	2016	6.31	76.2	19%	57.1%	32.7%	2.9%	7.3%	275	0.7%	569
Teacher Education Program	2013	0.00	.	.	.	.	.	100%	4	0.6%	1,053

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Engineering

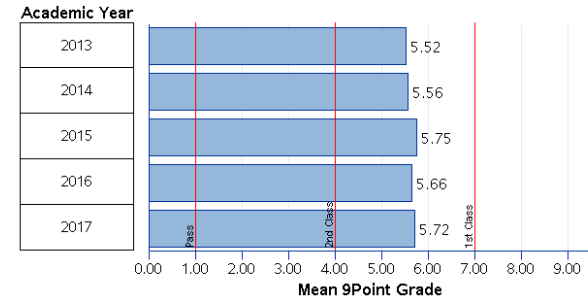
FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2013	5.52	.	14%	45.7%	28.6%	20.2%	5.2%	12,494	5.3%	13,768
2014	5.56	75.2	16%	46.6%	28.2%	19.1%	5.7%	14,046	5.3%	15,413
2015	5.75	76.3	18%	50.2%	26.1%	18.6%	5.0%	16,852	5.0%	17,748
2016	5.66	75.8	17%	48.4%	26.5%	19.4%	5.5%	18,505	5.1%	19,521
2017	5.72	76.0	17%	49.8%	25.9%	18.7%	5.4%	19,102	5.3%	20,208

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2017)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	2013	5.13	.	10%	40.1%	29.8%	21.9%	8.0%	3,774	6.8%	4,617
	2014	5.22	72.5	15%	44.1%	25.7%	18.9%	10.8%	4,166	6.7%	5,050
	2015	5.65	75.4	19%	50.3%	24.2%	17.2%	8.4%	4,931	6.5%	5,274
	2016	5.66	74.9	22%	51.4%	22.0%	16.5%	10.0%	4,996	6.5%	5,351
	2017	5.72	75.4	21%	51.7%	22.7%	16.8%	8.9%	4,794	6.9%	5,156
200 Level	2013	5.14	.	11%	40.7%	28.1%	22.5%	8.0%	2,401	6.1%	2,560
	2014	5.32	74.0	13%	41.5%	30.8%	21.7%	5.4%	3,135	6.5%	3,353
	2015	5.50	75.3	14%	44.9%	28.9%	20.9%	5.1%	4,037	4.6%	4,233
	2016	5.09	73.1	11%	37.6%	31.5%	24.7%	6.0%	4,412	5.5%	4,668
300 Level	2013	5.13	72.9	11%	40.0%	29.0%	23.6%	7.0%	4,407	6.8%	4,736
	2014	5.47	.	14%	43.5%	30.3%	22.6%	3.3%	3,664	4.4%	3,842
	2014	5.49	75.3	14%	44.0%	30.3%	21.6%	3.7%	4,142	3.8%	4,305

Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Engineering

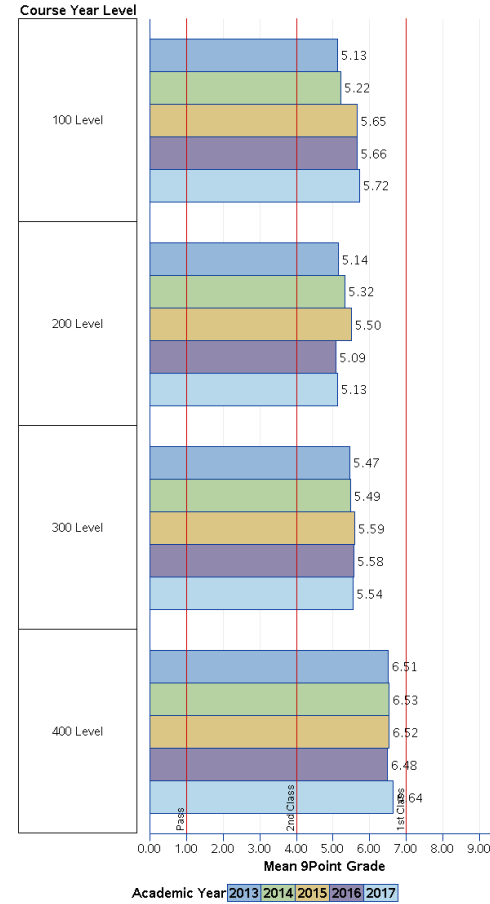
COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2017)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	2015	5.59	75.6	17%	47.2%	26.5%	22.1%	3.8%	4,909	4.1%	5,118
	2016	5.58	75.8	17%	46.4%	27.1%	22.4%	3.9%	5,561	4.3%	5,820
	2017	5.54	75.6	15%	46.4%	27.1%	22.0%	4.4%	5,983	3.6%	6,230
400 Level	2013	6.51	.	21%	61.3%	25.2%	12.2%	1.2%	2,655	3.3%	2,749
	2014	6.53	80.6	23%	61.1%	25.9%	12.1%	1.0%	2,603	3.7%	2,705
	2015	6.52	80.5	22%	61.9%	24.8%	12.0%	1.3%	2,975	4.7%	3,123
	2016	6.48	80.3	20%	61.0%	25.8%	12.3%	0.9%	3,536	3.9%	3,682
	2017	6.64	81.1	22%	63.8%	24.7%	10.5%	1.0%	3,918	4.1%	4,086

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2017)



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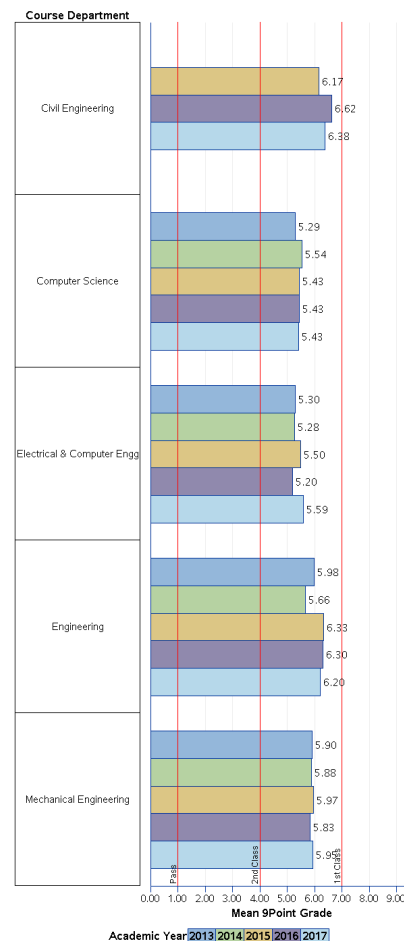
DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Civil Engineering	2015	6.17	79.4	14%	54.0%	30.5%	14.2%	1.3%	226	.	226
	2016	6.62	81.3	20%	61.8%	28.2%	9.3%	0.6%	1,363	1.1%	1,378
	2017	6.38	80.1	14%	58.7%	29.7%	11.2%	0.5%	1,521	0.3%	1,525
Computer Science	2013	5.29	.	13%	43.5%	27.1%	22.4%	6.9%	4,845	8.5%	5,301
	2014	5.54	74.9	18%	47.9%	25.5%	19.2%	7.4%	5,577	7.7%	6,045
	2015	5.43	74.5	17%	46.8%	24.2%	21.3%	7.7%	6,111	7.4%	6,602
Electrical & Computer Engg	2016	5.43	74.3	19%	47.3%	23.1%	21.5%	8.2%	7,778	8.0%	8,457
	2017	5.43	74.5	18%	46.7%	23.1%	22.2%	7.9%	8,342	8.8%	9,166
	2013	5.30	.	14%	41.0%	29.5%	25.8%	3.3%	3,167	3.7%	3,296
Engineering	2014	5.28	74.3	15%	41.9%	27.9%	25.3%	4.5%	3,221	5.6%	3,411
	2015	5.50	75.2	18%	46.6%	24.4%	23.9%	4.9%	3,757	3.9%	3,912
	2016	5.20	73.9	14%	40.1%	28.3%	26.0%	5.4%	3,764	4.3%	3,934
Mechanical Engineering	2017	5.59	75.6	16%	47.4%	26.6%	21.7%	4.0%	3,692	2.6%	3,797
	2013	5.98	.	14%	52.2%	29.7%	13.0%	4.8%	2,169	3.5%	2,802
	2014	5.66	75.3	13%	45.9%	33.4%	14.0%	5.7%	2,598	3.4%	3,253
Mechanical Engineering	2015	6.33	79.4	21%	58.5%	26.4%	12.2%	2.9%	3,572	3.6%	3,705
	2016	6.30	79.1	20%	57.1%	28.2%	11.4%	2.9%	2,455	2.3%	2,521
	2017	6.20	78.1	19%	56.3%	28.1%	10.5%	5.0%	2,401	2.7%	2,479
Mechanical Engineering	2013	5.90	.	14%	50.7%	29.6%	14.5%	4.5%	2,313	2.3%	2,369
	2014	5.88	76.7	15%	50.6%	29.2%	16.2%	3.4%	2,650	2.0%	2,704
	2015	5.97	77.6	14%	51.2%	31.0%	14.6%	2.7%	3,186	3.5%	3,303
Mechanical Engineering	2016	5.83	76.6	15%	48.7%	30.7%	16.9%	3.1%	3,145	2.6%	3,231
	2017	5.95	77.0	15%	51.7%	29.1%	15.5%	3.1%	3,146	2.9%	3,241

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Fine Arts

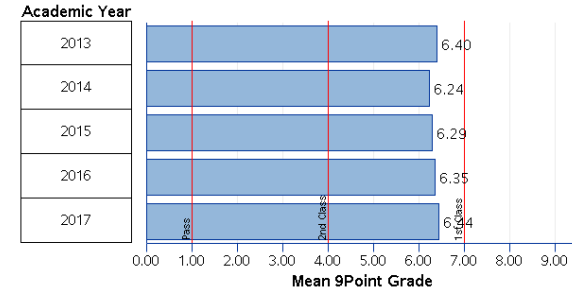
FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2013	6.40	.	14%	59.4%	29.0%	8.6%	2.9%	8,355	4.2%	8,780
2014	6.24	78.4	14%	57.4%	28.7%	11.1%	2.8%	8,955	4.0%	9,389
2015	6.29	78.4	14%	58.4%	28.3%	10.0%	3.4%	9,230	4.5%	9,777
2016	6.35	78.7	16%	60.0%	27.3%	9.3%	3.4%	9,333	4.6%	9,893
2017	6.44	79.0	16%	61.1%	27.8%	8.0%	3.2%	8,899	4.6%	9,471

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2017)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	2013	6.12	.	13%	54.6%	29.9%	12.1%	3.5%	2,910	5.8%	3,089
	2014	5.95	77.0	13%	53.4%	28.4%	14.3%	3.9%	3,140	5.2%	3,313
	2015	5.94	76.7	12%	53.2%	29.1%	13.3%	4.5%	3,557	5.0%	3,759
	2016	5.99	76.8	13%	54.6%	28.2%	12.6%	4.6%	3,581	5.7%	3,797
	2017	6.03	76.7	11%	53.8%	31.1%	10.7%	4.5%	3,462	5.9%	3,686
200 Level	2013	6.24	.	11%	55.9%	31.9%	9.7%	2.5%	1,623	4.4%	1,710
	2014	6.06	77.6	11%	53.3%	31.4%	12.4%	2.9%	1,714	2.9%	1,776
	2015	6.07	77.4	12%	53.7%	31.0%	11.5%	3.8%	1,873	4.1%	1,987
	2016	6.18	77.9	12%	56.0%	30.8%	10.0%	3.1%	1,787	5.8%	1,908
	2017	6.40	78.8	16%	59.5%	29.2%	8.1%	3.2%	1,513	4.4%	1,586
300 Level	2013	6.61	.	15%	63.7%	27.4%	6.1%	2.8%	2,989	3.2%	3,107
	2014	6.45	79.4	15%	59.7%	29.9%	8.1%	2.3%	3,241	4.2%	3,402
	2015	6.64	80.0	17%	63.9%	27.5%	6.2%	2.3%	2,866	4.7%	3,034
	2016	6.65	80.1	19%	63.7%	27.5%	6.3%	2.6%	2,976	3.4%	3,110

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Fine Arts

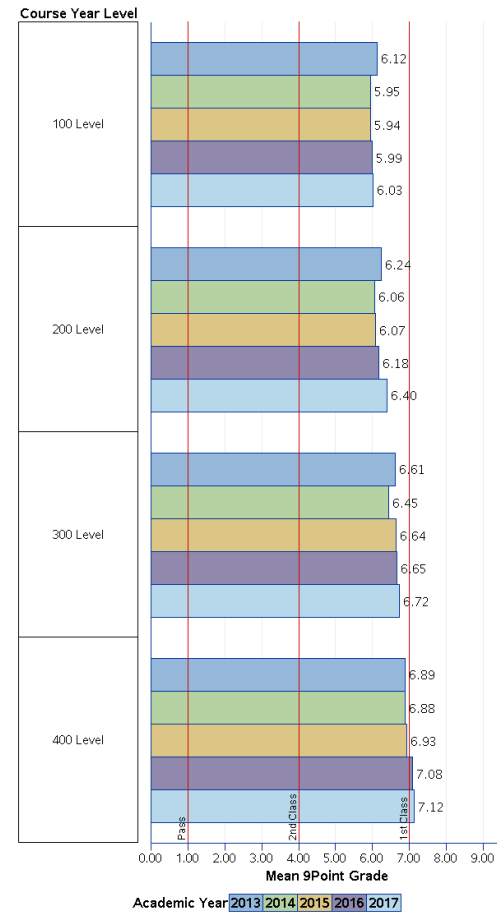
COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2017)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	2017	6.72	80.5	19%	66.2%	25.7%	5.8%	2.3%	2,960	3.2%	3,122
	2013	6.89	.	18%	68.1%	26.1%	3.5%	2.4%	833	1.8%	874
400 Level	2014	6.88	81.7	19%	71.0%	20.5%	7.4%	1.0%	860	1.6%	898
	2015	6.93	81.8	21%	70.3%	21.8%	6.1%	1.7%	934	2.7%	997
	2016	7.08	82.3	23%	75.5%	17.5%	4.9%	2.1%	989	2.1%	1,078
	2017	7.12	82.8	24%	73.9%	20.1%	4.9%	1.1%	964	4.5%	1,077

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2017)



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Section Grading Patterns by Faculty

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Course Faculty.COURSE_FACULTY_1: Faculty of Fine Arts

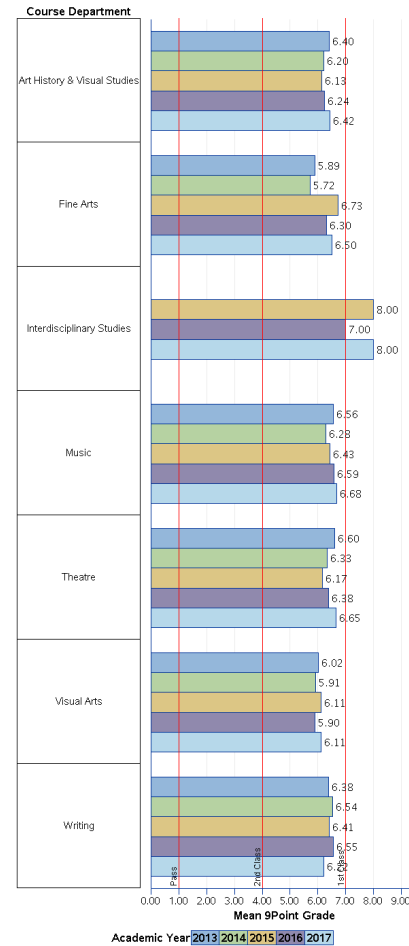
DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Art History & Visual Studies	2013	6.40	.	16%	59.7%	28.3%	7.6%	4.3%	1,884	4.3%	1,972
	2014	6.20	77.5	13%	56.7%	30.1%	9.4%	3.8%	1,957	4.1%	2,052
	2015	6.13	76.8	13%	54.7%	31.0%	10.0%	4.3%	1,836	5.3%	1,946
	2016	6.24	77.0	16%	57.7%	28.8%	8.5%	5.0%	1,972	4.4%	2,069
	2017	6.42	78.2	17%	61.4%	26.6%	7.8%	4.2%	2,119	5.0%	2,252
Fine Arts	2013	5.89	.	11%	47.3%	35.8%	13.1%	3.8%	366	5.7%	388
	2014	5.72	76.1	12%	47.3%	33.0%	15.6%	4.0%	448	4.3%	468
	2015	6.73	80.1	7.1%	70.6%	23.2%	4.3%	1.9%	422	2.8%	434
	2016	6.30	78.2	8.3%	58.1%	31.4%	7.7%	2.8%	506	3.8%	526
Interdisciplinary Studies	2017	6.50	78.9	8.3%	66.3%	23.6%	7.3%	2.8%	436	4.2%	455
	2015	8.00	88.0	.	100%	.	.	.	1	.	1
	2016	7.00	80.0	.	100%	.	.	.	1	.	1
Music	2017	8.00	85.0	50%	100%	.	.	.	2	33.3%	3
	2013	6.56	.	20%	64.2%	23.4%	8.8%	3.7%	2,054	5.5%	2,183
	2014	6.28	78.7	21%	60.6%	21.5%	14.0%	3.9%	2,330	5.3%	2,471
	2015	6.43	79.4	24%	63.5%	20.4%	10.8%	5.2%	2,324	6.0%	2,508
	2016	6.59	80.2	27%	65.7%	20.2%	9.1%	4.9%	2,208	7.6%	2,408
Theatre	2017	6.68	80.9	27%	67.1%	19.7%	9.4%	3.9%	1,964	5.8%	2,102
	2013	6.60	.	12%	65.6%	23.9%	8.7%	1.8%	1,409	2.8%	1,490
	2014	6.33	79.3	10%	58.4%	29.9%	10.7%	1.1%	1,425	2.5%	1,496
	2015	6.17	78.2	9.8%	54.4%	32.6%	10.7%	2.3%	1,588	3.5%	1,712
	2016	6.38	79.2	11%	60.0%	30.0%	8.5%	1.5%	1,566	1.8%	1,636
Visual Arts	2017	6.65	80.4	13%	64.3%	28.3%	6.2%	1.2%	1,525	3.0%	1,620
	2013	6.02	.	3.9%	46.3%	44.0%	7.7%	2.0%	1,109	3.9%	1,154
	2014	5.91	76.9	4.0%	48.9%	38.4%	10.3%	2.4%	1,202	3.8%	1,250
	2015	6.11	77.8	6.9%	52.4%	35.1%	10.6%	1.9%	1,413	2.8%	1,454
	2016	5.90	76.7	7.4%	48.9%	36.2%	12.4%	2.5%	1,404	3.0%	1,491
Writing	2017	6.11	76.8	6.7%	52.4%	37.2%	7.0%	3.4%	1,352	3.5%	1,452
	2013	6.38	.	12%	59.6%	29.5%	9.1%	1.8%	1,533	3.6%	1,593
	2014	6.54	80.3	16%	61.8%	28.1%	8.4%	1.7%	1,593	3.5%	1,652
	2015	6.41	79.3	15%	60.9%	27.4%	9.1%	2.6%	1,646	4.1%	1,722
	2016	6.55	80.0	15%	65.0%	23.7%	8.9%	2.3%	1,676	4.9%	1,762
2017	6.22	78.2	12%	55.6%	32.2%	9.4%	2.7%	1,501	5.4%	1,587	

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Human & Social Dev.

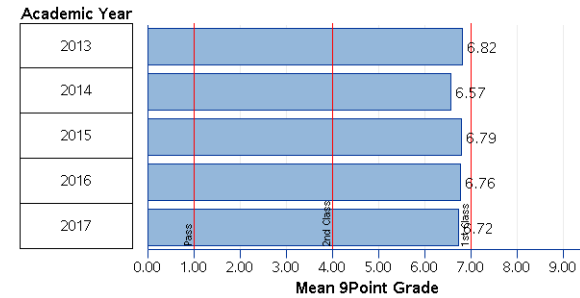
FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2013	6.82	.	17%	67.4%	26.1%	5.0%	1.4%	9,439	4.0%	11,422
2014	6.57	80.0	14%	62.5%	28.7%	7.1%	1.7%	9,353	4.7%	11,604
2015	6.79	81.3	17%	67.0%	26.3%	5.4%	1.3%	9,012	3.7%	11,048
2016	6.76	81.0	16%	67.5%	24.9%	5.9%	1.6%	8,976	3.7%	11,229
2017	6.72	80.8	17%	66.0%	26.4%	5.9%	1.7%	9,273	3.9%	11,449

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2017)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	2013	5.64	.	15%	50.0%	25.6%	17.8%	6.6%	640	8.3%	698
	2014	5.37	74.0	8.8%	39.9%	35.6%	20.4%	4.1%	582	9.3%	643
	2015	5.33	72.9	8.5%	38.7%	37.0%	18.5%	5.8%	568	7.3%	613
	2016	5.69	75.4	12%	49.6%	24.0%	21.9%	4.4%	524	4.7%	551
	2017	5.74	75.6	8.3%	46.3%	35.8%	14.2%	3.7%	786	7.1%	851
200 Level	2013	6.78	.	17%	65.9%	26.8%	6.5%	0.7%	1,520	3.5%	1,576
	2014	6.30	79.2	15%	59.7%	25.2%	13.3%	1.8%	1,534	5.3%	1,620
	2015	6.74	81.1	19%	66.7%	24.2%	7.8%	1.3%	1,503	3.4%	1,556
	2016	6.58	80.2	18%	63.7%	25.4%	9.0%	1.8%	1,633	4.2%	1,705
	2017	6.59	80.4	17%	63.6%	26.5%	8.3%	1.5%	1,708	4.2%	1,783
300 Level	2013	6.82	.	15%	66.2%	28.8%	3.9%	1.1%	4,158	4.0%	4,869
	2014	6.54	79.7	12%	60.6%	32.0%	5.5%	1.9%	3,949	4.7%	4,681
	2015	6.91	81.9	18%	68.2%	26.8%	4.1%	1.0%	3,744	3.4%	4,391

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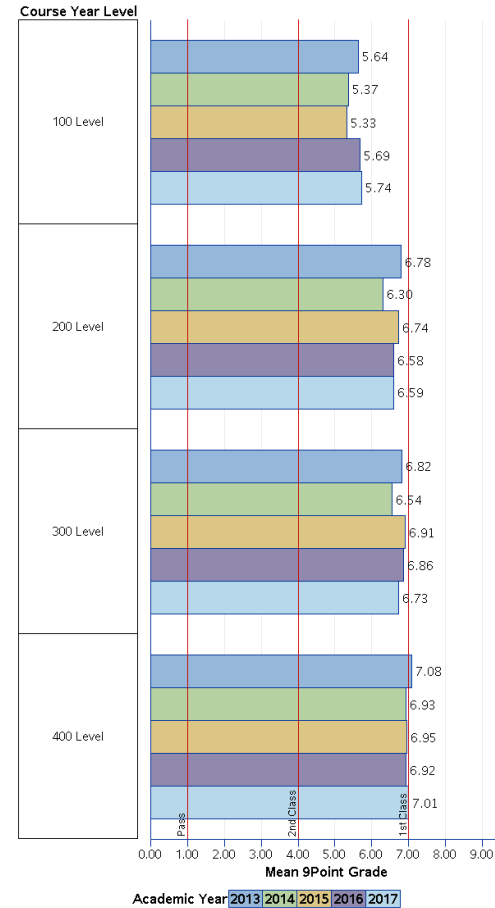
COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2017)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	2016	6.86	81.4	15%	69.2%	25.6%	3.8%	1.4%	3,655	3.6%	4,376
	2017	6.73	80.8	15%	65.6%	28.1%	4.7%	1.6%	3,394	4.0%	4,070
400 Level	2013	7.08	.	20%	73.3%	22.3%	3.2%	1.2%	3,121	3.4%	4,279
	2014	6.93	81.9	18%	70.0%	25.1%	3.8%	1.2%	3,288	3.7%	4,660
	2015	6.95	82.1	16%	70.8%	24.9%	3.5%	0.8%	3,197	3.7%	4,488
	2016	6.92	81.9	17%	70.5%	24.1%	4.2%	1.2%	3,164	3.5%	4,597
	2017	7.01	82.2	21%	72.1%	22.4%	4.0%	1.4%	3,385	3.3%	4,745

COURSE YEAR LEVEL

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DEPARTMENT LEVEL

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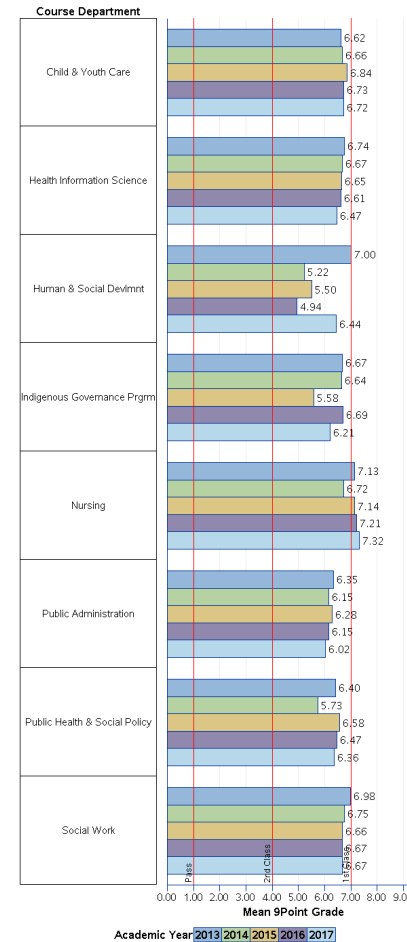
Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Child & Youth Care	2013	6.62	.	19%	64.9%	24.4%	8.0%	2.7%	2,047	5.2%	2,159
	2014	6.66	80.2	19%	65.8%	24.4%	7.4%	2.4%	1,984	5.9%	2,110
	2015	6.84	81.0	23%	68.7%	22.4%	6.3%	2.6%	1,758	5.5%	1,861
	2016	6.73	80.5	21%	67.3%	21.0%	9.2%	2.5%	1,813	4.5%	1,901
	2017	6.72	80.3	25%	66.3%	22.7%	7.6%	3.5%	2,098	5.3%	2,233
Health Information Science	2013	6.74	.	17%	65.5%	26.4%	7.6%	0.6%	872	2.6%	896
	2014	6.67	81.4	23%	67.2%	19.4%	12.5%	0.9%	857	0.8%	864
	2015	6.65	81.2	22%	65.7%	22.9%	10.8%	0.7%	900	1.3%	912
	2016	6.61	80.7	15%	65.2%	23.3%	10.4%	1.1%	819	1.0%	827
	2017	6.47	80.0	15%	59.3%	29.6%	10.0%	1.0%	888	2.3%	911
Human & Social Devlmt	2013	7.00	.	7.1%	71.4%	28.6%	.	.	14	26.3%	19
	2014	5.22	74.3	.	33.3%	50.0%	11.1%	5.6%	18	.	18
	2015	5.50	76.7	8.3%	41.7%	41.7%	16.7%	.	12	13.3%	15
	2016	4.94	67.6	.	29.4%	58.8%	.	11.8%	17	13.6%	22
	2017	6.44	79.9	11%	55.0%	37.3%	6.5%	1.2%	169	4.5%	177
Indigenous Governance Prgrm	2013	6.67	.	6.5%	64.3%	23.9%	4.3%	4.3%	46	4.2%	48
	2014	6.64	81.2	29%	64.3%	21.4%	14.3%	.	14	6.7%	15
	2015	5.58	73.2	.	52.6%	26.3%	10.5%	10.5%	19	.	19
	2016	6.69	81.7	15%	65.4%	26.9%	7.7%	.	26	3.7%	27
	2017	6.21	76.9	18%	60.5%	26.3%	7.9%	5.3%	38	13.6%	44
Nursing	2013	7.13	.	24%	71.4%	24.5%	3.3%	0.8%	2,654	2.5%	4,000
	2014	6.72	80.7	17%	63.7%	29.5%	4.9%	1.8%	2,426	3.6%	3,874
	2015	7.14	83.3	23%	72.6%	23.0%	3.7%	0.7%	2,456	2.3%	3,802
	2016	7.21	83.5	23%	75.2%	21.4%	2.7%	0.7%	2,411	1.8%	3,955
	2017	7.32	84.1	26%	76.6%	20.8%	2.0%	0.6%	2,018	1.2%	3,427
Public Administration	2013	6.35	.	2.9%	57.3%	36.6%	4.8%	1.3%	524	4.9%	551
	2014	6.15	77.8	3.2%	54.1%	37.2%	6.7%	2.0%	505	7.8%	548
	2015	6.28	78.7	4.8%	52.7%	41.6%	4.8%	0.9%	438	7.8%	475
	2016	6.15	77.5	4.8%	56.2%	33.7%	7.5%	2.6%	454	9.3%	515
	2017	6.02	76.6	3.1%	53.2%	35.3%	8.3%	3.2%	556	9.4%	614
Public Health & Social Policy	2013	6.40	.	13%	59.1%	29.9%	9.4%	1.7%	1,025	4.6%	1,086
	2014	5.73	76.7	12%	47.2%	31.5%	19.3%	1.9%	1,065	6.1%	1,160
	2015	6.58	80.6	19%	62.3%	26.9%	9.6%	1.2%	1,110	4.3%	1,187
	2016	6.47	79.8	19%	62.2%	24.7%	11.0%	2.2%	1,159	4.4%	1,241
	2017	6.47	79.8	19%	62.2%	24.7%	11.0%	2.2%	1,159	4.4%	1,241

Note:

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

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Human & Social Dev.

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Public Health & Social Policy	2017	6.36	79.5	17%	59.4%	26.9%	12.1%	1.6%	1,122	4.3%	1,204
	2013	6.98	.	12%	71.9%	25.4%	1.5%	1.2%	2,257	5.1%	2,663
Social Work	2014	6.75	80.7	8.6%	65.5%	31.4%	1.8%	1.3%	2,484	5.1%	3,015
	2015	6.66	80.3	5.1%	65.5%	30.9%	2.3%	1.3%	2,319	4.2%	2,777
	2016	6.67	80.2	5.1%	65.7%	30.5%	2.4%	1.4%	2,277	5.4%	2,741
	2017	6.67	80.5	5.3%	66.2%	30.0%	2.8%	0.9%	2,384	5.1%	2,839

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Humanities

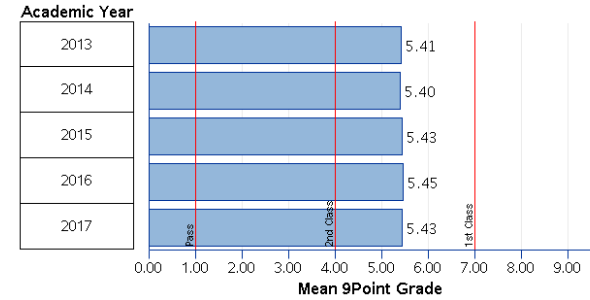
FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2013	5.41	.	7.5%	38.6%	39.3%	18.2%	3.8%	24,552	5.8%	26,243
2014	5.40	74.3	7.7%	38.6%	39.4%	17.9%	4.1%	24,541	5.6%	26,104
2015	5.43	74.3	8.4%	40.0%	37.7%	18.1%	4.3%	23,963	5.3%	25,428
2016	5.45	74.5	7.5%	40.3%	38.1%	17.7%	3.9%	23,527	5.3%	24,958
2017	5.43	74.3	7.5%	39.9%	38.4%	17.6%	4.1%	22,661	5.4%	24,225

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2017)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	2013	5.11	.	6.1%	32.3%	42.1%	21.5%	4.1%	8,900	6.0%	9,569
	2014	5.08	72.9	6.5%	32.7%	41.4%	21.1%	4.8%	9,609	6.1%	10,259
	2015	5.11	73.0	7.1%	34.2%	39.3%	21.4%	5.1%	9,523	5.5%	10,125
	2016	5.20	73.5	6.1%	35.4%	40.0%	20.4%	4.3%	9,148	5.6%	9,716
	2017	5.25	73.6	6.9%	36.2%	40.1%	19.2%	4.5%	8,294	5.6%	8,871
200 Level	2013	5.24	.	8.6%	37.8%	36.5%	21.0%	4.7%	5,939	6.3%	6,362
	2014	5.33	74.1	8.8%	38.8%	36.3%	21.1%	3.9%	5,975	5.8%	6,366
	2015	5.46	74.3	9.5%	41.3%	35.9%	18.4%	4.4%	5,957	5.4%	6,329
	2016	5.39	74.1	8.2%	40.3%	36.3%	19.0%	4.3%	5,681	5.9%	6,053
300 Level	2013	5.58	.	6.0%	41.1%	40.1%	15.5%	3.4%	6,751	5.8%	7,199
	2014	5.65	75.1	7.4%	42.4%	40.4%	13.4%	3.8%	6,768	5.2%	7,174

Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Humanities

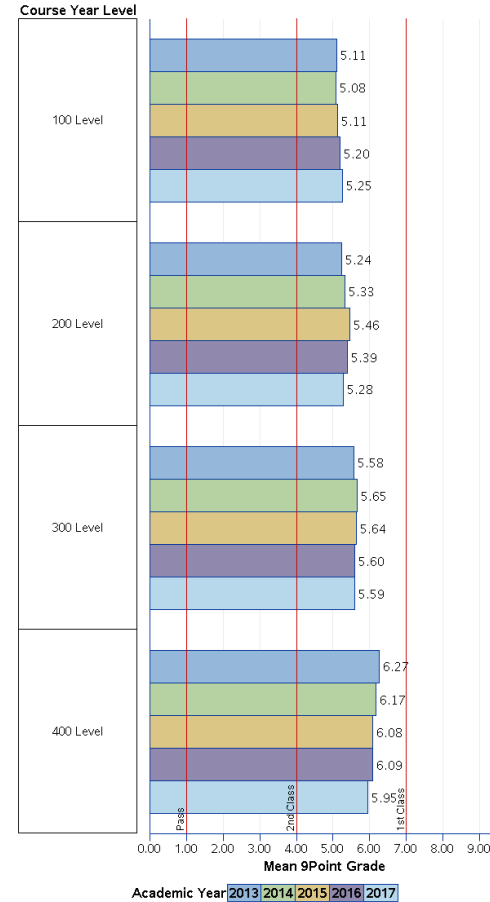
COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2017)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	2015	5.64	75.1	8.0%	42.9%	38.9%	14.7%	3.6%	6,174	5.3%	6,552
	2016	5.60	75.0	7.4%	42.4%	39.0%	14.9%	3.7%	5,989	5.1%	6,354
	2017	5.59	75.0	7.8%	42.2%	38.3%	15.7%	3.7%	6,097	5.2%	6,496
400 Level	2013	6.27	.	13%	54.0%	34.7%	9.1%	2.1%	2,962	4.3%	3,113
	2014	6.17	78.2	11%	52.6%	35.6%	9.4%	2.3%	2,189	4.2%	2,305
	2015	6.08	77.6	12%	52.6%	32.6%	12.3%	2.5%	2,309	3.7%	2,422
	2016	6.09	77.6	11%	52.3%	33.5%	11.6%	2.5%	2,709	3.5%	2,835
	2017	5.95	77.0	7.7%	48.6%	37.6%	11.5%	2.3%	2,554	3.5%	2,694

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2017)



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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Humanities

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

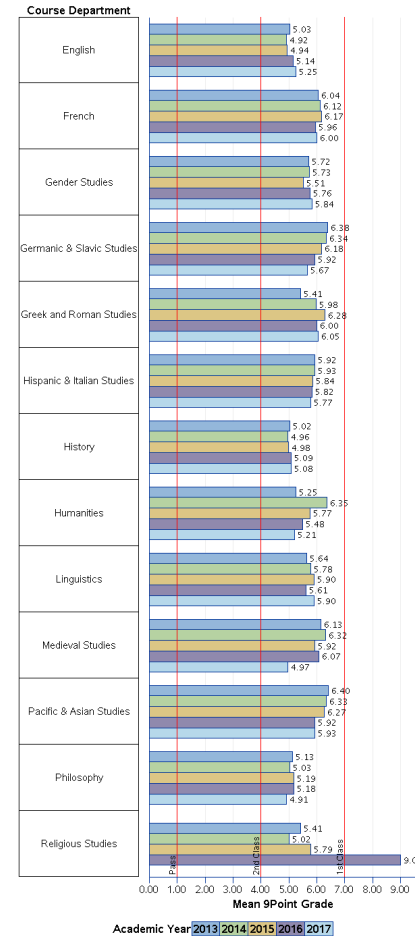
Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
English	2013	5.03	.	1.5%	27.7%	49.3%	19.2%	3.8%	7,341	4.5%	7,700
	2014	4.92	72.2	1.7%	26.3%	48.9%	20.1%	4.6%	7,670	4.2%	8,015
	2015	4.94	71.8	2.0%	28.6%	46.2%	19.4%	5.8%	7,449	4.3%	7,790
	2016	5.14	73.2	2.5%	31.1%	46.8%	17.8%	4.3%	6,853	4.2%	7,165
	2017	5.25	73.6	2.5%	32.7%	47.3%	16.1%	3.8%	6,736	4.1%	7,056
French	2013	6.04	.	12%	51.5%	33.0%	13.5%	2.0%	1,112	5.6%	1,224
	2014	6.12	78.4	17%	55.5%	27.1%	15.0%	2.5%	968	4.3%	1,064
	2015	6.17	78.6	18%	56.4%	26.4%	14.9%	2.3%	920	4.4%	1,005
	2016	5.96	77.5	13%	50.8%	31.9%	14.7%	2.6%	880	2.8%	958
2017	6.00	77.7	13%	52.9%	29.8%	15.2%	2.1%	712	4.9%	811	
Gender Studies	2013	5.72	.	5.8%	44.6%	37.8%	14.9%	2.8%	1,003	4.4%	1,053
	2014	5.73	75.8	3.6%	42.4%	43.0%	12.3%	2.3%	1,004	4.8%	1,057
	2015	5.51	74.8	5.6%	40.5%	39.1%	17.5%	2.9%	1,186	4.5%	1,246
	2016	5.76	75.8	3.7%	47.0%	36.5%	13.7%	2.8%	1,116	5.0%	1,180
2017	5.84	75.9	6.3%	47.1%	38.5%	10.9%	3.5%	1,077	4.5%	1,137	
Germanic & Slavic Studies	2013	6.38	.	17%	57.4%	29.9%	11.1%	1.6%	1,670	3.7%	1,734
	2014	6.34	79.0	14%	57.4%	31.7%	8.6%	2.3%	1,185	4.4%	1,241
	2015	6.18	78.7	14%	54.7%	29.6%	14.0%	1.6%	1,431	3.7%	1,491
	2016	5.92	77.6	14%	49.9%	30.5%	17.8%	1.8%	1,600	4.2%	1,674
2017	5.67	76.2	13%	45.6%	31.9%	19.5%	3.0%	1,204	5.0%	1,274	
Greek and Roman Studies	2013	5.41	.	12%	42.1%	33.5%	18.5%	5.9%	1,193	6.9%	1,283
	2014	5.98	77.0	14%	50.0%	33.7%	13.2%	3.1%	1,242	5.8%	1,320
	2015	6.28	77.6	19%	58.8%	26.0%	10.8%	4.4%	1,157	4.0%	1,211
	2016	6.00	77.2	13%	51.2%	33.5%	12.5%	2.8%	1,255	4.7%	1,320
2017	6.05	77.3	15%	54.4%	27.4%	14.9%	3.2%	1,235	5.1%	1,311	
Hispanic & Italian Studies	2013	5.92	.	16%	54.1%	25.6%	16.6%	3.8%	1,267	6.1%	1,354
	2014	5.93	77.1	17%	53.0%	26.3%	17.4%	3.3%	1,379	6.0%	1,469
	2015	5.84	76.9	19%	50.7%	26.1%	19.6%	3.6%	1,230	5.7%	1,305
	2016	5.82	76.8	14%	50.4%	28.8%	17.6%	3.2%	1,124	5.6%	1,198
2017	5.77	76.3	16%	49.7%	28.1%	17.7%	4.5%	1,042	4.2%	1,097	
History	2013	5.02	.	2.7%	30.5%	44.2%	20.6%	4.7%	4,005	6.2%	4,276
	2014	4.96	71.4	2.4%	29.7%	45.4%	19.6%	5.3%	3,750	6.5%	4,015
	2015	4.98	71.5	2.0%	29.4%	45.6%	20.0%	5.0%	3,531	6.3%	3,770

Note:

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DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Humanities

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
History	2016	5.09	72.1	3.4%	32.7%	42.4%	20.1%	4.8%	3,388	6.6%	3,631
	2017	5.08	72.0	3.5%	32.3%	42.9%	19.5%	5.3%	3,433	6.4%	3,687
Humanities	2013	5.25	.	12%	36.9%	34.2%	25.6%	3.2%	371	4.1%	387
	2014	6.35	78.7	18%	57.9%	28.1%	11.0%	3.0%	473	2.5%	485
	2015	5.77	76.0	12%	46.9%	34.1%	16.1%	2.9%	311	5.2%	328
	2016	5.48	74.2	12%	42.3%	36.1%	17.3%	4.2%	404	5.1%	429
	2017	5.21	72.1	12%	38.1%	33.5%	22.8%	5.6%	412	7.5%	454
Linguistics	2013	5.64	.	13%	48.6%	26.6%	20.7%	4.0%	1,486	5.3%	1,668
	2014	5.78	76.6	18%	51.1%	25.9%	18.7%	4.3%	1,500	5.7%	1,616
	2015	5.90	77.0	18%	54.7%	23.1%	18.3%	4.0%	1,517	5.6%	1,655
	2016	5.61	75.6	13%	48.5%	27.4%	20.1%	4.1%	1,500	4.9%	1,600
	2017	5.90	76.7	14%	54.1%	25.0%	16.7%	4.1%	1,494	5.5%	1,670
Medieval Studies	2013	6.13	.	5.3%	55.5%	30.8%	9.5%	4.2%	263	8.4%	287
	2014	6.32	78.7	14%	56.4%	32.7%	9.0%	1.9%	312	7.4%	337
	2015	5.92	77.6	8.2%	47.1%	40.0%	12.4%	0.6%	170	5.0%	179
	2016	6.07	76.3	6.5%	55.1%	31.8%	8.6%	4.5%	245	6.5%	262
	2017	4.97	69.9	3.2%	34.2%	39.0%	18.2%	8.6%	187	7.4%	204
Pacific & Asian Studies	2013	6.40	.	19%	57.5%	29.9%	10.3%	2.4%	1,469	5.3%	1,555
	2014	6.33	79.2	16%	56.4%	31.7%	10.0%	1.8%	1,682	4.9%	1,771
	2015	6.27	79.1	16%	55.7%	31.5%	11.4%	1.4%	2,008	4.1%	2,098
	2016	5.92	77.2	13%	50.5%	32.1%	14.9%	2.5%	2,171	3.1%	2,242
	2017	5.93	77.4	13%	48.8%	34.5%	14.8%	1.9%	2,239	4.2%	2,338
Philosophy	2013	5.13	.	8.0%	35.3%	37.4%	22.4%	4.9%	2,963	9.8%	3,288
	2014	5.03	72.2	6.9%	35.2%	35.2%	24.3%	5.2%	3,023	9.4%	3,343
	2015	5.19	73.0	8.3%	37.6%	35.1%	22.6%	4.6%	3,020	8.6%	3,317
	2016	5.18	72.7	7.7%	38.0%	35.6%	20.6%	5.8%	2,989	9.2%	3,296
	2017	4.91	71.7	7.1%	34.2%	35.8%	24.2%	5.8%	2,890	9.0%	3,186
Religious Studies	2013	5.41	.	8.8%	42.5%	33.3%	19.8%	4.4%	409	5.5%	434
	2014	5.02	71.8	5.4%	34.3%	36.8%	23.2%	5.7%	353	4.9%	371
	2015	5.79	76.0	6.1%	45.5%	39.4%	12.1%	3.0%	33	.	33
	2016	9.00	92.0	100%	100%	.	.	.	2	33.3%	3

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Medical Sciences

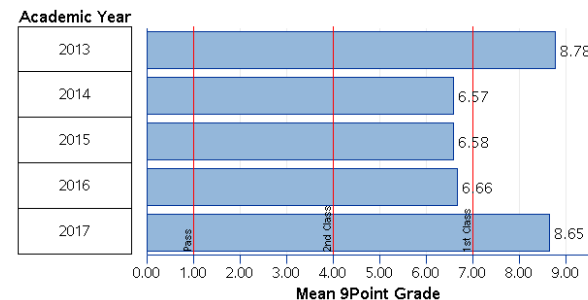
FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2013	8.78	.	78%	100%	.	.	.	18	10.0%	20
2014	6.57	81.8	37%	61.1%	20.4%	16.7%	1.9%	54	.	55
2015	6.58	81.3	30%	65.0%	21.7%	13.3%	.	60	3.2%	62
2016	6.66	81.9	26%	63.2%	23.7%	13.2%	.	38	2.6%	39
2017	8.65	92.1	71%	100%	.	.	.	31	6.1%	33

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2017)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	2014	5.32	75.9	13%	38.7%	32.3%	25.8%	3.2%	31	.	32
	2015	5.12	74.8	8.0%	36.0%	40.0%	24.0%	.	25	3.8%	26
	2016	6.03	78.8	6.7%	53.3%	30.0%	16.7%	.	30	3.2%	31
400 Level	2013	8.78	.	78%	100%	.	.	.	18	10.0%	20
	2014	8.26	89.7	70%	91.3%	4.3%	4.3%	.	23	.	23
	2015	7.63	86.0	46%	85.7%	8.6%	5.7%	.	35	2.8%	36
	2016	9.00	93.8	100%	100%	.	.	.	8	.	8
	2017	8.65	92.1	71%	100%	.	.	.	31	6.1%	33

Note:

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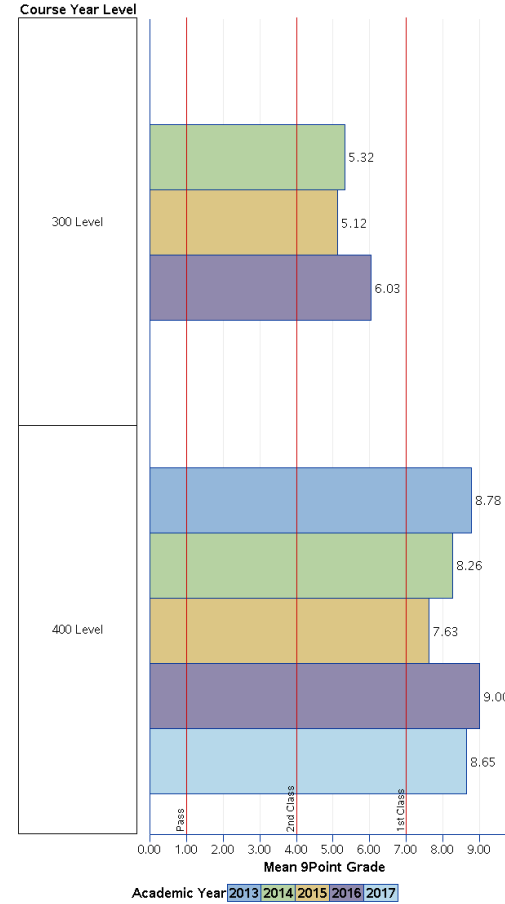
Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Medical Sciences

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2017)



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* **Pass:** Includes grades C+, C, and D

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Medical Sciences

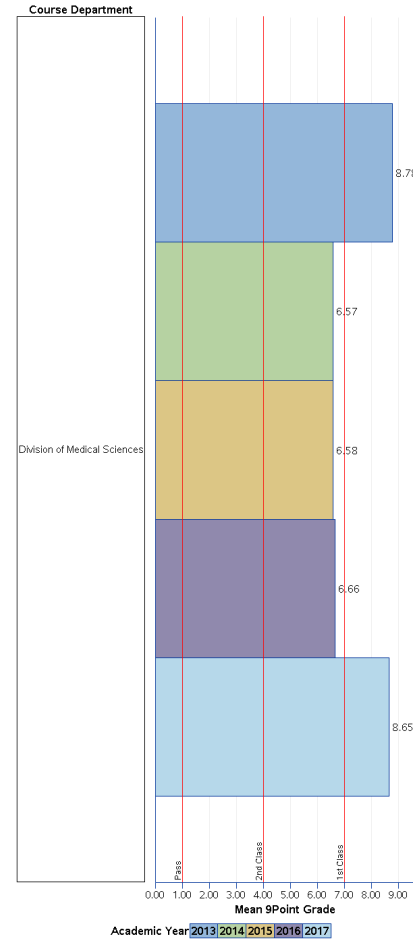
DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Division of Medical Sciences	2013	8.78	.	78%	100%	.	.	.	18	10.0%	20
	2014	6.57	81.8	37%	61.1%	20.4%	16.7%	1.9%	54	.	55
	2015	6.58	81.3	30%	65.0%	21.7%	13.3%	.	60	3.2%	62
	2016	6.66	81.9	26%	63.2%	23.7%	13.2%	.	38	2.6%	39
	2017	8.65	92.1	71%	100%	.	.	.	31	6.1%	33

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



Note:

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Science

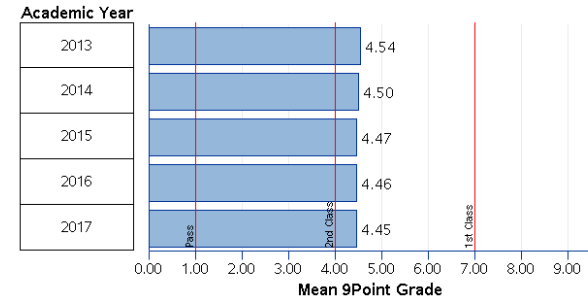
FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2013	4.54	.	9.1%	32.7%	27.0%	30.5%	9.8%	27,038	6.7%	29,080
2014	4.50	70.0	8.9%	31.8%	27.3%	31.2%	9.7%	28,609	6.6%	30,732
2015	4.47	69.7	9.6%	32.1%	25.8%	31.8%	10.3%	28,639	6.8%	30,865
2016	4.46	69.9	10%	31.7%	26.2%	32.1%	10.0%	28,369	6.8%	30,566
2017	4.45	69.9	11%	31.9%	25.3%	32.7%	10.1%	28,538	6.7%	30,844

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2017)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	2013	4.04	.	6.7%	26.2%	26.3%	33.9%	13.6%	12,840	8.0%	13,952
	2014	4.09	67.6	7.1%	26.5%	26.7%	34.1%	12.7%	13,672	7.7%	14,820
	2015	3.85	66.0	6.3%	24.3%	24.6%	36.5%	14.5%	13,265	8.1%	14,450
	2016	3.93	66.8	6.9%	24.4%	26.3%	35.8%	13.5%	12,836	8.1%	13,974
	2017	3.85	66.6	6.8%	23.7%	25.5%	37.2%	13.7%	12,947	7.9%	14,097
200 Level	2013	4.30	.	8.8%	30.2%	24.9%	34.5%	10.4%	6,978	6.4%	7,490
	2014	4.36	69.4	9.5%	30.6%	25.3%	33.6%	10.4%	7,797	6.2%	8,341
	2015	4.56	70.6	11%	33.2%	25.7%	31.8%	9.3%	8,241	5.9%	8,788
	2016	4.37	69.3	11%	31.3%	23.6%	34.6%	10.6%	7,992	6.4%	8,554
	2017	4.44	69.8	12%	32.3%	23.7%	33.8%	10.2%	8,141	6.3%	8,753
300 Level	2013	5.29	.	9.8%	40.0%	32.8%	24.0%	3.3%	4,716	4.9%	4,993
	2014	5.09	73.6	8.0%	37.3%	32.1%	26.5%	4.0%	4,452	5.4%	4,748

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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Science

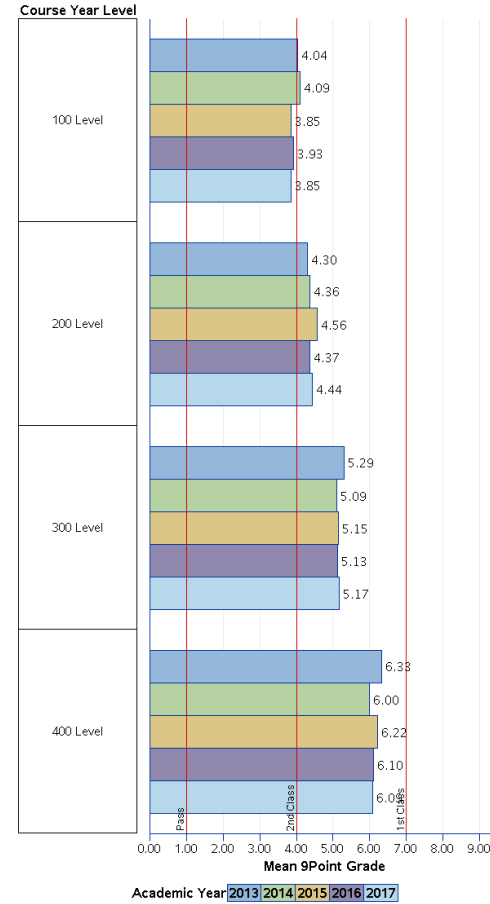
COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2017)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	2015	5.15	74.0	12%	39.2%	29.3%	27.1%	4.5%	4,782	6.0%	5,131
	2016	5.13	74.0	10%	38.6%	30.9%	26.3%	4.1%	4,835	5.3%	5,170
	2017	5.17	74.0	13%	40.3%	28.2%	26.7%	4.8%	4,765	5.3%	5,101
400 Level	2013	6.33	.	21%	59.0%	24.8%	14.7%	1.4%	2,504	4.0%	2,645
	2014	6.00	78.1	18%	52.8%	27.6%	17.6%	2.1%	2,688	3.6%	2,823
	2015	6.22	79.0	20%	57.3%	25.2%	15.4%	2.1%	2,351	3.6%	2,496
	2016	6.10	78.4	21%	55.0%	25.3%	17.1%	2.7%	2,706	4.0%	2,868
	2017	6.09	78.4	21%	55.0%	24.5%	18.0%	2.5%	2,685	4.5%	2,893

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2017)



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Section Grading Patterns by Faculty

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Course Faculty.COURSE_FACULTY_1: Faculty of Science

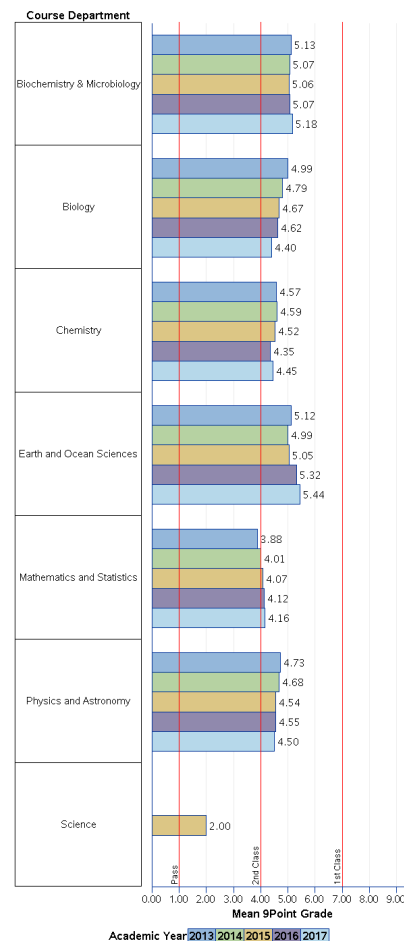
DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Biochemistry & Microbiology	2013	5.13	.	7.2%	38.8%	31.5%	26.8%	2.9%	1,980	5.4%	2,096
	2014	5.07	73.8	7.5%	37.5%	31.0%	28.1%	3.4%	2,059	5.1%	2,190
	2015	5.06	74.0	8.5%	39.0%	27.5%	30.7%	2.7%	2,298	5.3%	2,450
	2016	5.07	74.0	8.9%	37.3%	30.5%	29.6%	2.7%	2,348	3.9%	2,481
	2017	5.18	74.5	11%	39.3%	30.1%	27.7%	2.8%	2,186	3.7%	2,308
Biology	2013	4.99	.	9.6%	36.8%	29.5%	29.7%	4.0%	6,581	4.0%	6,875
	2014	4.79	71.8	8.7%	33.3%	30.2%	31.6%	4.9%	6,540	3.8%	6,815
	2015	4.67	71.4	8.0%	31.8%	29.6%	33.9%	4.8%	6,398	4.5%	6,720
	2016	4.62	71.7	8.6%	31.3%	29.0%	34.6%	5.1%	6,098	5.0%	6,433
	2017	4.40	70.4	8.3%	29.3%	27.1%	37.3%	6.4%	6,150	4.6%	6,496
Chemistry	2013	4.57	.	10%	33.4%	26.1%	29.3%	11.3%	4,235	5.7%	4,548
	2014	4.59	71.4	8.3%	32.0%	28.9%	29.8%	9.3%	4,495	5.1%	4,792
	2015	4.52	70.7	10%	32.1%	26.6%	30.4%	10.9%	4,472	6.1%	4,825
	2016	4.35	70.2	10%	30.1%	25.7%	33.5%	10.7%	4,239	5.8%	4,556
	2017	4.45	70.6	12%	32.0%	24.0%	34.5%	9.6%	4,287	5.6%	4,601
Earth and Ocean Sciences	2013	5.12	.	7.5%	34.9%	38.0%	22.7%	4.5%	1,884	4.2%	1,967
	2014	4.99	73.2	6.0%	33.9%	35.3%	26.1%	4.7%	1,781	3.5%	1,845
	2015	5.05	73.2	7.4%	35.8%	33.9%	25.9%	4.4%	1,739	3.0%	1,793
	2016	5.32	74.9	7.1%	40.1%	34.4%	21.8%	3.6%	1,704	4.2%	1,779
	2017	5.44	75.6	9.8%	42.2%	32.6%	21.3%	3.8%	1,667	4.3%	1,750
Mathematics and Statistics	2013	3.88	.	9.2%	27.5%	21.2%	34.3%	17.1%	9,123	9.5%	10,085
	2014	4.01	66.5	10%	29.0%	21.3%	33.6%	16.1%	10,217	9.6%	11,307
	2015	4.07	66.5	11%	30.6%	20.1%	32.4%	17.0%	10,399	9.1%	11,445
	2016	4.12	66.8	12%	30.5%	21.0%	32.5%	16.0%	10,762	8.5%	11,773
	2017	4.16	67.2	12%	31.1%	21.0%	32.1%	15.9%	10,688	9.0%	11,785
Physics and Astronomy	2013	4.73	.	8.5%	33.0%	30.0%	30.2%	6.8%	3,235	7.4%	3,509
	2014	4.68	71.3	9.4%	32.2%	30.9%	29.8%	7.0%	3,517	6.6%	3,783
	2015	4.54	70.4	9.5%	30.3%	29.6%	32.2%	7.7%	3,332	7.4%	3,631
	2016	4.55	70.6	8.0%	29.7%	31.8%	31.2%	7.3%	3,218	8.7%	3,534
	2017	4.50	70.4	8.7%	29.0%	30.8%	32.7%	7.5%	3,560	7.3%	3,893
Science	2015	2.00	60.0	.	.	.	100%	.	1	.	1
	2016	.	.	.	.	.	.	.	0	.	10
	2017	.	.	.	.	.	.	.	0	.	11

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



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Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Social Sciences

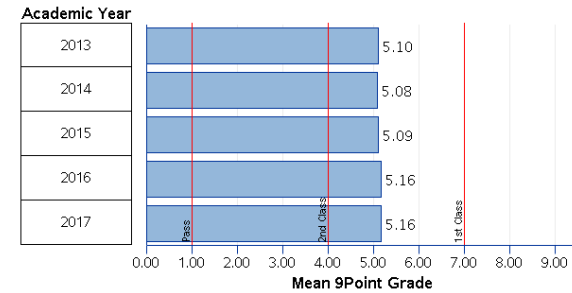
FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2013	5.10	.	7.7%	36.0%	35.3%	24.2%	4.6%	32,023	4.8%	33,707
2014	5.08	73.3	8.0%	36.1%	34.4%	25.3%	4.3%	31,197	4.7%	32,781
2015	5.09	73.4	8.8%	37.3%	32.6%	26.0%	4.2%	32,248	4.7%	33,895
2016	5.16	73.6	9.0%	38.1%	32.8%	24.9%	4.3%	32,771	4.4%	34,331
2017	5.16	73.6	9.3%	38.5%	32.2%	25.2%	4.1%	32,884	4.3%	34,507

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2017)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	2013	4.49	.	6.2%	28.4%	31.9%	33.1%	6.6%	8,231	5.1%	8,674
	2014	4.70	71.5	7.4%	31.0%	33.3%	29.6%	6.1%	8,158	4.6%	8,556
	2015	4.60	70.9	7.6%	30.0%	31.5%	32.5%	6.1%	8,357	4.7%	8,775
	2016	4.61	71.0	6.9%	29.9%	32.3%	32.1%	5.7%	7,987	3.9%	8,312
	2017	4.69	71.3	8.5%	31.0%	32.3%	30.9%	5.8%	7,793	4.3%	8,152
200 Level	2013	4.82	.	7.2%	32.1%	33.9%	28.7%	5.3%	6,870	4.7%	7,219
	2014	4.84	72.3	6.9%	32.4%	34.4%	29.0%	4.2%	6,938	4.7%	7,288
	2015	5.02	73.0	8.9%	36.1%	32.4%	27.2%	4.3%	8,051	4.5%	8,437
	2016	5.11	73.3	9.1%	36.8%	33.3%	25.5%	4.4%	8,823	4.7%	9,265
	2017	4.96	72.6	8.4%	35.1%	32.7%	27.7%	4.5%	8,749	4.5%	9,196
300 Level	2013	5.39	.	8.2%	38.8%	38.2%	19.5%	3.5%	14,479	4.8%	15,262
	2014	5.20	73.9	8.3%	37.3%	35.5%	23.6%	3.7%	13,663	4.9%	14,398
	2015	5.24	74.1	8.3%	38.6%	34.4%	23.7%	3.3%	13,292	5.1%	14,023
	2016	5.28	74.1	9.0%	39.5%	33.8%	22.9%	3.7%	13,290	4.6%	13,957

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Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Social Sciences

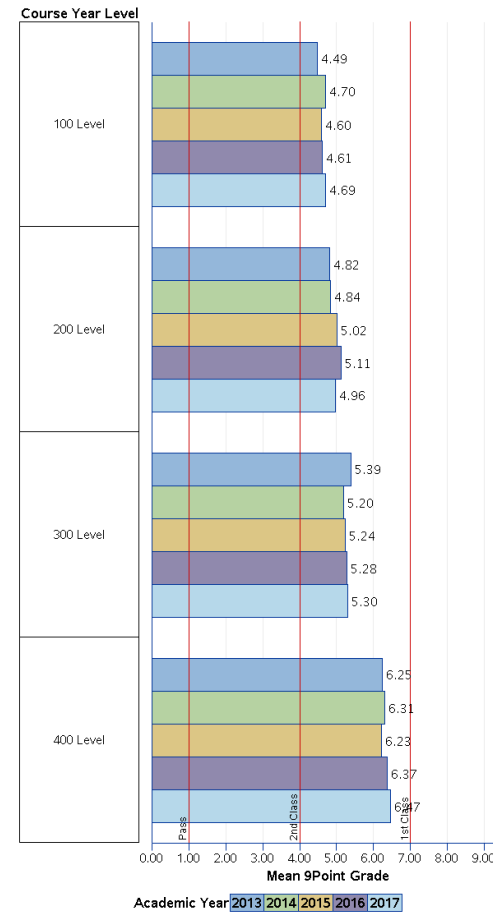
COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2017)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	2017	5.30	74.4	9.1%	40.4%	33.0%	23.2%	3.4%	13,708	4.5%	14,421
400 Level	2013	6.25	.	11%	55.4%	33.3%	8.7%	2.7%	2,443	3.6%	2,552
	2014	6.31	79.1	12%	56.5%	32.3%	9.8%	1.4%	2,438	3.3%	2,539
	2015	6.23	78.5	15%	58.1%	26.8%	12.8%	2.3%	2,548	3.3%	2,660
	2016	6.37	79.3	15%	59.5%	27.6%	10.9%	2.1%	2,671	3.4%	2,797
	2017	6.47	79.7	16%	62.1%	25.7%	10.4%	1.7%	2,634	2.5%	2,738

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2017)



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Course Faculty.COURSE_FACULTY_1: Faculty of Social Sciences

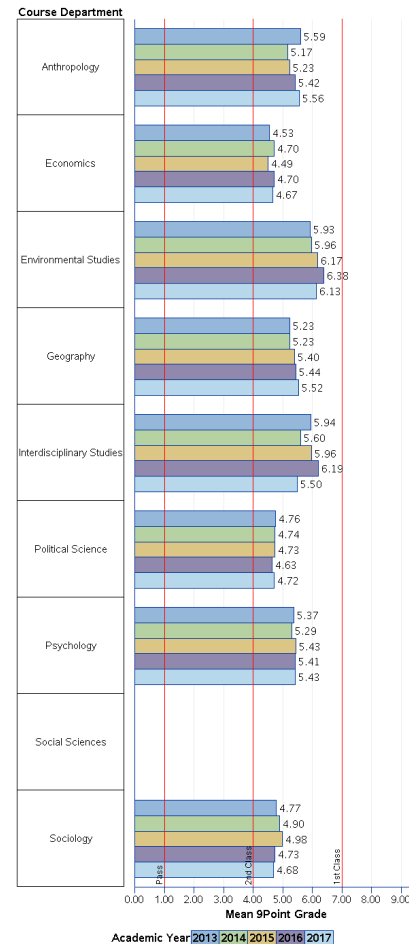
DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Anthropology	2013	5.59	.	11%	43.2%	35.4%	17.7%	3.7%	2,864	4.9%	3,012
	2014	5.17	73.7	8.5%	38.5%	32.5%	24.6%	4.3%	2,611	4.7%	2,741
	2015	5.23	73.4	7.7%	40.4%	32.0%	23.4%	4.2%	2,517	4.8%	2,646
	2016	5.42	74.7	9.4%	42.4%	32.7%	21.0%	3.9%	2,547	4.4%	2,665
	2017	5.56	75.2	10%	46.0%	31.1%	19.3%	3.7%	2,602	4.5%	2,728
Economics	2013	4.53	.	6.9%	30.1%	30.4%	32.9%	6.5%	7,048	4.6%	7,386
	2014	4.70	71.9	9.0%	33.2%	28.7%	32.5%	5.5%	7,539	4.3%	7,880
	2015	4.49	70.8	8.9%	30.2%	28.3%	35.5%	6.0%	8,386	4.5%	8,784
	2016	4.70	71.7	9.5%	33.6%	28.1%	32.7%	5.6%	8,072	4.5%	8,451
Environmental Studies	2013	5.93	.	8.9%	49.7%	35.0%	12.4%	2.8%	1,936	3.7%	2,027
	2014	5.96	77.5	7.2%	49.0%	37.6%	11.6%	1.7%	1,825	3.7%	1,912
	2015	6.17	78.4	11%	55.2%	32.0%	11.1%	1.7%	1,765	3.3%	1,842
	2016	6.38	79.4	14%	59.3%	29.2%	10.0%	1.5%	1,932	3.1%	2,016
	2017	6.13	77.8	11%	55.8%	31.0%	10.6%	2.5%	1,889	3.5%	1,979
Geography	2013	5.23	.	5.3%	35.5%	39.6%	21.6%	3.3%	4,115	4.0%	4,288
	2014	5.23	74.3	5.6%	37.7%	36.6%	23.0%	2.7%	3,777	3.9%	3,930
	2015	5.40	75.2	7.3%	41.2%	34.3%	22.4%	2.1%	3,629	4.5%	3,799
	2016	5.44	75.4	6.8%	41.3%	35.4%	21.2%	2.1%	3,814	3.6%	3,958
	2017	5.52	75.8	7.5%	43.7%	33.7%	20.3%	2.3%	4,120	3.1%	4,263
Interdisciplinary Studies	2013	5.94	.	4.0%	48.7%	38.5%	8.7%	4.0%	275	4.8%	292
	2014	5.60	74.4	6.6%	47.7%	32.1%	14.6%	5.6%	302	5.9%	322
	2015	5.96	76.3	7.1%	50.9%	34.5%	10.1%	4.5%	397	6.1%	423
	2016	6.19	77.9	12%	54.4%	34.6%	7.8%	3.2%	529	3.5%	549
	2017	5.50	73.8	4.0%	37.2%	45.2%	12.6%	5.0%	199	2.9%	206
Political Science	2013	4.76	.	1.5%	24.6%	47.6%	21.6%	6.1%	3,493	7.1%	3,766
	2014	4.74	70.6	1.2%	23.9%	48.6%	22.0%	5.5%	3,266	6.7%	3,510
	2015	4.73	70.4	1.1%	24.6%	47.5%	22.2%	5.7%	3,262	5.5%	3,459
	2016	4.63	68.8	1.0%	25.1%	45.1%	21.8%	8.0%	3,187	5.8%	3,395
	2017	4.72	69.1	1.7%	27.0%	44.2%	20.9%	8.0%	3,068	6.4%	3,324
Psychology	2013	5.37	.	13%	43.2%	28.8%	24.4%	3.6%	8,939	4.5%	9,402
	2014	5.29	74.7	12%	40.5%	30.5%	25.3%	3.7%	8,743	4.8%	9,203
	2015	5.43	75.5	14%	43.4%	28.6%	25.3%	2.7%	8,722	4.7%	9,167
	2016	5.41	75.3	13%	43.1%	28.6%	25.2%	3.2%	9,047	4.1%	9,452
	2017	5.43	75.6	14%	43.8%	27.9%	25.4%	2.9%	9,506	4.2%	9,950

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



Note:

* 1st Class: Includes grades A+, A, and A-

* 2nd Class: Includes grades B+, B, and B-

* Pass: Includes grades C+, C, and D

* Fail: Includes grades E, F, and N

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

* Official Reporting: Please verify with Institutional Planning & Analysis.

Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: Faculty of Social Sciences

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) AND Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Social Sciences	2017	.	.	.	.	.	.	.	0	.	14
Sociology	2013	4.77	.	3.0%	26.4%	44.1%	24.3%	5.2%	3,353	5.0%	3,534
	2014	4.90	71.8	3.4%	30.5%	41.3%	23.6%	4.6%	3,134	4.4%	3,283
	2015	4.98	72.0	4.9%	33.9%	37.5%	23.4%	5.2%	3,570	5.4%	3,775
	2016	4.73	71.1	3.3%	26.8%	42.1%	26.4%	4.7%	3,643	5.3%	3,845
	2017	4.68	71.1	2.9%	27.4%	40.3%	27.7%	4.6%	3,464	5.1%	3,663

Note:

* **1st Class:** Includes grades A+, A, and A-

* **2nd Class:** Includes grades B+, B, and B-

* **Pass:** Includes grades C+, C, and D

* **Fail:** Includes grades E, F, and N

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

* **Official Reporting:** Please verify with Institutional Planning & Analysis.

Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: PB Gustavson Schl of Business

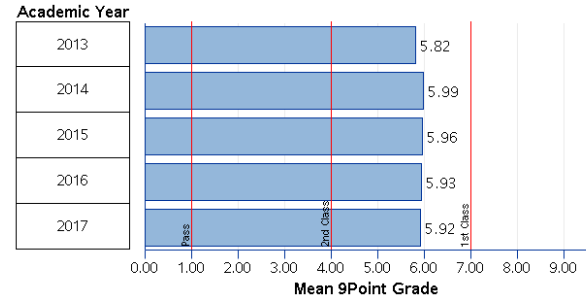
FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2013	5.82	.	5.3%	46.0%	38.6%	13.5%	1.8%	6,818	1.2%	8,017
2014	5.99	77.9	6.7%	48.8%	38.2%	11.9%	1.1%	7,239	0.9%	8,707
2015	5.96	77.9	6.5%	48.5%	38.1%	12.3%	1.2%	7,736	1.0%	9,383
2016	5.93	77.7	6.6%	47.7%	38.7%	12.5%	1.1%	8,022	0.8%	9,694
2017	5.92	77.4	6.6%	47.8%	38.2%	12.4%	1.6%	8,143	1.4%	9,693

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level **AND** Time 5 years ending with the last year (currently 2017)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
100 Level	2013	3.90	.	4.5%	23.5%	24.9%	41.5%	10.0%	289	2.1%	518
	2014	4.69	71.4	3.3%	31.3%	32.1%	31.7%	4.9%	489	1.3%	720
	2015	5.28	74.3	3.2%	39.9%	36.8%	19.6%	3.7%	378	1.3%	707
	2016	5.40	75.2	3.1%	33.8%	48.6%	16.1%	1.6%	554	1.3%	861
	2017	5.81	76.3	7.3%	47.9%	37.4%	10.9%	3.8%	578	2.2%	916
200 Level	2013	4.73	.	3.9%	30.6%	34.3%	30.2%	5.0%	1,184	2.6%	1,701
	2014	5.60	75.9	8.6%	43.9%	33.3%	21.1%	1.8%	1,251	3.5%	1,805
	2015	5.06	73.7	8.5%	35.2%	34.1%	28.0%	2.7%	1,470	3.0%	2,098
	2016	4.96	72.9	5.8%	35.5%	32.2%	28.6%	3.7%	1,552	2.4%	2,149
	2017	4.93	72.6	6.8%	34.4%	32.9%	28.4%	4.3%	1,508	3.5%	2,122
300 Level	2013	5.93	.	5.4%	46.1%	41.3%	12.3%	0.4%	2,673	0.7%	2,694
	2014	5.82	77.5	4.8%	42.2%	45.1%	12.2%	0.4%	2,683	0.0%	2,684

Note:

* **1st Class:** Includes grades A+, A, and A-

* **2nd Class:** Includes grades B+, B, and B-

* **Pass:** Includes grades C+, C, and D

* **Fail:** Includes grades E, F, and N

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

* **Official Reporting:** Please verify with Institutional Planning & Analysis.

Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: PB Gustavson Schl of Business

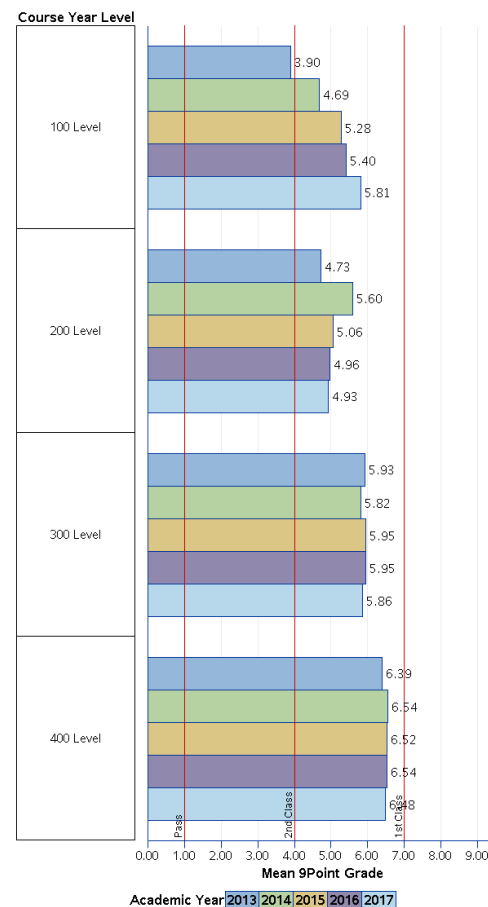
COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2017)

Course Year Level	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
300 Level	2015	5.95	78.1	5.4%	45.5%	42.8%	11.4%	0.3%	3,031	0.1%	3,034
	2016	5.95	78.1	5.9%	45.3%	43.4%	11.1%	0.2%	3,045	0.1%	3,048
	2017	5.86	77.6	6.1%	44.2%	42.5%	12.7%	0.5%	2,964	0.5%	2,979
400 Level	2013	6.39	.	5.9%	55.2%	39.4%	4.4%	1.0%	2,672	0.7%	3,104
	2014	6.54	80.3	8.3%	60.4%	34.8%	4.0%	0.8%	2,816	0.2%	3,498
	2015	6.52	80.5	7.1%	59.6%	35.2%	4.1%	1.1%	2,857	0.6%	3,544
	2016	6.54	80.3	8.4%	59.4%	35.4%	4.6%	0.6%	2,871	0.4%	3,636
	2017	6.48	79.9	6.8%	57.7%	36.9%	4.5%	0.9%	3,093	0.8%	3,676

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level AND Time 5 years ending with the last year (currently 2017)



Note:

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

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

* **Official Reporting:** Please verify with Institutional Planning & Analysis.

Section Grading Patterns by Faculty

Program Course Level.PROGRAM_COURSE_LEVEL: Undergraduate

Course Faculty.COURSE_FACULTY_1: PB Gustavson Schl of Business

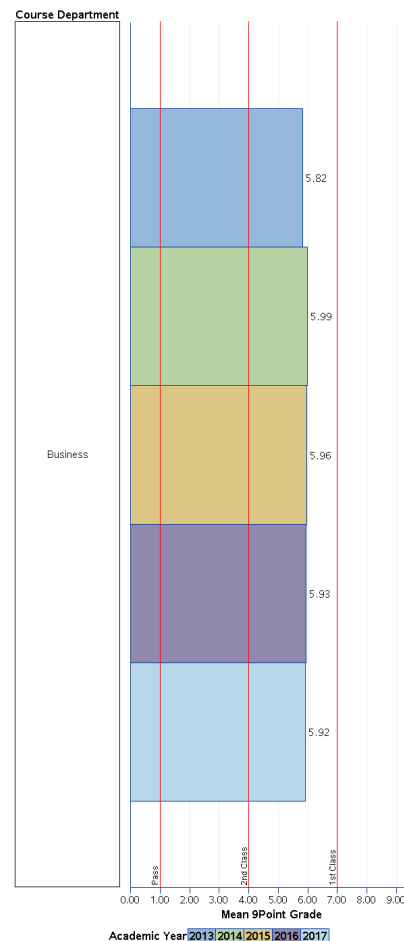
DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Course Department	Academic Year	Mean 9Point Grade	Mean Percent Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
Business	2013	5.82	.	5.3%	46.0%	38.6%	13.5%	1.8%	6,818	1.2%	8,017
	2014	5.99	77.9	6.7%	48.8%	38.2%	11.9%	1.1%	7,239	0.9%	8,707
	2015	5.96	77.9	6.5%	48.5%	38.1%	12.3%	1.2%	7,736	1.0%	9,383
	2016	5.93	77.7	6.6%	47.7%	38.7%	12.5%	1.1%	8,022	0.8%	9,694
	2017	5.92	77.4	6.6%	47.8%	38.2%	12.4%	1.6%	8,143	1.4%	9,693

DEPARTMENT LEVEL

Applied filters: Time 5 years ending with the last year (currently 2017) **AND** Course Year Level equal to 100 Level, 200 Level, 300 Level, 400 Level, 500 Level, 600 Level, 700 Level



Note:

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

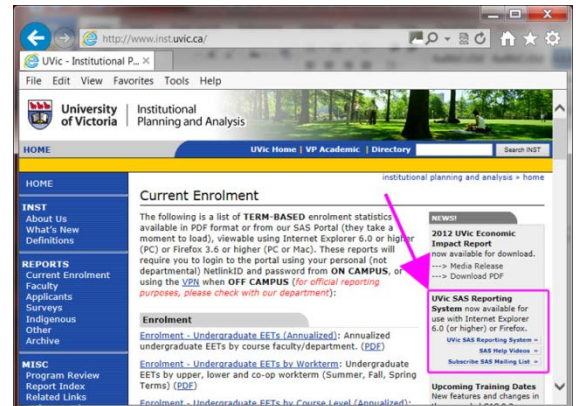
* **Headcounts:** Reflect the total number of students in all sections for each level of data aggregation, thus unique headcounts are only available when viewing data for an individual course section.

* **Official Reporting:** Please verify with Institutional Planning & Analysis.

Appendix B: Accessing the SAS Portal

The UVic SAS Reporting System portal can be accessed via:

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



1.1 Supported Browsers

Currently, the SAS Portal fully supports:

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

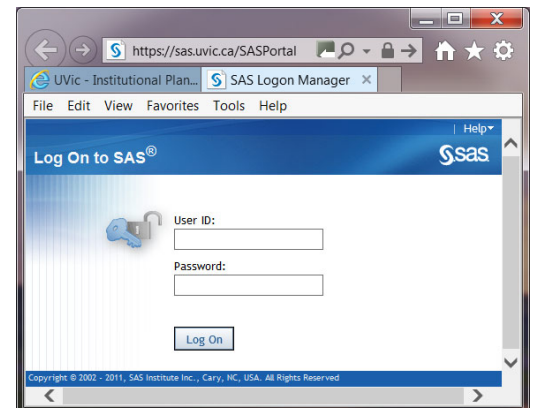
Logging into the Portal

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

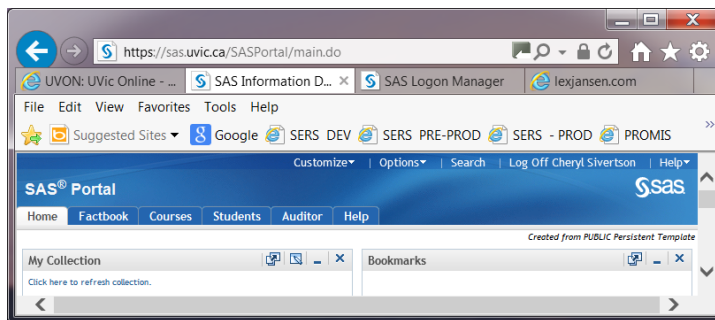
If you are on campus, or have started the VPN client, navigate to the following URL using Internet Explorer (for the PC) or using Firefox (for the Mac):

<https://sas.uvic.ca/>

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

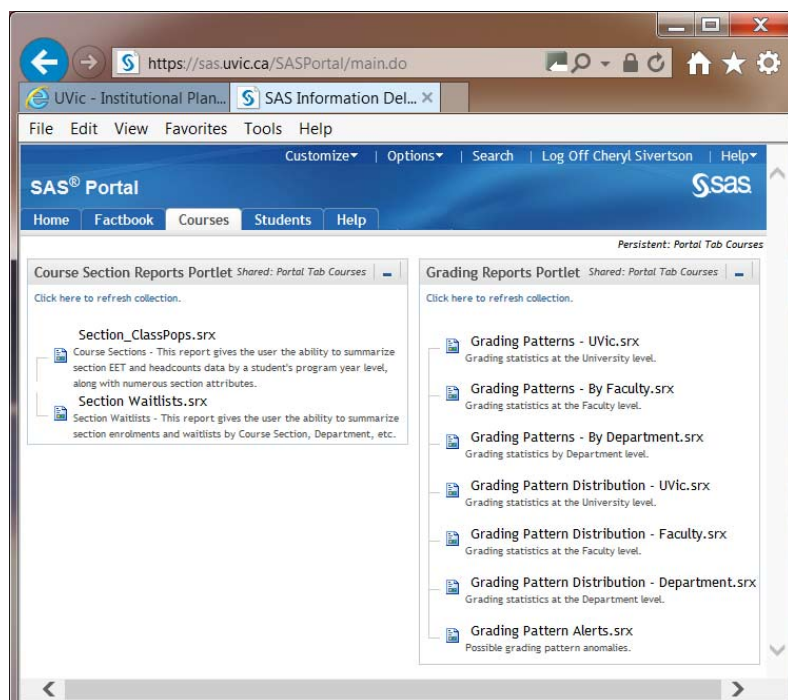


Once you have successfully logged into the Portal you will see something like the following:



Locating the Grading Reports

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



Viewing Each Grading Report

The UVic SAS Reporting System currently contains seven grading reports:

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

Selecting the plus icon on the left of any row will **expand** that table to show the equivalent information on the three terms that make up the academic year. Selecting the down arrow (**drill-down**) has a filtering effect and will expand the information on only the item selected. Note that, depending on the time of year, not all three terms that make up the most recent academic year may yet be available.

There are two sets of options on the left of this screen. The first allows the user to examine summary grade information by graduate and law programs in addition to undergraduate programs. The second set allows the addition or subtraction of columns from the default tables. For example, the user may wish remove the percentage of A⁺'s displayed and add the percentage of fails instead.

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

- Grading Patterns UVic.srx*** → Grading patterns at the University level (tables & charts):
 - All course levels
 - By course level
- Grading Patterns By Faculty.srx*** → Grading patterns at the Faculty level (tables & charts):
 - All courses at the faculty level
 - All courses by course year level
 - All courses by department
- Grading Patterns By Department.srx*** → Grading patterns by Department level:
 - All courses at the department level
 - All courses by course year level
 - All courses by subject (can go all the way down to the individual section level)

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

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

- All courses by subject (PASS, 2nd CLASS, & 1st CLASS) and can go all the way down to the individual section level

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

Grading Pattern Alerts.srx → Possible grading pattern anomalies by department.

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

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

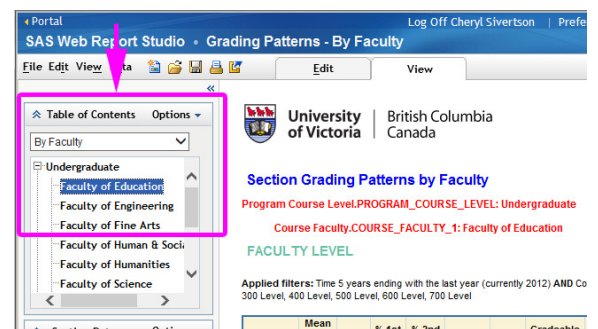
Navigating the Reports

All reports have some common navigation methods:

Table of Contents

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

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



Reveal More Detailed Data

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

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

Course Department	Subject Code	Academic Year	Mean 9Point Grade	% A+
Computer Science		2008	6.45	17%
		2009	6.21	12%
		2010	6.30	12%
		2011	6.42	14%
Electrical & Computer Engg		2008	5.95	14%
		2009	5.78	12%
		2010	6.02	14%
		2011	6.00	14%
Engineering	BME	2012	5.74	18%
		2008	6.75	17%
		2009	5.86	13%
		2010	5.86	10%
Engineering	ENGR	2011	5.98	15%
		2012	6.16	18%
		2008	6.67	22%
		2009	6.60	20%
Engineering	SENG	2010	6.81	16%
		2011	6.59	16%
		2012	6.26	17%
		2011	6.26	17%

View a Subsection of Data (Drill Down)

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

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

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

COURSE LEVEL

Applied filters: Time 5 years ending with the last year (currently 2012)
300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Subject Code	Academic Year	Mean 9Point Grade	% A+	% 1st Class	% 2nd Class	% Pas
AE	2008	6.28	5.9%	48.0%	4	
	2009	6.18	7.4%	46.2%	4	
	2010	6.37	6.9%	54.0%	3	
	2011	5.93	1.9%	38.4%	5	
ED-P	2012	6.25	6.5%	52.1%	3	
	2008	1.33		12.5%		
	2009	0.00				
	2010	6.87	5.1%	66.3%	3	
EDCI	2009	6.82	6.0%	66.0%	3	
	2010	6.93	7.1%	69.2%	2	
	2011	6.96	6.1%	66.5%	3	
	2011	6.96	6.1%	66.5%	3	

COURSE LEVEL

Applied filters: Time 5 years ending with the last year (currently 2012)
300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Subject Org > AE

Course Number	Academic Year	Mean 9Point Grade	% A+	% 1st Class	% 2nd Class	% Pas
103	2008	6.52		66.7%	23.8%	9.5%
	2009	6.46	4.2%	66.7%	25.0%	
	2010	6.53	5.9%	70.6%	11.8%	17.6%
	2011	6.50		68.2%	27.3%	
103A	2012	6.97	3.3%	83.3%	13.3%	
	2008	5.54		23.9%	71.7%	2.2%
	2009	5.65		28.2%	64.1%	2.6%
	2010	5.75	1.6%	40.6%	50.0%	3.1%
200	2011	5.62		30.4%	58.9%	8.9%
	2012	6.05	2.2%	44.4%	46.7%	6.7%
	2008	5.84	5.3%	47.4%	36.8%	15.8%
	2009	6.21	16%	57.9%	31.6%	
201	2010	7.59	23%	81.8%	18.2%	
	2011	6.27	9.1%	36.4%	54.5%	9.1%
	2008	6.15	5.4%	40.5%	51.4%	8.1%
	2009	6.27	6.0%	47.6%	42.0%	10.0%

Export Data

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

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

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

Section Grading Patterns by Faculty

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

FACULTY LEVEL

Applied filters: Time 5 years ending with the last year (currently 2012) AND Course Year Level equal to 10 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Academic Year	Mean 9Point Grade	% A+	% 1st Class	% 2nd Class	% Pass	% Fail	Gradeable Headcount	% Drop	Total Headcount
2008	6.65	7.0%	58.8%	35.5				7%	12,061
2009	6.49	7.4%	57.6%	36.6				1%	12,855
2010	6.46	6.8%	59.2%	35.6				9%	13,597
2011	6.49	6.2%	57.1%	38.3				1%	12,510
2012	6.77	14%	66.9%	27.1				2%	7,275

COURSE YEAR LEVEL

Applied filters: Course Year Level equal to 10 300 Level, 400 Level, 500 Level, 600 Level, 700 Level

Print Data

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

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

SAS Training

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

To arrange for customized group training, contact Institutional Planning & Analysis.



Date: November 21, 2018
To: Senate
From: Senate Committee on Academic Standards
Re: Change to GPA in Theatre courses for students in Theatre major programs –
Faculty of Fine Arts

At its meeting on November 16, 2018, the Senate Committee on Academic Standards reviewed and approved the attached proposal to revise the requirements for the Faculty of Fine Arts Theatre major program effective May 1, 2019.

Recommended Motion

That Senate approve the proposed revision to the requirements for the Faculty of Fine Arts Theatre major program effective May 1, 2019.

Respectfully submitted,

2018/2019 Senate Committee on Academic Standards

Sara Beam, Faculty of Graduate Studies (Chair)

Janni Aragon, Faculty of Social Sciences

Laurie Barnas, Associate Registrar

Anabelle Bernard Fournier, GSS representative

Neil Burford, Faculty of Science

Gillian Calder, Faculty of Law

Nathan Daisley, Student Senator

Steve Evans, VPAC designate

Kathy Gaul, Faculty of Education

Jordan Gilson, Student Senator

Robert Hancock, Convocation Senator

Catherine Harding, Faculty of Fine Arts

Cindy Holder, Associate Dean, Academic Advising

(Humanities, Science and Social Sciences)

Sabrina Jackson, Acting Director, Graduate Admissions and Records

Michele Martin, Division of Medical Sciences

Norah McRae, Executive Director Coop & Career Services

Michael Nowlin, Faculty of Humanities

Richard Rush, Division of Continuing Studies

Esther Sangster-Gormley, Faculty of Human and Social Development

Henning Struchtrup, Faculty of Engineering

Wendy Taylor, Acting Registrar

Ken Thornicroft, Peter B. Gustavson School of Business

Claire Wood, UVSS representative

Nancy Wright, AVP Academic Planning

Ada Saab (Secretary), Acting Associate University Secretary

/Attachments



Faculty of Fine Arts | Office of the Dean
Fine Arts Building 116 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-721-7755 | F 250-721-7748 | fineasst@uvic.ca | uvic.ca/finearts

Date: 8 November 2018
To: Senate Committee on Academic Standards
From: Eva Baboula, Associate Dean
Copy: Allana Lindgren, Chair, Department of Theatre
Susan Lewis, Dean, Faculty of Fine Arts

Re: Change to GPA in theatre courses for students in Theatre major programs

Please find attached a memo from Dr. Allana Lindgren, Chair of the department of Theatre.

The suggested motion for SCAS is:

Motion: That the Senate Committee on Academic Standards approves and recommends that the Senate approve the proposed revision to the requirements for the Faculty of Fine Arts Theatre major program effective May 1, 2019.

The proposed changes were approved by:

The Faculty of Fine Arts Undergraduate Curriculum Committee: October 23, 2018;

The Faculty of Fine Arts: November 7, 2018.

Please feel free to contact me or Dr. Lindgren if you have any questions.

A handwritten signature in blue ink, appearing to read "Eva Baboula".

Eva Baboula, Acting Dean, Faculty of Fine Arts



Dr. Evanthia Baboula
Department of Art History and Visual Studies
Associate Dean, Faculty of Fine Arts
University of Victoria, Canada
Ph: 250 721 7756
fineassociatedean@uvic.ca



UNIVERSITY OF VICTORIA
Theatre Department
Dr. Allana C. Lindgren, Chair
Phone: (250) 721-7991
Fax: (250) 721-6596
E-mail: theatrechair@uvic.ca
WEB: <http://finearts.uvic.ca/theatre/>

MEMO

DATE: November 5, 2018
TO: Senate Committee on Academic Standards
FROM: Dr. Allana Lindgren, Chair, Department of Theatre
RE: Change to Academic Standard within the Department of Theatre

Historically, the Department of Theatre has required undergraduate students in the six key focus areas in our department – Applied Theatre, Design, Directing, Performance, Production and Management, and Theatre History – to maintain a cumulative GPA of 6.0 in all theatre courses.

In 2016, the department decided to lower the GPA requirement to 5.0 and to use only courses in the individual focus areas to calculate the GPA. This change to the academic standard was implemented in 2017.

We have quickly determined that this shift in standards has created an unworkable administrative load for staff and has created a problematic situation for students who require more remedial assistance than the department's limited teaching resources can address.

Therefore, we would like to return to our previous academic standard. On September 13, 2018, the department voted unanimously that all BFA students in Theatre need a cumulative GPA of 6.0 in UVic theatre courses if they wish to study in a focus area with the exception of Self-Directed Focus.

We anticipate that this request will be ratified by the Faculty of Fine Arts on November 7, 2018.

A handwritten signature in black ink that reads 'Allana Lindgren'.

		Submission number: 1	
Line-Faculty: Fine Arts	Academic Unit: Theatre	Date of submission: 28Sep18	Effective Date: 01Sept19
Type(s) of program change:			
<input type="checkbox"/> • Creation, reinstatement, discontinuance, or change in name of a program or credential; or • a modification that significantly changes a program or credential's focus, content, structure, or requirements	<input type="checkbox"/> Change of the required courses for a program	<input type="checkbox"/> Change in the description of a program or credential not involving any change in program or credential requirements	
<input type="checkbox"/> Suspension of admission, re-admission, or declaration in a program	<input type="checkbox"/> Change in a listing of specific eligible or elective courses that can be used to meet program or credential requirements	<input checked="" type="checkbox"/> Other (describe): Change of GPA requirement to enter Focus areas	
Current calendar entry (include pending changes, if applicable):		Proposed calendar entry:	
Current calendar page number: 144		If new, enter nearest sub-heading:	
<p>BFA in Theatre:</p> <p>...</p> <p>With the exception of the Self-Directed Focus, students must normally have an average of <u>5.0 (B)</u> in Theatre courses of their focus option to be admitted and advanced.</p>		<p>BFA in Theatre:</p> <p>...</p> <p>With the exception of the Self-Directed Focus, students must normally have a <u>cumulative average of 6.0 (B+)</u> in Theatre courses to be admitted and advanced.</p>	
Rationale for proposed change:			
To ensure highest level of students are admitted into the Focus areas. The Department will be checking student records to ensure GPA levels are achieved.			
Consultation: (Written evidence of all consultations in the preparation of this submission must be included in a single PDF for the entire program package)			
Consultation: <input type="checkbox"/> Units (list): <input checked="" type="checkbox"/> AVPAP <input type="checkbox"/> No consultation required	Senate Committee on Planning: <input type="checkbox"/> In-progress <input type="checkbox"/> Approved	Other Committee(s) consulted (list committees): <input checked="" type="checkbox"/> In-progress: SCAS <input type="checkbox"/> Approved	



Date: November 23, 2018

To: Senate

From: Senate Committee on Agenda and Governance

Re: Appointments to the 2019 Joint Senate Board Retreat Committee

The Senate Committee on Agenda and Governance nominations sub-committee met on November 23, 2018 to consider appointments to the Joint Senate Board Retreat Committee.

The Senate Committee on Agenda and Governance recommends the appointments of Dr. Susan Breau (Faculty of Law), Dr. Henning Struchtrup (Faculty of Engineering), and Ms. Isabella Lee (Student Senator) to the Joint Senate Board Retreat Committee for a term beginning January 1, 2019 and ending on December 31, 2019.

Recommended Motion

That Senate approve the appointments of Dr. Susan Breau, Dr. Henning Struchtrup, and Ms. Isabella Lee to the Joint Senate Board Retreat Committee for a term beginning January 1, 2019 and ending on December 31, 2019.

Respectfully submitted,
2018/2019 Senate Committee on Agenda and Governance
Jamie Cassels, Chair, President and Vice-Chancellor*
Susan Lewis, Vice-Chair, Faculty of Fine Arts*
Carrie Andersen, Acting University Secretary
Doug Baer, Faculty of Social Sciences
Chandra Beaveridge, Convocation Senator
Aaron Devor, Faculty of Social Sciences
David Eso, Student Senator*
Robin Hicks, Faculty of Science
Valerie Kuehne, Vice-President Academic and Provost
Annalee Lee, Faculty of Humanities*
Dean Seeman, Libraries*
Ada Saab, Secretary, Acting Associate University Secretary*

*members of the Nominations Sub-committee





Date: 21 November 2018
To: Senate
From: Senate Committee on Awards
Re: **New and Revised Awards**

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~~

SCHULICH LEADER SCHOLARSHIP (REVISED-UG)

One scholarship valued at \$100,000 ~~\$80,000~~, payable at \$25,000 ~~\$20,000~~ per year for four years, is awarded to ~~for~~ an academically outstanding student enrolled in the Bachelor of Engineering program and one scholarship valued at \$80,000 ~~\$60,000~~, payable at \$20,000 ~~\$15,000~~ per year for four years, ~~for~~ is awarded to an academically outstanding student enrolled in any other STEM (Science, Technology, Engineering or Math) are offered by Seymour Schulich and the UJA (United Jewish Appeal) Federation of Greater Toronto to support Canadian undergraduate students entering UVic from high schools, secondary schools, or CEGEPs in Canada. Students must be enrolled to study in the areas of science, technology, engineering, mathematics or other related disciplines as Seymour Schulich believes that these areas will help secure the future economic competitiveness of Canada. The Schulich Leader Scholarships are available to support and encourage young people to embrace science technology in their future careers.

~~When selecting Schulich Leaders consideration will be given to at least two of the following criteria: academic excellence, demonstrated leadership in school or community or evidence of entrepreneurial talent, or financial need. To be automatically renewed a student must have completed full-time studies and meet the university's requirements to pass an academic year. The scholarships are renewable for an additional three years, or until the first undergraduate degree is obtained, whichever is the shorter period. Schulich Leaders must continue to be enrolled in one of the University's STEM faculties to remain eligible for this scholarship, ~~and pass the year by the university's standards. Students must be nominated by their high school, secondary school or CEGEP to be considered.~~~~

STÓ:LŌ ~~ETHNOHISTORY~~ LEGACY SCHOLARSHIP (REVISED-UG/GS)

One ~~or more~~ scholarships to a total value of \$5,000 per annum ~~is-are~~ awarded to ~~a~~ registered members of any Stó:lō First Nation (i.e. any First Nation located along the Fraser River and its tributaries between Langley and Yale) enrolled in a certificate, diploma, or ~~a~~ degree program (undergraduate, or graduate ~~or post doc~~) at the University of Victoria.

Applicants must submit a short statement of the educational goals they wish to achieve with this scholarship, a high school transcript and/or other relevant educational transcripts, proof of band membership, and two letters of reference. ~~Applications must be submitted to the Department of History, att: Dr. John Lutz, by May 31st. In the case of an u~~Undergraduate recipients award, selection will be approved ~~made~~ by the Senate Committee on Awards, upon the recommendation of the Department of History and the Indigenous Studies Program. ~~In the case of a g~~Graduate recipients award, selection will be approved by the Faculty of Graduate Studies ~~made by the~~ Graduate Awards Committee, upon the recommendation of the Department of History. ~~In the case of a post doc, selection will be approved by the Office of Research Services, upon the recommendation of the Department of History.~~

CANADIAN JUDICIAL INDIGENOUS LAW SCHOLAR AWARD (NEW-UG)

One or more awards of at least \$2,000 are given to undergraduate students entering or continuing in the JD/JID program 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. Approval of the recipients will be made by the Senate Committee on Awards upon recommendation of the Faculty of Law.

INSOLVENCY INSTITUTE OF CANADA PRIZE IN INSOLVENCY STUDIES (NEW-UG)

One or more awards are given to undergraduate students in the Faculty of Law who have achieved the highest standing in LAW 312: Debtor and Creditor Relations, or in any other course in the Faculty of Law, should LAW 312 not be offered, with a focus on insolvency, bankruptcy or restructuring as determined by the Faculty. Approval of the recipient(s) will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law. This award may be awarded to a graduating student.

CAROLYN E. & ROBERT J. MCCORMICK ~~ABORIGINAL~~ INDIGENOUS ENTRANCE SCHOLARSHIP (REVISED-UG)

One or more ~~A~~ scholarships of at least \$9,000 each ~~are \$9,000~~ is awarded to ~~an~~ Aboriginal Indigenous undergraduate students entering the Faculty of Law J:D-/JID program who ~~has~~ have demonstrated academic excellence. Approval of the recipient(s) will be made by the Senate

Committee on Awards upon the recommendation of ~~Nomination of the student recipient will be made by the Faculty of Law.~~

IRENE LEE BURSARY IN ENGLISH* (REVISED-UG)

One or more bursaries are ~~An awarded is made annually to a deserving students entering proceeding to year three-3 or four 4~~ of an Honours or Major program in the Department of English.

LARRY LEE KINESIOLOGY BURSARY* (REVISED-UG)

One or more A bursaries ~~are~~ is awarded to a School of Exercise Science, Physical and Health Education students continuing in any year of the BSc program with a ~~m~~Major in Kinesiology.

TAYLOR SCHOLARSHIP IN MUSIC* (REVISED-UG)

One or more A scholarships ~~are~~ is awarded to ~~an~~ academically outstanding students in any year of study for the Bachelor of Music degree. The scholarship is presented in honour of Dr. M.G. Taylor, the first President of the University of Victoria, and Mrs. V. Taylor, and is administered by the University of Victoria Foundation. ~~If funds permit, additional scholarships may be made.~~

DAVISON GRADUATE AWARD IN RUSSIAN AND SLAVIC STUDIES (REVISED-GS)

At least o~~One~~ award of a minimum of \$1,500 is awarded ~~each April~~ to a graduate students in the Slavic Studies Graduate Program. Preference will be given, in descending order of priority, to a students who are~~is~~:

- a) travelling to Russia, or the countries of the former Soviet Union, to do research
- b) travelling to an academic conference to present a research paper
- e) ~~academically outstanding~~

T. S. MCPHERSON ENTRANCE SCHOLARSHIP* (REVISED-UG)

One or more scholarships of a minimum of \$4500 per year, up to five years, are awarded to students of exceptional promise entering the University of Victoria directly from British Columbia secondary schools, colleges, and universities; normally two ~~of the ten~~ scholarships are reserved for college or university students. Selection is based on academic excellence, breadth of interest and leadership qualities.

To be automatically renewed a student must have completed a total of 12 or more academic units in any two terms of study between May and April and maintained a grade point average of 7.50/9.00 or higher on the best 12 units. The scholarship is automatically renewed for each year

of the student's full time study until completion of a first degree or for a maximum of four years, whichever is the shorter period. A student whose grade point average falls below 7.50/9.00 may file a written appeal with the Senate Committee on Awards to seek special consideration for the renewal of the scholarship.

Students registered in a co-op or work experience work-term will automatically be renewed when they next complete 12 or more academic units in two terms, provided they have a grade point average of 7.50/9.00 or higher in the two terms. Any student who takes neither a co-op, work experience work-term, or academic units for more than one term may forfeit their scholarship.

TERRY AND MYRNA DANIELS SCHOLARSHIP IN MUSIC* (REVISED-UG)

A scholarship is awarded to an academically outstanding undergraduate student entering third year in the School of Music with demonstrated financial need. Preference is for students from a single-parent family.

LANGFORD-SEABORNE SCHOLARSHIP (REVISED-UG/GS)

A scholarship of ~~\$750~~ 1,000 is awarded to an Indigenous graduate student in the School of Public Administration. If there is no eligible student, an Indigenous undergraduate student in the Indigenous Community Development and Governance Diploma in the School of Public Administration ~~another department in the Faculty of Human and Social Development~~ may receive the scholarship. ~~Selection Graduate recipients will be made approved by the Faculty of Graduate Studies~~ Graduate Awards Committee and undergraduate recipients will be approved by the Senate Committee on Awards upon the recommendation of the School of Public Administration ~~or the Faculty of Human & Social Development~~.

ROB AND TAMMY LIPSON RESEARCH SCHOLARSHIP* (REVISED-UG/GS)

One or more scholarships, of at least \$2,000 and to a maximum of \$4,000 each are awarded to academically outstanding undergraduate or graduate students in the Faculty of Science who have:

- a) An international research opportunity. The opportunity needs to be a research collaboration between UVic and an international academic, industry or government research entity;
- b) Been recommended by their advisor and/or department chair; and,
- c) ~~And, w~~ Whose advisor/chair and international collaborator have both committed funding to the ~~students'~~ student's research opportunity.

Applicants must:

- a) Fill out a form that itemizes the cost of the trip and verifies other levels of support; and,
- b) Provide a letter of support from the advisor and/or department chair.

Preference will be given to students, with first preference to undergraduates, who have demonstrated a commitment to knowledge translation through one of:

- a) A presentation at a departmental or research centre symposium or colloquium;
- b) Participation in a faculty/UVic wide presentation event, such as HonoursFest or IdeasFest.

Approval of the recipients will be made by the Senate Committee on Awards or the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the Faculty of Science.

The application forms are available from the Science Dean's Office and are to be submitted by April 30th. The entire budget must not be allocated to one student and the amount of the award(s) should be around the same as the amount of funding that has been committed by the department chair and international collaborator.

JOHN SHIELDS SCHOLARSHIP IN PUBLIC ADMINISTRATION* (REVISED-GS)

Up to two A scholarships are is awarded to a full-time or part-time graduate students in the School of Public Administration with preference given to a-students dedicated to community development and social justice through community based research that integrates social, environmental and labour issues. engagement, conflict resolution and/or service to the public. Students must apply in writing to the School of Public Administration by October 15th. Approval Selection of the recipients will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Public Administration.

BUTTERFIELD SCHOLARSHIP IN FINE ARTS (NEW-UG)

One or more scholarships are awarded to academically outstanding entering or continuing undergraduate students in the UVic Faculty of Fine Arts.

BUTTERFIELD SCHOLARSHIP IN THE SCHOOL OF MUSIC (NEW-UG)

One or more scholarships are awarded to academically outstanding entering or continuing undergraduate students in the UVic School of Music. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the School of Music.

HAKAI-RAINCOAST ~~BURSARY~~ AWARD (REVISED-UG)

One or more awards bursaries are given awarded to Indigenous undergraduate entrance or transfer students in the Department of Geography with demonstrated financial need. If there are no eligible candidates, the award bursary will be given awarded to an Indigenous undergraduate entrance or transfer student in the Faculty of Social Sciences with demonstrated financial need.

Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Social Sciences.

ALLAN AND ELIZABETH MCKINNON BURSARY IN ENGINEERING (REVISED-UG)

One or more bursaries are awarded. An award is made annually, on the basis of financial need and academic performance, to a student entering or continuing studies in the Faculty of Engineering. Preference is for mature students.

KIRAGOOD SCHOLARSHIP (NEW-UG)

A scholarship is awarded to an academically outstanding undergraduate woman student who has done capacity-building volunteer work with a focus on: social development, social relations, peacekeeping, international relations, leadership training, community health, and/or community health linked to environmental stewardship, either in Canada or internationally. Selection of the recipient will be made by the Senate Committee on Awards.

Applicants must submit the following:

1. A letter of reference from an employer or volunteer coordinator (who is not related to the applicant) that demonstrates the applicant's communication skills, personal endurance and perseverance, and their passion for multicultural learning and engagement
2. An essay (maximum 1,000 words) describing what actions the applicant is personally committed to, for example: "In the arena of I will commit to" it could be working in the global South, undertaking research, leading a mission, serving on a board of directors, etc.

~~W. GARFIELD WESTON FAMILY FOUNDATION SCHOLARSHIPS IN HOTEL & RESTAURANT MANAGEMENT*~~ (REVISED-UG)

One or more scholarships are awarded to academically outstanding undergraduate Bachelor of Commerce students who are either entering the third or fourth year of the Bachelor of Commerce program from an and specializing in the Hotel and Restaurant Management area. Academic standing of graduates of approved two-year Canadian Hospitality Diploma programs will be assessed on college course results or who are entering their fourth year specializing in Service Management. Eligible students must also be Canadian citizens.

AILS & ROGER BISHOP ENTRANCE SCHOLARSHIP IN THEATRE* (NEW-UG)

One or more scholarships of a minimum of \$4,000 per year, payable for up to four years, are awarded to academically outstanding students entering the Department of Theatre in the Faculty of Fine Arts. Preference will be given to students with demonstrated financial need.

To be automatically renewed a student must have completed a total of 12 or more academic units in any two terms of study between May and April and maintained a grade point average of 7.50/9.00 or higher on the best 12 units. The scholarship is automatically renewed for each year of the student's full time study in the Department of Theatre until completion of a first degree or for a maximum of three years, whichever is the shorter period. A student whose grade point average falls below 7.50/9.0 may file a written appeal with the Senate Committee on Awards to seek special consideration for the renewal of the scholarship.

Students registered in a co-op or work experience work-term will automatically be renewed when they next complete 12 or more academic units in two terms, provided they have a grade point average of 7.50/9.0 or higher in the two terms. Any student who takes neither a co-op, work experience/work-term, nor academic units for more than one term may forfeit their scholarship.

AILS & ROGER BISHOP TRAVEL AWARD IN MUSIC* (NEW-UG)

One or more awards are given to undergraduate students in the School of Music to enhance the student learning experience through travel in support of research and/or creative activity. This activity may include, but not be limited to, participation in field schools, exhibitions, performances or presentations.

STACEY REGINALD BALL PRIZE* (NEW-UG)

One prize is awarded to an undergraduate student in the Faculty of Law who has demonstrated exceptional academic excellence in individual employment law through a paper crafted in coursework or directed research. Should there be no suitable paper in an academic year, the prize may be awarded to a student who has demonstrated exceptional academic excellence in a course involving individual employment law. Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Faculty of Law. This prize may be awarded to a graduating student.

EDWARD HAMMOND KING BURSARY* (REVISED-UG/GS)

One or more bursaries are awarded to undergraduate or graduate students in the Faculty of Science, with preference for students in the School of Earth and Ocean Sciences.

PHILLIPS, HAGER & NORTH GRADUATE BURSARY (REVISED-GS)

Up to two bursaries, totaling \$2,000, the gift of Phillips, Hager and North Investment Management, may be awarded to a graduate student in Economics. The bursary will be based firstly on the financial circumstances of those eligible and secondly on their academic standing.

THEA VAKIL SCHOLARSHIP* (REVISED-GS)

A One or more scholarships are of at least \$1,000 is awarded to an academically outstanding MPA on-campus graduate students interested in the School of Public Administration, a career in the public service (eg, government, charitable sector or community development). Applicants must submit an original 1,500 word non-partisan briefing note addressed to one or more Ministries in the BC Government on a pressing public policy issue. Completed briefing notes must be submitted to Applications may be obtained from the School of Public Administration and must be submitted by June 15th. Approval Selection of the recipient will be made chosen by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the School of Public Administration.

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

One or more scholarships are awarded to Master's or ~~Doctoral~~ PhD 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 ~~has~~have been endorsed by their academic supervisor. Students in a combined program or interdisciplinary program with one of the above may be considered. Approval Selection of the recipient 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:

- a. A student whose research is of potential application in Africa or South Asia;
- b. A student who has demonstrated commitment to ongoing voluntary service in the community;
- ~~c.~~ All other criteria being equal, preference will be given to an applicant in Geography.

DR. ROBERT MICHAEL PEET GRADUATE SCHOLARSHIP (REVISED-GS)

A scholarship of up to \$2,500 ~~\$2,000~~ is awarded to a graduate student in the Department of Psychology, whose focus of study is in the area of clinical neuropsychology. Approval Selection of the recipient will be made by the Faculty of Graduate Studies Graduate Admissions and Awards Committee based upon the recommendation of the Department of Psychology.

VANCOUVER ISLAND CHAPTER OF A.S.H.R.A.E. INC. ENDOWMENT SCHOLARSHIP* (REVISED-UG)

A scholarship is awarded annually to a student registered in a Bachelor of Engineering program in Mechanical Engineering or Civil Engineering with high academic standing in courses related to heating ventilation and air conditioning. Approval Selection of the recipient will be made by the Senate Committee on Awards upon the recommendation of the ~~Chapter Scholarship Committee which shall consist of two members of the Chapter and three representatives of the Department of Mechanical~~ Faculty of Engineering.

Respectfully submitted,

2018/2019 Senate Committee on Awards

Annalee Lepp, Faculty of Humanities, Chair

Anne Cirillo, President's Nominee

Wendy Taylor, Acting Registrar

Helga Hallgrimsdottir, Faculty of Human and Social Development

Donja Roberts, Acting Director, Student Awards and Financial Aid

Yvonne Rondeau, Scholarships Officer, Faculty of Graduate Studies

Marsha Runtz, Chair, Faculty of Graduate Studies Awards Committee

Charlotte Schallie, Faculty of Graduate Studies

Brock Smith, Peter B. Gustavson School of Business

Ciel Watt, Alumni Association

Linda Welling, Social Sciences

Curtis Whittla, Student Senator

Kelly Clark, GSS Representative

Lauren Hume (Secretary), Student Awards and Financial Aid



Date: November 21, 2018
To: Senate
From: Senate Committee on Awards
Re: **Undergraduate Scholarships, Medals, and Prizes**

The Senate Committee on Awards recommends that Senate approve the proposed changes to the Undergraduate Financial Aid and Undergraduate Scholarships, Medals and Prizes sections of the Undergraduate Academic Calendar. The intent of these changes are to improve the clarity and transparency of policies detailed in these sections of the Calendar.

Please be advised that the final document, inclusive of all changes, is presented at the end of the document and the revisions can be tracked at the beginning of the document.

Respectfully submitted,
2018/2019 Senate Committee on Awards
Annalee Lepp, Faculty of Humanities, Chair
Anne Cirillo, President's Nominee
Wendy Taylor, Acting Registrar
Helga Hallgrimsdottir, Faculty of Human and Social Development
Donja Roberts, Acting Director, Student Awards and Financial Aid
Yvonne Rondeau, Scholarships Officer, Faculty of Graduate Studies
Marsha Runtz, Chair, Faculty of Graduate Studies Awards Committee
Charlotte Schaillié, Faculty of Graduate Studies
Brock Smith, Peter B. Gustavson School of Business
Ciel Watt, Alumni Association
Linda Welling, Social Sciences
Curtis Whittla, Student Senator
Kelly Clark, GSS Representative
Lauren Hume (Secretary), Student Awards and Financial Aid



Proposed Terms – Showing Revisions

Undergraduate Scholarships, Awards, Medals and Prizes

Scholarships, awards, medals and prizes are awarded to students on the basis of academic merit. Scholarships, awards, medals and prizes for undergraduate students are administered by Student Awards and Financial Aid. Detailed information on undergraduate scholarships, awards, medals and prizes including application procedures are available through the Student Awards and Financial Aid website at <www.uvic.ca/registrar/safa>.

General Regulations: Undergraduate Scholarships and Awards

Recipients of all undergraduate scholarships, awards, medals and prizes adjudicated by the University of Victoria are approved by the Senate Committee on Awards. The following regulations apply to both entrance and in-course scholarships, awards, medals and prizes.

- Students with disabilities, including those who are on a reduced course load, are eligible to be considered for scholarships, awards, medals and prizes. Students must identify themselves to the Student Awards and Financial Aid office and must have documentation of the disability.
- Except where the terms and conditions of an undergraduate in-course scholarship, award, medal or prize specifically state otherwise, award winners must normally enroll at UVic in the next Winter Session as a full-time student in 12.0 or more units of which 10.5 units are graded using the standard nine point scale.
- ~~Students entering undergraduate programs in the January to April term of study immediately preceding the adjudication of awards must normally enroll in 6.0 or more units of which 5.25 units are graded using the standard nine point scale to be considered for in-course scholarships, awards, medals or prizes in the following Winter Session.~~
- Students who enroll as a full-time student and subsequently withdraw from courses, so that they fall below 12 units in the Winter Session (September to April) or fall below 6.0 units if they entered their program in the January to April term of study, will have their scholarship, award or prize withdrawn.
- The University reserves the right to limit the amount of money awarded to any student, and, if necessary, to reassign scholarships and awards to other students.
- Except where the terms of reference for the scholarship or award state otherwise, the proceeds of the scholarships or awards issued by or through the University will be applied towards the student's assessed fees for the next Winter Session. If the scholarship or award exceeds this amount, the balance will be paid to the student if they maintain full time registration (12 units) in the Winter Session or 6.0 units if they entered their program in the January to April term of study.
- A scholarship or award may be withheld or cancelled if there is a lack of suitable candidates, if a donor withdraws the scholarship or award, or if the student receiving the scholarship or award withdraws from UVic or fails to meet the terms and conditions of the award.

Entrance Scholarships and Awards

Entrance scholarships and awards are offered to students entering UVic directly from secondary schools and Canadian colleges and universities. Detailed information about entrance scholarships and awards including application procedures are available on the Student Awards and Financial Aid website: <www.uvic.ca/registrar/safa/entrance-scholarships>.

- Except where the terms and conditions of an undergraduate scholarship or award specifically state otherwise, recipients must normally register and maintain enrolment as a full-time student in a minimum of 12 units in their first Winter Session to receive the scholarship or award.
- Students entering undergraduate programs in the January to April term of study must normally register and maintain enrolment in 6.0 or more units to receive the scholarship or award.
- Deferral of a scholarship or award for up to one year may be granted upon written request to Undergraduate Admissions.

In-Course Scholarships

Undergraduate students who have completed at least 12 units in two terms of study in the previous academic year are eligible to be considered for scholarships, awards, medals and prizes in the subsequent Winter Session. The majority of these scholarships, awards, medals and prizes do not require an application; they are assigned on the basis of merit or by department nomination. Others require an application. Detailed information about in-course scholarships, awards, medals and prizes including application procedures are available on the Student Awards and Financial Aid website: <www.uvic.ca/registrar/safa/in-course-scholarships>.

- To be eligible for any undergraduate in-course scholarship, award, medal or prize offered by UVic, an undergraduate student must normally be a full-time student registered in a minimum of 12 units of study, of which 10.5 units are graded using the standard nine point scale, in two terms in the 12 month period (May to April) immediately preceding the adjudication of the scholarships and awards.
- ~~Students entering undergraduate programs in the January to April term of study immediately preceding the adjudication of awards must normally enroll in 6.0 or more units of which 5.25 units are graded using the standard nine point scale to be considered for in-course scholarships in the following Winter Session.~~
- Except where the terms and conditions of an undergraduate in-course scholarship, award, medal or prize specifically state otherwise, award winners must normally return to UVic in the next Winter Session and register and maintain enrolment as a full-time student in a minimum of 12 units to receive the in-course scholarship, award, medal or prize.
- Medals or book prizes, if not presented directly by the donors or their agents will be forwarded to the winners.

Proposed Revised Terms

Undergraduate Scholarships, Awards, Medals and Prizes

Scholarships, awards, medals and prizes are awarded to students on the basis of academic merit. Scholarships, awards, medals and prizes for undergraduate students are administered by Student Awards and Financial Aid. Detailed information on undergraduate scholarships, awards, medals and prizes including application procedures are available through the Student Awards and Financial Aid website at <www.uvic.ca/registrar/safa>.

General Regulations: Undergraduate Scholarships and Awards

Recipients of all undergraduate scholarships, awards, medals and prizes adjudicated by the University of Victoria are approved by the Senate Committee on Awards. The following regulations apply to both entrance and in-course scholarships, awards, medals and prizes.

- Students with disabilities, including those who are on a reduced course load, are eligible to be considered for scholarships, awards, medals and prizes. Students must identify themselves to the Student Awards and Financial Aid office and must have documentation of the disability.
- Except where the terms and conditions of an undergraduate in-course scholarship, award, medal or prize specifically state otherwise, award winners must normally enroll at UVic in the next Winter Session as a full-time student in 12.0 or more units of which 10.5 units are graded using the standard nine point scale.
- Students who enroll as a full-time student and subsequently withdraw from courses, so that they fall below 12 units in the Winter Session (September to April) or fall below 6.0 units if they entered their program in the January to April term of study, will have their scholarship, award or prize withdrawn.
- The University reserves the right to limit the amount of money awarded to any student, and, if necessary, to reassign scholarships and awards to other students.
- Except where the terms of reference for the scholarship or award state otherwise, the proceeds of the scholarships or awards issued by or through the University will be applied towards the student's assessed fees for the next Winter Session. If the scholarship or award exceeds this amount, the balance will be paid to the student if they maintain full time registration (12 units) in the Winter Session or 6.0 units if they entered their program in the January to April term of study.



- A scholarship or award may be withheld or cancelled if there is a lack of suitable candidates, if a donor withdraws the scholarship or award, or if the student receiving the scholarship or award withdraws from UVic or fails to meet the terms and conditions of the award.

Entrance Scholarships and Awards

Entrance scholarships and awards are offered to students entering UVic directly from secondary schools and Canadian colleges and universities. Detailed information about entrance scholarships and awards including application procedures are available on the Student Awards and Financial Aid website: <www.uvic.ca/registrar/safa/entrance-scholarships>.

- Except where the terms and conditions of an undergraduate scholarship or award specifically state otherwise, recipients must normally register and maintain enrolment as a full-time student in a minimum of 12 units in their first Winter Session to receive the scholarship or award.
- Students entering undergraduate programs in the January to April term of study must normally register and maintain enrolment in 6.0 or more units to receive the scholarship or award.
- Deferral of a scholarship or award for up to one year may be granted upon written request to Undergraduate Admissions.

In-Course Scholarships

Undergraduate students who have completed at least 12 units in two terms of study in the previous academic year are eligible to be considered for scholarships, awards, medals and prizes in the subsequent Winter Session. The majority of these scholarships, awards, medals and prizes do not require an application; they are assigned on the basis of merit or by department nomination. Others require an application. Detailed information about in-course scholarships, awards, medals and prizes including application procedures are available on the Student Awards and Financial Aid website: <www.uvic.ca/registrar/safa/in-course-scholarships>.

- To be eligible for any undergraduate in-course scholarship, award, medal or prize offered by UVic, an undergraduate student must normally be a full-time student registered in a minimum of 12 units of study, of which 10.5 units are graded using the standard nine point scale, in two terms in the 12 month period (May to April) immediately preceding the adjudication of the scholarships and awards.
- Except where the terms and conditions of an undergraduate in-course scholarship, award, medal or prize specifically state otherwise, award winners must normally return to UVic in the next Winter Session and register and maintain enrolment as a full-time student in a minimum of 12 units to receive the in-course scholarship, award, medal or prize.
- Medals or book prizes, if not presented directly by the donors or their agents will be forwarded to the winners.



Date: November 15, 2018
To: Senate
From: Senate Committee on Awards
Re: Editorial Change to Terms of Awards

The Senate Committee on Awards (SCA) recommends Senate approve the word change in existing terms of reference for scholarships and awards from “Selection of the recipient is made by the Senate Committee on Awards upon the recommendation of the [Department/School/Faculty]” to “Approval of the recipient is made by the Senate Committee on Awards upon the recommendation of the [Department/School/Faculty]”. In the case of a graduate scholarship or award, the wording would be “Approval will be made by the Faculty of Graduate Studies Graduate Awards Committee upon the recommendation of the [Department/School/Faculty]”.

The intent of this change is to align with the terms of reference for SCA, which state members consider and approve recipients nominated or recommended for scholarships and awards. For the majority of undergraduate and graduate scholarships and awards, SCA does not select the recipient.

For expediency, SCA requests permission to revise the wording for all existing terms of reference for both undergraduate and graduate scholarships and awards, with the exception of any scholarships or awards in which SCA selects the recipients.

Respectfully submitted,
2018/2019 Senate Committee on Awards
Annalee Lepp, Faculty of Humanities, Chair
Anne Cirillo, President's Nominee
Wendy Taylor, Acting Registrar
Helga Hallgrimsdottir, Faculty of Human and Social Development
Donja Roberts, Acting Director, Student Awards and Financial Aid
Yvonne Rondeau, Scholarships Officer, Faculty of Graduate Studies
Marsha Runtz, Chair, Faculty of Graduate Studies Awards Committee
Charlotte Schaillié, Faculty of Graduate Studies
Brock Smith, Peter B. Gustavson School of Business
Ciel Watt, Alumni Association
Linda Welling, Social Sciences
Curtis Whittla, Student Senator
Kelly Clark, GSS Representative
Lauren Hume (Secretary), Student Awards and Financial Aid



Date: November 21, 2018

To: Senate

From: Senate Committee on Planning

Re: Proposal to Change the Names of the Combined BSc Programs Between the School of Earth and Ocean Sciences, the Department of Biology, and the Department of Chemistry

At its meeting of November 7, 2018, the Senate Committee on Planning considered proposal to change the names of the combined BSc programs between the School of Earth and Ocean Sciences, the Department of Biology, and the Department of Chemistry from “Biology and Earth and Ocean Sciences” and “Chemistry and Earth and Ocean Sciences” to “Biology and Earth Sciences” and “Chemistry and Earth Sciences”, as described in the memorandum dated October 4, 2018.

The following motion is recommended:

That Senate approve the proposal to change the names of the combined BSc programs between the School of Earth and Ocean Sciences, the Department of Biology, and the Department of Chemistry from “Biology and Earth and Ocean Sciences” and “Chemistry and Earth and Ocean Sciences” to “Biology and Earth Sciences” and “Chemistry and Earth Sciences”, as described in the memorandum dated October 4, 2018.

Respectfully submitted,

2018/2019 Senate Committee on Planning

Nancy Wright, Associate Vice-President Academic Planning (Chair)
Gillian Calder, Faculty of Law
David Castle, Vice-President Research
Jo-Anne Clarke, Division of Continuing Studies
Merwan Engineer, President's Nominee
Mauricio Garcia-Barrera, Faculty of Graduate Studies
Andrea Giles, Cooperative Education and Career Services
Nicole Greengoe, Registrar (on leave)
Rishi Gupta, Faculty of Engineering
Robin Hicks, Faculty of Science
Ashlee Kirby, Student Senator
Valerie Kuehne, Vice-President Academic and Provost
Graham McDonough, Faculty of Education
Patrick Nahirney, Division of Medical Sciences
Sang Nam, Peter B. Gustavson School of Business
Abdul Roudsari, Faculty of Human and Social Development
Dan Russek, Faculty of Humanities
Nilanjana Roy, Faculty of Social Sciences
Ralf St. Clair, Dean, Faculty of Education
Victoria Wyatt, Faculty of Fine Arts



Carla Osborne, GSS Representative
Ada Saab, Acting Associate University Secretary
Sandra Duggan (Secretary), Office of the Vice-President Academic and Provost



October 4, 2018

Dear Dr. Wright,

We are writing this memo to request change be made to the names of the combined BSc programs between the School of Earth and Ocean Sciences, the Department of Biology, and the Department of Chemistry. These programs (each of which have both an Honours and a Major program) are currently named "Biology and Earth and Ocean Sciences" and "Chemistry and Earth and Ocean Sciences". We are requesting changes of the program names to "Biology and Earth Sciences" and "Chemistry and Earth Sciences", respectively. The motivation for the proposed changes is that the revised names better reflect program content, while the existing names are simply based on those of the academic units offering the programs.

The combined BSc programs between SEOS and Chemistry first appeared in the 1997/98 calendar, and were approved in the previous year. The combined BSc programs between SEOS and Biology first appeared in the 2001/02 calendar and were approved the previous year. The initial name of the combined program between SEOS and Biology was "Biology and Earth Sciences" and consisted of two distinct streams (Paleontology and Environmental). These two streams were consolidated into a single stream in the 2009/10 calendar, at which time the program was given its current name.

The existing programs have a considerably stronger emphasis on earth science than on ocean science. The current program names are therefore misleading and confusing to students, a fact which has often been noted by representatives from Academic Advising for Humanities, Science, and Social Sciences at Faculty of Science Curriculum Committee Meetings. The proposed changes will result in program names that better represent the program content. No changes to the structures of the programs are proposed. The proposed changes will therefore have no effect on the ability of existing students to successfully complete the program.

We propose that these changes take effect in the September 2019 Calendar. The proposed changes have been approved by SEOS, the Department of Biology, and the Department of Chemistry and have been submitted to the Faculty of Science Curriculum Committee for consideration in Cycle 1 of the 2018/19 academic year.

Please do not hesitate to contact us if you require any further information.

 40ct 2018

Stan Dosso, Director, SEOS

 40ct, 2018

Barbara Hawkins, Chair, Biology



Neil Burford, Chair, Chemistry



Robin Hicks, Chair,
Faculty of Science Curriculum Committee



Robert Lipson, Dean, Faculty of Science





Date: November 21, 2018

To: Senate

From: Senate Committee on Planning

Re: Discontinuation of the Contribution of the Department of Psychology to the Neuroscience Graduate Program

At its meeting of November 7, 2018, the Senate Committee on Planning considered proposal to discontinue the contribution of the Department of Psychology to the Neuroscience Graduate Program, as described in the memorandum dated September 21, 2018.

The following motion is recommended:

That Senate approve the discontinuation of the contribution of the Department of Psychology to the Neuroscience Graduate Program, as described in the memorandum dated September 21, 2018.

Respectfully submitted,

2018/2019 Senate Committee on Planning

Nancy Wright, Associate Vice-President Academic Planning (Chair)
Gillian Calder, Faculty of Law
David Castle, Vice-President Research
Jo-Anne Clarke, Division of Continuing Studies
Merwan Engineer, President's Nominee
Mauricio Garcia-Barrera, Faculty of Graduate Studies
Andrea Giles, Cooperative Education and Career Services
Nicole Greengoe, Registrar (on leave)
Rishi Gupta, Faculty of Engineering
Robin Hicks, Faculty of Science
Ashlee Kirby, Student Senator
Valerie Kuehne, Vice-President Academic and Provost
Graham McDonough, Faculty of Education
Patrick Nahirney, Division of Medical Sciences
Sang Nam, Peter B. Gustavson School of Business
Abdul Roudsari, Faculty of Human and Social Development
Dan Russek, Faculty of Humanities
Nilanjana Roy, Faculty of Social Sciences
Ralf St. Clair, Dean, Faculty of Education
Victoria Wyatt, Faculty of Fine Arts
Carla Osborne, GSS Representative
Ada Saab, Acting Associate University Secretary
Sandra Duggan (Secretary), Office of the Vice-President Academic and Provost

September 21, 2018

Memorandum: Program Change

Background

The Neuroscience Graduate Program is an interdisciplinary program that started in September 2011. The Department of Psychology contributed to the program in the beginning. Faculty members from our Department were part of the team teaching the Neuroscience core courses, Fundamentals of Neuroscience (NRSC 500 and NRSC 600) until 2016-17. However, faculty from our Department have not been involved in teaching these courses ever since. Because the Psychology Department does not contribute to, or is involved in the Neuroscience Program in any other form, we request that our discontinuance of our contribution to the program is formally ratified, effective Fall 2019.

(1) Relationship between our Department and the Neuroscience Graduate Program

Faculty in our Department have been part of the team teaching the Neuroscience Core courses (NRSC 500 and NRSC 600), and faculty from our Department have acted as co-organizer of the course. Faculty from our Department have also served as graduate supervisor in the Neuroscience Graduate program; however, since its inception, only one student in the Neuroscience Graduate program has been supervised by faculty in our Department. One of our graduate courses, PSYC 577 (Cognitive Seminar) was also cross-listed with the Neuroscience Graduate program.

(2) Impact on currently enrolled students

None of the graduate students supervised by faculty in our Department is currently involved in the Neuroscience Graduate program, nor is it expected that future students from this program will be supervised by faculty in our Department.

The instruction of NRSC 500/600 will also not be negatively affected. Not only have members of our Department not taught in NRSC 500/600 since 2016-2017, but the course has been reorganized, so that it no longer has a guest lecturer for each topic. Instead, there are a couple of instructors for the entire course. The portion of the course most relevant for Psychology would be the coverage of the cognitive processes, and this portion of the course will be taught by Dr. Olav Krigoloson from the Department of Exercise Science, Physical and Health Education. Thus, NRSC 500/600 has not needed an instructor from Psychology for the last two years, and it will not be in need of an instructor from Psychology in the coming years.

Discontinuation of the contribution of Psychology to the Neuroscience Graduate Program will not negatively affect the progress of Neuroscience Graduate students. The program requirements for the Neuroscience Graduate program (<https://web.uvic.ca/calendar2018-09/grad/programs/nrsc/program-requirements.html>) state that, for an MSc, students are required to take NRSC 501A **or** 501B in their first year and NRSC 502A **or** 502B in

subsequent years. For a PhD, students are required to take NRSC 601A or 601B in their first year and NRSC 602A or 602B in subsequent years. The “A” courses are “Advanced Topics in Cellular Neuroscience” while the “B” courses are “Advanced Topics in Cognitive Neuroscience” (which included, among the cross-listed courses, PSC 577). Thus, removing the cross-listing with PSYC 577 does not impede the progress of any students because the Program Requirements allow all Neuroscience Graduate Students to fulfill that course requirement with “A” courses (501A/502A/601A/602A).

(3) Consultation with the Psychology Department

The issue of discontinuing the contribution of our Department to the Neuroscience Graduate Program was discussed at a departmental meeting on May 15, 2018. The departmental faculty unanimously voted to support the motion to discontinue the contribution of the Psychology Department to the Neuroscience Graduate Program. The Chair of the Neuroscience Graduate Program, Dr. Craig Brown, was informed of this decision on May 16, 2018.

It is worth noting that when the Terms of Reference for the Neuroscience Graduate Committee were revised in Fall 2017, Psychology was not allocated any seats on the committee. Prior to the revision, Psychology had always had at least one, and usually two members on the committee. This clearly demonstrates that the lack of a relationship between Psychology and the Neuroscience Graduate program has now been built into the structure of the program itself.

Sincerely,

Original signed by Ulrich Mueller
Ulrich Mueller
Chair
Department of Psychology

Original signed by

Catherine Krull

Catherine Krull Dean
Social Sciences



Division of Medical Sciences
Medical Sciences Building Room 104 PO Box 1700 STN CSC Victoria BC V8W 2Y2 Canada
T 250-472-5500 | F 250-472-5505 | uvic.ca/medsci/

Date: September 25, 2018

To: David Capson, Dean, Faculty of Graduate Studies

From: Craig Brown, Professor
Graduate Advisor, Neuroscience Graduate Program
Division of Medical Sciences

Cc: Carolyn Swayze, FGS Coordinator
Bruce Wright, Head, Division of Medical Sciences

Re: **Formal Withdrawal of the Department of Psychology from the Neuroscience Graduate Program**

Summary

By way of this memo, I wish to inform the Faculty of Graduate Studies of the formal withdrawal of Psychology from involvement in the Neuroscience (NRSC) graduate program. The NRSC program was established in 2011 with the goal of producing well trained neuroscientists within a multi-disciplinary environment that included members from Medical Science, Biology, Psychology, Exercise Science, Physical and Health Education and Biomedical Engineering.


While the program still enjoys multi-disciplinary involvement by faculty on the NRSC advisory council and students enrolled in the NRSC program or fundamentals of NRSC course, it has admittedly, been a struggle to maintain engagement in the program from faculty and students from the Department of Psychology.

The reasons for the formal withdrawal from our program are many-fold and understandable. In simplistic terms, it was likely based in part, on fundamental philosophical differences in the conceptual scope of the program, issues regarding financial support for students, and a lack of motivation/necessity for their own students to enroll in the program.

Since this withdrawal of involvement has been evident for several years now, the practical implications of it, in terms of delivering the NRSC program, are relatively minor in nature. With that said, we are deeply grateful for their teaching and administrative involvement that helped enrich the program.

Original signed by Craig E. Brown

Craig E. Brown, PhD
Associate Professor and MSFHR Investigator
Neuroscience Graduate Advisor
Division of Medical Science
University of Victoria

A decorative graphic in the bottom right corner consisting of several parallel diagonal stripes in yellow, red, and blue.



Date: November 21, 2018

To: Senate

From: Senate Committee on Planning

Re: Extension the Approved Centre Status for the Centre for Biomedical Research until June 30, 2019

At its meeting of November 7, 2018, the Senate Committee on Planning considered proposal to extend the Approved Centre Status for the Centre for Biomedical Research until June 30, 2019, as described in the memorandum dated October 31, 2018.

The following motion is recommended:

That Senate approve the extension of the Approved Centre Status for the Centre for Biomedical Research until June 30, 2019, as described in the memorandum dated October 31, 2018.

Respectfully submitted,

2018/2019 Senate Committee on Planning

Nancy Wright, Associate Vice-President Academic Planning (Chair)
Gillian Calder, Faculty of Law
David Castle, Vice-President Research
Jo-Anne Clarke, Division of Continuing Studies
Merwan Engineer, President's Nominee
Mauricio Garcia-Barrera, Faculty of Graduate Studies
Andrea Giles, Cooperative Education and Career Services
Nicole Greengoe, Registrar (on leave)
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Ralf St. Clair, Dean, Faculty of Education
Victoria Wyatt, Faculty of Fine Arts
Carla Osborne, GSS Representative
Ada Saab, Acting Associate University Secretary
Sandra Duggan (Secretary), Office of the Vice-President Academic and Provost



MEMORANDUM

DATE: October 31, 2018

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

FROM: Dr. Lisa Kalynchuk, Associate Vice President Research

RE: Centre for Biomedical Research (CFBR)

I am writing under the delegated authority of the Vice-President Research. Dr. David Castle has reviewed and is agreement with this recommendation.

An external review of the Centre for Biomedical Research (CFBR) was conducted in 2013 and the Centre was renewed and approved by Senate for the period of January 1, 2014 to December 31, 2018. In compliance with Uvic's Establishment and Review of Research Centres policy (RH8300), the Office of the Vice-President Research initiated a review of the Centre in 2018.

In June 2018 an interim Centre Director, Dr. Stephanie Willerth, was named after Dr. Paul Zehr resigned his appointment. Due to this change in leadership, as well as the lack of availability of panel members, the Centre review was delayed until late September 2018. The review panel is continuing their analysis of findings, and will provide a report in the coming weeks.

In order to allot time for the Centre administration and the Office of the Vice-President Research to properly consider and respond to the panel's report, a recommendation on the renewal status for the Centre will not be put forward before the expiry date of December 31, 2018.

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

That the Senate Committee on Planning recommends that Senate extends for 6 months the Approved Centre Status for the Centre for Biomedical Research until June 30, 2019.



MEMORANDUM

DATE: November 21, 2018
TO: UVic Senate
FROM: David Castle, Vice-President Research
RE: Revised Establishment and Review of Research Centres Policy (and Associated Procedures)
FOR: Approval

BACKGROUND

The Policy on University Policies and Procedures (GV0100) guides the development and review of university policies and procedures. In accordance with this policy and as part of the regular policy review cycle, the Office of the Vice President Research has undertaken a review of several policies that fall under the authority of the Vice-President.

The scope of the *Establishment and Review of Research Centres Policy* and its associated procedures has been expanded to include the closure of research centres. The revised name of the policy is therefore proposed as: *Establishment, Review, and Closure of Research Centres*. The scope was also updated to include inter-institutional centres in which UVic is the lead institution.

The draft policy now includes updated definitions for: research centre; academic unit; and director. Other editorial changes include:

- Opening policy statement revised to reflect the updated mandate of centres.
- Redundant language removed on the approval, review and governance of centres and the duties and responsibilities of centre directors (references provided to the appropriate policy, procedures and guidelines).

The associated procedures for this policy have been amended as follows:

- Name changed to *Procedures for the Establishment, Review and Closure of Research Centres* to reflect updated scope.
- Updated the description of the different types of research centres.
- Reference table added along with several bullet points describing the governance responsibilities, and procedural descriptions were streamlined accordingly.
- A process for changing the name of a research centre was added.
- Provisions for the closure of a research centre have been added.

No other changes to process, procedure, responsibility, authority, or notification requirements are proposed in the revisions.

The attached policy showing track changes has been reviewed by the Faculty Association, was posted to the UVIC website for open review by the campus community, and was reviewed and approved by the President's Executive Committee.

RECOMMENDED MOTION

That Senate approve, and recommend to the Board of Governors that it also approve, the revisions to the Establishment, Review and Closure of Research Centres Policy (RH8300) and Associated Procedures.



**Establishment, ~~and~~ Review, ~~and~~ Closure
of
Research Centres**

University Policy No: RH8300
Classification: Research
Approving Authority: Board of Governors
(on the recommendation of Senate)
**Effective ~~Date:~~ ~~January 2010~~ ~~November~~
~~2018~~**
Supersedes: ~~April 2005~~ January 2010
Last Editorial Change:
Mandated ~~R~~review: ~~January~~
~~2014~~ November 2025

Associated Procedures

[Procedures for the Establishment and Review of Research Centres](#)

~~PURPOSE~~ Purpose

- 1.00 The purpose of this policy is to provide direction:
- to those seeking university approval for the establishment of Research Centres; and
 - on the review of the performance of Research Centres.

~~DEFINITIONS~~ Definitions

- 2.00 ~~A~~ **Research Centre** is ~~defined as a~~ formally approved research organization made up of a group of faculty members, students, and other research personnel who collaborate on an area of research, whose work together provides added value over and above their individual research programs, and who benefit from the ~~u~~University's official recognition of that collaboration.
- 3.00 **Academic Unit** is ~~a recognized an~~ academic ~~D~~department, ~~S~~school, ~~D~~division, or ~~f~~faculty.
- 4.00 ~~A~~ **Director** is the leader of a Research Centre. ~~The title 'Director' may be changed to a more appropriate title depending on the type of research centre.~~
- 5.00 **Academic Constituency** of a Research Centre is the academic unit(s) from which a Research Centre primarily draws its ~~s~~ membership.

~~JURISDICTION/SCOPE~~ Scope

- 6.00 This policy applies to the establishment and governance of Research Centres at the University of Victoria including inter-institutional Research Centres in which the University Of Victoria is the lead institution.

~~POLICY~~ Policy

- 7.00 The ~~U~~University encourages the establishment of Research Centres at various levels of the organization that ~~will enhance and facilitate disciplinary and interdisciplinary research collaboration, knowledge transfer and training, respond to emerging research opportunities, promote collaborative and interdisciplinary research, and enhance research networking capacity and infrastructure.~~ Research Centres take a leading role at the UUniversity in forming external partnerships in Canada and throughout the world, and in mobilizing knowledge. Faculty may be involved in one or more of the projects in a Research Centre and be active in more than one Research Centre.
- 8.00 The ~~U~~University is committed to developing and maintaining high-quality programs of research. Therefore, it provides for appropriate reviews and management of Research Centres ~~that ensure internal and public accountability~~ as well as ongoing improvement ~~activities~~ and an evolving strategic direction ~~(i.e. as articulated in the UUniversity's Strategic Research Plan).~~
- 9.00 The administrative requirements, approval and renewal processes, ~~breadth scope~~ of activities, and other aspects of Research Centres ~~occur along a continuum that is proportionate to~~ are dependent on the breadth of their academic constituencies. ~~This proportionality is primarily based on the location~~ Research Centres are of the majority of the membership and activities of the centre and approximately parallels a department-faculty-university structure: four types:
- Intra-faculty - membership and activities ~~normally~~ primarily within a single department, a non-departmentalized ~~F~~faculty, or between departments in a single faculty
 - Inter-faculty - membership and activities ~~primarily~~ normally between 2 faculties
 - Multi-faculty - membership and activities ~~primarily~~ normally between 3 or more faculties
 - Inter-institutional - membership and activities between multiple ~~universities~~ institutions.

Purposes and Objectives of Research Centres

- 10.00 The purposes of establishing a Research Centre are to:
- 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 ~~U~~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.

11.00 Research Centres are expected to develop their own objectives and measurable goals to meet the purposes stated in sSection 10.00 of this policy. The Research Centre's objectives and goals should be consistent with the proportionate approach taken toward its establishment, appropriate for the size and scope of its Academic Constituency.

Approval, Governance, and Review of Research Centres

12.00 Research Centres are constituted formally as part of the Uuniversity's organization and are subject to its direction, oversight, and strategic plans.

13.00 The administrative and organizational structures of Research Centres are developed along a proportionate continuum that is not hierarchical in nature as appropriate to the mandate and type of the centre. All have equal status as University of Victoria Research Centres.

14.00 Research Centres may use cognate titles such as "institute", "laboratory", "centre", "group", etc. Such titles do not imply differences in structure or function.

15.00 The establishment, approval and, review, and closure of all Research Centres shall be in accordance with the associated Procedures for the Establishment, and Review, and Closure of Research Centres and the Guidelines for the Review of Research Centres.

~~16.00 The approval, review and governance of the Research Centres defined in this policy and its related procedures and guidelines will be proportionate, recognizing the level of oversight required and the need to balance this oversight with the level of resource implications created by a Research Centre.~~

~~17.00 The approval and review process, oversight and administrative responsibility for Research Centres occur along a continuum from departments to faculties to institutional and the inter-institutional levels.~~

~~18.00 Subject to the outcome of regular assessments of their performance, the duration of the existence of Research Centres follows a proportionate model depending on its purpose and funding arrangements, ranging from a specified limited term to in perpetuity.~~

16.00 Research Centres are approved for a term of normally five years. Continuance of a Rresearch Centre is subject to a review, the ongoing purpose for the Centre, and funding arrangements.

~~19.00~~17.00 Research Centres and their constituent academic units are expected to establish mechanisms to assure there is ongoing communication for purposes of coordinating resources, training, research activities, and strategic planning.

Administrative and Financial Structure of Research Centres

~~20.00~~18.00 A Research Centre will normally be led by a faculty member of the Uuniversity, in accordance with the university's Duties and Responsibilities of Directors of Research Centres policy GV0715 and Procedures for Appointment and Review of Research Centre Directors GV0705.

~~21.00~~ The leader of a Research Centre may be given the title of 'Director' or an equivalent designation.

~~22.00~~ The appointment or review and re-appointment of a Research Centre Director shall be conducted in accordance with the [Procedures for Appointment and Review of Research Centre Directors GV0705](#).

~~23.00~~ 19.00 Contributions to the work of a Research Centre are to be included in documentation for career evaluation purposes (e.g., tenure, promotion, merit awards, etc.) subject to the relevant faculty evaluation policy.

~~24.00~~ 20.00 A Research Centre may employ its own research, technical, and clerical staff on term appointments, subject to the relevant collective agreements, ~~the Framework Agreement~~ and [uuu](#) university human resource policies.

~~25.00~~ 21.00 A Research Centre may occupy space designated specifically for its own use, or its activities may be carried out without assigned space. A Research Centre may be located on the [uuu](#) university campus, or in off-campus premises owned by the [uuu](#) university, or in premises owned by a third-party.

~~26.00~~ 22.00 Funding for Research Centres can be made up of a combination of multiple internal and external sources including but not limited to: external funding agreements, academic unit operating funds, non-recurring funds, indirect funding, and endowments. Funding sources may change and adapt over time.

~~27.00~~ 23.00 A Research Centre must obtain approval from the Associate Vice-President Alumni and Development for fundraising activities directed at external donors ~~so that these activities do not conflict with the university's fundraising activities~~. All fundraising activities undertaken by a Research Centre shall be in accordance with the university's [Donations and Fundraising Policy ER4105 Fundraising and Gift Acceptance Policy ER4105](#).

~~28.00~~ 24.00 A Research Centre that plans to sell services or products on a commercial basis may not compete unfairly with private sector organizations offering similar services or products and must comply with the intellectual property and commercialization policies of the university.

25.00 Any agreement defining the obligations and liability of the [uuu](#) university with respect to the activities of, and with respect to the other participants in, the Research Centre will require the approval of the Vice-President Research or delegate. Such agreements shall comply with the signing and research policies and procedures of the university.

~~AUTHORITIES AND OFFICERS~~ **Authorities and Officers**

~~29.00~~ 26.00 The authorities and officers for this policy are:

~~AUTHORITIES AND OFFICERS~~

- i) Approving Authority: Board of Governors (on the recommendation of Senate)

- ii) Designated Executive Officer: Vice-President Research
- iii) Procedural Authority: Board of Governors
- iv) Procedural Officer: Vice-President Research

~~RELATED LEGISLATION~~ Relevant Legislation

University Act, RSBC 1996 c 468

~~RELATED POLICIES AND DOCUMENTS~~ Related Policies and Documents

Duties and Responsibilities of Directors of Research Centres (GV0715)

Fundraising and Gift Acceptance (ER4105)

Intellectual Property (GV0215)

Procedures for the Establishment, ~~and~~ Review, and Closure of Research Centres (RH8300)

Procedures for Appointment and Review of Research Centre Directors (GV0705)

Guidelines for the Review of Research Centres

~~Donations and Fundraising ER4105~~ Fundraising and Gift Acceptance ER4105

~~Framework Agreement~~ Collective Agreement with the Faculty Association



~~PROCEDURES FOR THE ESTABLISHMENT, AND REVIEW AND CLOSURE OF RESEARCH CENTRES~~

Procedures for the Establishment, Review, and Closure of Research Centres

Procedural Authority: Board of Governors

Effective Date: ~~January 2010~~November 2018

Procedural Officer: Vice-President Research

Supersedes: ~~January 2010~~NEW

Parent Policy: ~~Establishment, and Review, and Closure of Research Centres RH8300~~

Last Editorial Change: NEW

~~PURPOSE~~Purpose

1.00 The purpose of these procedures is to set out the ~~proportionate~~ processes for the establishment, approval, administration, ~~and review, and closure~~ of Research Centres at the ~~u~~University.

~~PROGEDURES~~Procedures

~~2.00 The Vice-President Research, in consultation with the appropriate Dean(s), will determine which proportionate track will guide the establishment, review, and administration of a Research Centre. 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:~~

- ~~• Intra-faculty – membership and activities normally within a single department, a non-departmentalized Faculty, or between departments in a single faculty~~
- ~~• Inter-faculty – membership and activities normally between 2 faculties~~
- ~~• Multi-faculty – membership and activities normally between 3 or more faculties~~
- ~~• Inter-institutional – membership and activities between multiple universities~~
- ~~•~~

~~2.00 The four proportionate tracks, which are described in greater detail below, serve as administrative guides and are not intended to be prescriptive. A specific Research Centre may be best served by a hybrid approach to its organization and processes. Regardless of the track taken, all will be designated as University of Victoria Research Centres. Table I identifies the Administrative Authority and Approval Authority for each category of Research Centre where:~~

2.01 The Administrative Authority has responsibility for submitting the recommendation to establish or renew a Research Centre and ongoing responsibility for the oversight of the administration and activities of the Centre. The Administrative Authority also has responsibility for the review of a Research Centre following the procedures specific below.

2.02 The Approval Authority has responsibility for the formal approval of the establishment or renewal of a Research Centre.

2.03 In the case of an inter-faculty Research Centre, the Dean of the Faculty is both the Administrative and the Approval Authority.

3.00 Table I also specifies the notification requirements when a Research Centre is established or renewed.

Table 14

<u>Type</u>	<u>Administrative Authority</u>	<u>Approval Authority</u>	<u>Notification</u>
<u>Intra-Faculty</u>	<u>Dean of Faculty</u>	<u>Dean of Faculty after consultation with the Vice-President Research</u>	<u>Dean notifies Faculty Council.</u> <u>Dean notifies Vice-President Research who notifies Senate and the Board of Governors.</u>
<u>Inter-Faculty</u>	<u>Deans of Faculties</u>	<u>Vice-President Research on the recommendation of the Deans</u>	<u>Vice-President Research notifies Senate and the Board of Governors</u>
<u>Multi-Faculty</u>	<u>Vice-President Research</u>	<u>Senate on the recommendation of the Senate Committee on Planning on the recommendation of the Vice-President Research</u>	<u>Vice-President Research notifies the Board of Governors</u>
<u>Multi-Institutional</u>	<u>Vice-President Research in consultation with the Vice-President Academic and Provost</u>	<u>Board of Governors on the recommendation of Senate on the recommendation of the Senate Committee on Planning on the recommendation of the Vice-President of Research</u>	<u>n/a</u>

4.00

Establishment and Approval of a Research Centres with primary membership at the departmental level (Intra-faculty Research Centre)

~~5.00~~ An intra-faculty Research Centre is established within a single department, a non-departmentalized faculty, or between departments within a single faculty of the University of Victoria.

5.014.00

he Approval Authority has responsibility for approving the establishment of a Research Centre based on the recommendation of the Administrative Authority. Approval will be for an initial term that will not exceed five years.

6.005.00

roposals for the establishment of an intra-faculty Research Centre should be submitted to the dean/the Administrative Authority and include detailed information on the following items where applicable:

- Statement of objectives and measurable goals showing how the proposed activities of the Research Centre relate to the purposes of a Research Centre as outlined in Section 10.00 of the Establishment and Review of Research Centres Policy RH8300. The statement should be in accordance with the ~~department(s), faculty and university's~~ priorities and goals of the Centre's Academic Constituency and the University.
- An explanation of why the proposed activities can best be achieved through the establishment of a Research Centre.
- Evidence that there exists within the university, or within the institutions in the case of a multi-institutional Centre, a group of faculty members, with established reputations in the field proposed for the centre, who are willing to collaborate on projects ~~at the Research Centre~~ will sponsor or undertake.
- Identification of the required direct and indirect resources, including funding, space, services and personnel, and their sources, in a detailed business plan.
- A statement outlining the benefits of the proposed centre to the ~~the~~ University and society.

~~7.006.00~~

n organizational structure with clear reporting lines and accountability for policy and management decisions taken by the Research Centre will be established in consultation with the ~~dean~~Administrative Authority. The organizational structure and governance of the ~~intra-faculty~~ Research Centre will include a steering committee ~~and whose~~ membership will include ~~chair(s) or their delegates~~representatives commensurate with the Academic Constituency of the Centre. The duties and responsibilities of the ~~the~~Director will be negotiated between the ~~dean and the director~~Administrative Authority and the Director. ~~The dean will consult with the Vice-President Research on the proposal before making a decision on whether to approve the establishment of the Research Centre.~~

~~7.00~~ After approving the intra-faculty approval of the establishment of a Research Centre, notification will be undertaken as specified in Table I. ~~the dean will advise the Faculty Council and report the establishment of the new centre to the Vice-President Research, who will report to the Senate and Board of Governors for their information.~~

Review of ~~Intra-Faculty~~ Research Centres

~~8.00~~ The review of a Research Centre will be initiated by the ~~dean~~Administrative Authority 12 months in advance of the expiry of the current term.

~~7.018.01~~

n the event that the Director, after consultation with the faculty members in the Research Centre, advised the Administrative Authority that the Research Centre should not be considered for renewal, the Centre will be closed as described in Sections 25.00-27.00.

9.00 The process of review is to be determined by the dean, but would normally include a self-assessment of the Research Centre by the director (or equivalent) and an internal university review panel which includes the chairs, or their designates, from the constituent academic units. The review may be augmented by a written external review by an appropriate peer group. A panel shall be established for the review, consisting of one internal and two external members appointed by the Administrative Authority in consultation with the Director of the Centre. The Administrative Authority will appoint the chair, who will normally be an external member. The Administrative Authority may add additional external members if that is necessary to undertake a fulsome review of the Centre.

10.00 No panel member shall be associated directly with the Research Centre either as a participant or as a faculty affiliate or collaborator with a faculty member engaged with the Research Centre. Internal members will normally be from the department, school, or faculty other than the home unit of the Centre Director.

11.00 In the case of an intra-faculty Centre, and with the approval of the Vice-President Research, an external member may be a faculty member in a faculty other than the Centre's home faculty.

8.0012.00

rior to the review, the Director in consultation with others in the Centre will prepare a self-assessment report. The report will include an evaluation of the performance of the Centre against the objectives and goals set out at the time of its establishment or previous review. The Administrative Authority will review the report and may require alterations before it is sent to the review panel.

13.00 For guidance on what information should be included in the self-assessment and review panel assessment and report, refer to the [Guidelines for the Review of Research Centres](#).

14.00 The panel shall satisfy itself that the self-assessment report has included contributions from the Centre's faculty members, staff, students, and other internal and external stakeholders as appropriate.

15.00 The panel will undertake a site visit to the Centre, normally two days, to meet with the Administrative Authority and members of the Centre including the Director, faculty, staff, students, and steering committee members. The panel may also meet with others as required to assess the Centre, e.g. representatives from other institutions in the case of a multi-institutional Centre.

16.00 The panel shall prepare a detailed report on the Centre and its activities, and make a recommendation on its continuation or closure or a conditional continuation of the Centre not to exceed two years

17.00 The panel chair shall submit the panel's report to the Administrative Authority who will in turn relay it to the Director for a written response to any issues raised in the report.

18.00 In the event the Administrative Authority supports the renewal of a Centre, a recommendation for renewal, normally for five years, is submitted to the Approving Authority accompanied by the Centre's self-assessment report, the panel's report, and the Director's response to the panel's report. The Approving Authority will undertake the necessary notifications as outlined in Table I.

19.00 If the Approval Authority's decision is a conditional continuation of the Centre, a further review of the Centre's activities will be conducted under the direction of the Administrative Authority during the continuation period. A Centre cannot be granted two consecutive conditional continuations.

~~9.00~~20.00

n the event the Administrative Authority does not support renewal of a Centre, the Approving Authority shall be so informed with reasons. The Approving Authority may accept the decision of the Administrative Authority, or may request the Administrative Authority to reconsider. If the Approving Authority accepts the decision of the Administrative Authority, the Centre will be closed as described in Sections 25.00-27.00.

~~10.00 The review will include an evaluation of the performance of the Research Centre against the objectives and goals set out at the time of its establishment or previous review.~~

~~11.00 A review and recommendation for continuation (normally for a five-year term) or closure should be conducted during the final year of the Research Centre's mandate and submitted to the dean in a timely fashion to facilitate orderly implementation of the recommendations, including those that may affect the staffing of a Research Centre.~~

~~12.00 The decision of the dean on the continuation or closure of the intra-faculty research centre will be reported to the Faculty Council and Vice-President Research, who will report the decision to the Senate and the Board of Governors for their information.~~

~~Establishment and Approval of Research Centres with membership primarily from Two Faculties (Inter-Faculty Research Centre)~~

~~13.00 An inter-faculty Research Centre is established between two faculties of the University of Victoria.~~

~~14.00 Inter-faculty Research Centres seeking establishment require the approval of the Vice-President Research on the recommendation of the relevant Deans.~~

~~14.01 Approval will be for an initial term that will not exceed five years.~~

~~15.00 Proposals for the establishment of an inter-faculty Research Centre should be submitted to the appropriate deans for initial approval and recommendation to the Vice-President Research. Proposals should include detailed information on the following items where applicable:~~

- ~~a. — Statement of objectives and measurable goals showing how the proposed activities of the Research Centre relate to the purposes of a Research Centre as outlined in Section 10.00 of the Establishment and Review of Research Centres Policy RH8300. The statement should be in accordance with the faculties' and university's priorities and goals~~
- ~~b. — An explanation of why the proposed activities can best be achieved through the establishment of a Research Centre~~
- ~~c. — Evidence that there exists with the university a group of faculty members, with established reputations in the field proposed for the centre, who are willing to collaborate in projects it will sponsor or undertake~~
- ~~d. — Identification of the required direct and indirect resources, including funding, space, services and personnel and their sources, in a detailed business plan~~
- ~~e. — A statement outlining the benefits to the university and society of the proposed centre~~

~~16.00 An organizational structure with clear reporting lines and accountability for policy and management decisions taken by the Research Centre will be established in consultation with the appropriate deans. The organizational structure and governance of the faculty Research Centre will include a steering committee and membership will include Deans or their delegates.~~

~~17.00 After approving the Research Centre the Vice-President Research will report the establishment of the new centre to the Senate Committee on Planning, the Senate and the Board of Governors.~~

~~Review of Inter-Faculty Research Centres~~

~~18.00 The review will be initiated by the relevant deans 12 months in advance of the expiry of the current term.~~

~~19.00 The review process will be determined by the deans and would normally include a self-assessment by the director (or equivalent), an internal review panel which may be augmented by external representation and a written external peer review. The review should be submitted to the Vice-President Research for a decision on continuation or closure.~~

~~20.00 The review will include an evaluation of the performance of the Research Centre against the objectives and goals set out at the time of its establishment or previous review.~~

~~21.00 For guidance on what information should be included in the self-assessment and review panel assessment and report, refer to the Guidelines for the Review of Research Centres.~~

~~22.00 At the end of the inter-faculty Research Centre's term, the relevant deans will recommend to the Vice-President Research continuation or closure of the Research Centre. A review and recommendation for continuation (normally for a five-year term) or closure should be conducted during the final year of the Research Centre's mandate and submitted to the Vice-President Research in a timely fashion to facilitate orderly implementation of the recommendations, including those that may affect the staffing of a Research Centre.~~

~~23.00 The decision of the Vice-President Research on the continuation or closure of the faculty Research Centre will be reported to the Senate and Board of Governors for information.~~

~~Establishment and Approval of Research Centres with Members from Multiple (>2) Faculties (Multi-Faculty Research Centre)~~

~~24.00 A multi-faculty Research Centre is established between three or more faculties of the University of Victoria:~~

~~25.00 Multi-faculty Research Centres seeking establishment require the approval of the Senate on the recommendation of the Vice-President Research in consultation with the Vice-President Academic and Provost. Approval will be for an initial term that will not exceed five years.~~

~~26.00 Proposals for the establishment of a multi-faculty Research Centre should be submitted to the Senate Committee on Planning by the Vice-President Research. This submission should include an assessment of the priority that should be accorded the proposed area of interdisciplinary research within the context of the university's strategic plan.~~

~~27.00 Proposals should include detailed information on the following items where applicable:~~

- ~~a. — Statement of objectives and measurable goals showing how the proposed activities of the Research Centre relate to the purposes of a Research Centre as outlined in Section 10.00 of the Establishment and Review of Research Centres Policy RH8300. The statement should be in accordance with the faculties' and university's priorities and goals~~
- ~~b. — An explanation of why the proposed activities can best be achieved through the establishment of a Research Centre~~
- ~~c. — Evidence that there exists within the university a group of faculty members with established reputations in the field proposed for the centre who are willing to collaborate in projects it will sponsor or undertake~~

d. ~~Identification of the required direct and indirect resources, including funding, space, services and personnel and their sources, in a detailed business plan~~

e. ~~A statement outlining the benefits to the university and society of the proposed centre~~

~~28.00 An organizational structure with clear reporting lines and accountability for policy and management decisions taken by the Research Centre will be established by the Vice-President Research in consultation with the appropriate Deans. The organizational structure and governance of a multi-faculty Research Centre will include a steering committee including representation from all participating faculties including the requisite deans (or delegates), the Vice-President Research (or delegate), and other relevant stakeholders.~~

~~29.00 After approval of the multi-faculty Research Centre by Senate the Vice-President Research will report the establishment of the new centre to the Board of Governors.~~

~~Review of Multi-Faculty Research Centres~~

~~30.00 The review will be initiated by the Vice-President Research 12 months in advance of the expiry of the current term.~~

~~31.00 At the end of the multi-faculty Research Centre's term, the Vice-President Research will recommend to Senate continuation or closure of the Research Centre. A formal review and recommendation for continuation (normally for a five-year term) or closure should be conducted during the final year of the Research Centre's mandate and submitted to the Vice-President Research in a timely fashion to facilitate orderly implementation of the recommendations, including those that may affect the staffing of a Research Centre.~~

~~32.00 A panel shall be established for the review, consisting of one internal and two external members appointed by the Vice-President Research in consultation with the director (or equivalent) of the centre and the appropriate deans. The Vice-President Research will appoint the chair, who will normally be an external member.~~

~~33.00 No panel member shall be associated directly with the Research Centre either as a participant or as a faculty affiliate.~~

~~34.00 Prior to the review the Research Centre, in consultation with the Vice-President Research, will prepare a self-assessment report. The review will include an evaluation of the performance of the Research Centre against the objectives and goals set out at the time of its establishment or previous review.~~

~~35.00 The panel shall satisfy itself that the self-assessment report has included contributions from the Research Centre's faculty members, staff, students, and other internal and external stakeholders as appropriate.~~

~~36.00 For guidance on what information should be included in the self-assessment and review panel assessment and report, refer to the Guidelines for the Review of Research Centres.~~

~~37.00 The panel shall prepare a detailed report on the Research Centre and its activities, and make a recommendation on its continuation or closure or a conditional continuation of the centre not to exceed two years. During that time a further review of the centre's activities will be conducted under the direction of the Vice-President Research. A Research Centre can be given only one conditional continuation.~~

~~38.00 The panel report shall be forwarded to the Vice-President Research who will in turn relay it to the director (or equivalent) of the centre for a written response to any issues raised in the Report.~~

~~39.00 The Vice-President Research shall make a recommendation regarding the Research Centre's continuation, as well as any terms and conditions that are appropriate, taking into account the panel report.~~

~~39.01 The panel report, together with the recommendation of the Vice-President Research, shall be forwarded to the chair of the Senate Committee on Planning for consideration by the committee.~~

~~39.02 The committee will forward its recommendation on continuation to the Senate for approval.~~

~~39.03 The Vice-President Research will report the decision of Senate on the continuation or closure of the centre to the Board of Governors.~~

~~Establishment and Approval of Inter-Institutional Research Centres~~

~~40.00 An inter-institutional research centre is established at the University of Victoria and in collaboration with other institutions or universities.~~

~~41.00 Inter-institutional Research Centres seeking establishment require the approval of the Board of Governors on the recommendation of the Senate. Approval will be for an initial term that will not exceed five years.~~

~~42.00 Proposals for the establishment of an inter-institutional Research Centre should be submitted to the Senate Committee on Planning by the Vice-President Research in consultation with the Vice-President Academic and Provost. The submission by the Vice-President Research should include an assessment of the priority that should be accorded the proposed area of interdisciplinary research within the context of the university's strategic plan.~~

~~43.00 Proposals should include detailed information on the following items where applicable:~~

- ~~a. Statement of objectives and measurable goals showing how the proposed activities of the Research Centre relate to the purposes of a Research Centre as outlined in Section 10.00 of the Establishment and Review of Research Centres Policy RH8300. The statement should be in accordance with the university's priorities and goals~~
- ~~b. An explanation of why the proposed activities can best be achieved through the establishment of a Research Centre~~
- ~~c. Evidence that there exists with the university a group of faculty members, with established reputations in the field proposed for the centre, who are willing to collaborate in projects it will sponsor or undertake~~
- ~~d. Identification of the required direct and indirect resources, including funding, space, services and personnel and their sources, in a detailed business plan~~
- ~~e. A statement outlining the benefits to the university and society of the proposed centre~~

~~44.00 An organizational structure with clear reporting lines and accountability for policy and management decisions taken by the Research Centre will be established in consultation with the Vice President Research (or equivalent) from participating institutions.~~

~~45.00 The organizational structure and governance of an inter-institutional Research Centre will include a multi-institutional steering committee with representation from all participating faculties, Vice President Research or their delegates, and other relevant stakeholders, and other committees as required.~~

~~Review of Inter-Institutional Research Centres~~

~~46.00 The review will be initiated by the Vice President Research 12 months in advance of the expiry of the current term and must include a formal review of the Research Centre's activities during the preceding term.~~

~~47.00 At the end of the inter-institutional Research Centre's term, the Vice President Research will recommend, in consultation with the Vice President Academic and Provost, continuation or closure of the Research Centre to the Senate Committee on Planning for final approval by the Board of Governors.~~

~~48.00 A formal review and recommendation for continuation (for a five-year term) or closure should be conducted during the final year of the centre's mandate and submitted to the Vice President Research in a timely fashion to facilitate orderly implementation of the recommendations, including those that may affect the staffing of a Research Centre.~~

~~49.00 A panel shall be established for the review, consisting of one internal and two external members appointed by the Vice-President Research in consultation with the Director (or equivalent) of the centre. The Vice-President Research will appoint the Chair, who will normally be an external member.~~

~~50.00 No panel member shall be associated directly with the Research Centre either as a participant or as a faculty affiliate.~~

~~51.00 Prior to the review the Research Centre, in consultation with the Vice-President Research, will prepare a self-assessment report. The review will include an evaluation of the performance of the Research Centre against the objectives and goals set out at the time of its establishment or previous review.~~

~~52.00 For guidance on what information should be included in the self-assessment and review panel assessment and report, refer to the Guidelines for the Review of Research Centres.~~

~~53.00 The panel shall satisfy itself that the self-assessment report has included contributions from the Research Centre staff, colleagues affiliated with the centre, students associated with the activities of the centre, and clients served, if appropriate.~~

~~54.00 The panel shall prepare a detailed report on the Research Centre and its activities, and make a recommendation on its continuation or closure or a conditional continuation of the centre not to exceed two years. During that time a further review of the centre's activities will be conducted under the direction of the Vice-President Research. A Research Centre can be given only one conditional continuation.~~

~~55.00 The panel report shall be forwarded to the Vice-President Research and Vice-President Academic and Provost who will in turn relay it to the Director (or equivalent) of the centre for a written response to the issues raised in the report.~~

~~56.00 The Vice-President Research, in consultation with Vice-President Academic and Provost, shall make a recommendation regarding the Research Centre's continuation, as well as any terms and conditions that are appropriate, taking into account the panel report.~~

~~56.01 The panel report, together with the recommendation of the Vice-President Research, shall be forwarded to the Chair of the Senate Committee on Planning for consideration by the Committee.~~

~~56.02 The Committee will forward its recommendation to the Senate who will make a recommendation on the continuation of the Research Centre to the Board of Governors.~~

Renaming of a Research Centre

21.00 For a Research Centre to change its name, the Director must prepare a proposal outlining the rationale for a new name. This proposal is submitted to the Administrative Authority for approval before submission to the Approving Authority.

22.00 Once the proposal for a name change is approved by the Approving Authority, the Research Centre Director will distribute the proposal to members of the Research Centre or other internal or external stakeholders, and solicit letters of support in favour of the new name. Letters must be on official letterhead of the member's unit or institution, and addressed to the Approving Authority.

23.00 The Director will forward all letters of support to the Administrative Authority for completion of the approval and notification process, as required in Table 41.

Closure of a Research Centre

24.00 In exceptional circumstances, a Centre may be closed before the end of its current term, with the agreement of the Administrative Authority and the Director after consultation with faculty members in the Centre.

25.00 When a Research Centre is to be closed, the Director (or the person to last serve in that position) shall be responsible for coordinating the appropriate and orderly closure of the Centre, including but not limited to completion or termination of research activities and projects in the Centre, resolution of financial matters, disposition of infrastructure (including computers) and other physical resources (e.g. furnishings), archiving of management records, and proper handling of research resources including archiving of research data, records, and research results as required by University or funding agency policy.

26.00 The Vice-President Research shall notify Senate and the Board of Governors of any closures in the annual report on Research Centres.

AUTHORITIES AND OFFICERS

- ~~i) Procedural Authority: Board of Governors~~
- ~~ii) Procedural Officer: Vice-President Research~~

RELATED POLICIES AND DOCUMENTSRelated Policies and Documents

Duties and Responsibilities of Directors of Research Centres policy GV0715
Establishment, and Review, and Closure of Research Centres policy RH8300
Procedures for Appointment and Review of Research Centre Directors GV0705
Guidelines for the Review of Research Centres



Establishment, Review, and Closure of Research Centres

University Policy No: RH8300
Classification: Research
Approving Authority: Board of Governors
(on the recommendation of Senate)
Effective Date: November 2018
Supersedes: January 2010
Last Editorial Change:
Mandated Review: November 2025

Associated Procedures

[Procedures for the Establishment and Review of Research Centres](#)

Purpose

- 1.00 The purpose of this policy is to provide direction:
- to those seeking university approval for the establishment of Research Centres; and
 - on the review of the performance of Research Centres.

Definitions

- 2.00 **Research Centre** is a formally approved research organization made up of a group of faculty members, students, and other research personnel who collaborate on an area of research, whose work together provides added value over and above their individual research programs, and who benefit from the university's official recognition of that collaboration.
- 3.00 **Academic Unit** is an academic department, school, division, or faculty.
- 4.00 **Director** is the leader of a Research Centre.
- 5.00 **Academic Constituency** of a Research Centre is the academic unit(s) from which a Research Centre primarily draws its membership.

Scope

- 6.00 This policy applies to the establishment and governance of Research Centres at the University of Victoria including inter-institutional Research Centres in which the University Of Victoria is the lead institution.

Policy

- 7.00 The university encourages the establishment of Research Centres at various levels of the organization that respond to emerging research opportunities, promote collaborative and interdisciplinary research, and enhance research networking capacity and infrastructure. Research Centres take a leading role at the university in forming external partnerships in Canada and throughout the world, and in mobilizing knowledge. Faculty may be

involved in one or more of the projects in a Research Centre and be active in more than one Research Centre.

8.00 The university is committed to developing and maintaining high-quality programs of research. Therefore, it provides for appropriate reviews and management of Research Centres as well as ongoing improvement activities and an evolving strategic direction (i.e. as articulated in the university's Strategic Research Plan).

9.00 The administrative requirements, approval and renewal processes, scope of activities, and other aspects of Research Centres are dependent on the breadth of their academic constituencies. Research Centres are of four types:

- Intra-faculty - membership and activities primarily within a single department, a non-departmentalized faculty, or between departments in a single faculty
- Inter-faculty - membership and activities primarily between 2 faculties
- Multi-faculty - membership and activities primarily between 3 or more faculties
- Inter-institutional - membership and activities between multiple institutions.

Purposes and Objectives of Research Centres

10.00 The purposes of establishing a Research Centre are to:

- 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.

11.00 Research Centres are expected to develop their own objectives and measurable goals to meet the purposes stated in section 10.00 of this policy. The Research Centre's objectives and goals should be appropriate for the size and scope of its Academic Constituency.

Approval, Governance, and Review of Research Centres

12.00 Research Centres are constituted formally as part of the university's organization and are subject to its direction, oversight, and strategic plans.

13.00 The administrative and organizational structures of Research Centres are developed as appropriate to the mandate and type of the centre. All have equal status as University of Victoria Research Centres.

- 14.00 Research Centres may use cognate titles such as "institute". Such titles do not imply differences in structure or function.
- 15.00 The establishment, approval, review, and closure of all Research Centres shall be in accordance with the associated [Procedures for the Establishment, Review, and Closure of Research Centres](#) and the [Guidelines for the Review of Research Centres](#).
- 16.00 Research Centres are approved for a term of normally five years. Continuance of a Research Centre is subject to a review, the ongoing purpose for the Centre, and funding arrangements.
- 17.00 Research Centres and their constituent academic units are expected to establish mechanisms to assure there is ongoing communication for purposes of coordinating resources, training, research activities, and strategic planning.

Administrative and Financial Structure of Research Centres

- 18.00 A Research Centre will be led by a faculty member of the university, in accordance with the university's [Duties and Responsibilities of Directors of Research Centres policy GV0715](#) and [Procedures for Appointment and Review of Research Centre Directors GV0705](#).
- 19.00 Contributions to the work of a Research Centre are to be included in documentation for career evaluation purposes (e.g., tenure, promotion, merit awards, etc.) subject to the relevant faculty evaluation policy.
- 20.00 A Research Centre may employ its own research, technical, and clerical staff on term appointments, subject to the relevant collective agreements and university human resource policies.
- 21.00 A Research Centre may occupy space designated specifically for its own use, or its activities may be carried out without assigned space. A Research Centre may be located on the university campus, or in off-campus premises owned by the university, or in premises owned by a third-party.
- 22.00 Funding for Research Centres can be made up of a combination of multiple internal and external sources including but not limited to: external funding agreements, academic unit operating funds, non-recurring funds, indirect funding, and endowments. Funding sources may change and adapt over time.
- 23.00 A Research Centre must obtain approval from the Associate Vice-President Alumni and Development for fundraising activities directed at external donors. All fundraising activities undertaken by a Research Centre shall be in accordance with the university's [Fundraising and Gift Acceptance Policy ER4105](#).
- 24.00 A Research Centre that plans to sell services or products on a commercial basis may not compete unfairly with private sector organizations offering similar services or products and must comply with the intellectual property and commercialization policies of the university.

25.00 Any agreement defining the obligations and liability of the university with respect to the activities of, and with respect to the other participants in, the Research Centre will require the approval of the Vice-President Research or delegate. Such agreements shall comply with the signing and research policies and procedures of the university.

Authorities and Officers

- 26.00 The authorities and officers for this policy are:
- i) Approving Authority: Board of Governors (on the recommendation of Senate)
 - ii) Designated Executive Officer: Vice-President Research
 - iii) Procedural Authority: Board of Governors
 - iv) Procedural Officer: Vice-President Research

Relevant Legislation

[University Act, RSBC 1996 c 468](#)

Related Policies and Documents

[Duties and Responsibilities of Directors of Research Centres \(GV0715\)](#)

[Fundraising and Gift Acceptance \(ER4105\)](#)

[Intellectual Property \(GV0215\)](#)

[Procedures for the Establishment, Review, and Closure of Research Centres \(RH8300\)](#)

[Procedures for Appointment and Review of Research Centre Directors \(GV0705\)](#)

[Guidelines for the Review of Research Centres](#)

[Collective Agreement with the Faculty Association](#)



Procedures for the Establishment, Review, and Closure of Research Centres

Procedural Authority: Board of Governors
Procedural Officer: Vice-President Research
Parent Policy: [Establishment, Review, and Closure of Research Centres RH8300](#)

Effective Date: November 2018
Supersedes: January 2010
Last Editorial Change:

Purpose

- 1.00 The purpose of these procedures is to set out the processes for the establishment, approval, administration, review, and closure of Research Centres at the university.

Procedures

- 2.00 Table I identifies the Administrative Authority and Approval Authority for each category of Research Centre where:
- 2.01 The Administrative Authority has responsibility for submitting the recommendation to establish or renew a Research Centre and ongoing responsibility for the oversight of the administration and activities of the Centre. The Administrative Authority also has responsibility for the review of a Research Centre following the procedures specific below.
 - 2.02 The Approval Authority has responsibility for the formal approval of the establishment or renewal of a Research Centre.
 - 2.03 In the case of an inter-faculty Research Centre, the Dean of the faculty is both the Administrative and the Approval Authority.
- 3.00 Table I also specifies the notification requirements when a Research Centre is established or renewed.

Table I

Type	Administrative Authority	Approval Authority	Notification
Intra-Faculty	Dean of Faculty	Dean of Faculty after consultation with the Vice-President Research	Dean notifies Faculty Council. Dean notifies Vice-President Research who notifies Senate and the Board of Governors.
Inter-Faculty	Deans of Faculties	Vice-President Research on the recommendation of the Deans	Vice-President Research notifies Senate and the Board of Governors
Multi-Faculty	Vice-President Research	Senate on the recommendation of the Senate Committee on Planning on the recommendation of the Vice-President Research	Vice-President Research notifies the Board of Governors
Multi-Institutional	Vice-President Research in consultation with the Vice-President Academic and Provost	Board of Governors on the recommendation of Senate on the recommendation of the Senate Committee on Planning on the recommendation of the Vice-President of Research	n/a

Establishment and Approval of a Research Centre

- 4.00 The Approval Authority has responsibility for approving the establishment of a Research Centre based on the recommendation of the Administrative Authority. Approval will be for an initial term that will not exceed five years.
- 5.00 Proposals for the establishment of a Research Centre should be submitted to the Administrative Authority and include detailed information on the following items where applicable:
- Statement of objectives and measurable goals showing how the proposed activities of the Research Centre relate to the purposes of a Research Centre as outlined in Section 10.00 of the Establishment and Review of Research Centres Policy RH8300. The statement should be in accordance with the priorities and goals of the Centre's Academic Constituency and the university.
 - An explanation of why the proposed activities can best be achieved through the establishment of a Research Centre.

- Evidence that there exists within the university, or within the institutions in the case of a multi-institutional Centre, a group of faculty members, with established reputations in the field proposed for the centre, who are willing to collaborate on projects the Research Centre will sponsor or undertake.
- Identification of the required direct and indirect resources, including funding, space, services and personnel, and their sources, in a detailed business plan.
- A statement outlining the benefits of the proposed centre to the university and society.

6.00 An organizational structure with clear reporting lines and accountability for policy and management decisions taken by the Research Centre will be established in consultation with the Administrative Authority. The organizational structure and governance of the Research Centre will include a steering committee whose membership will include representatives commensurate with the Academic Constituency of the Centre. The duties and responsibilities of the Director will be negotiated between the Administrative Authority and the Director.

7.00 After approval of the establishment of a Research Centre, notification will be undertaken as specified in Table I.

Review of Research Centre

8.00 The review of a Research Centre will be initiated by the Administrative Authority 12 months in advance of the expiry of the current term.

8.01 In the event that the Director, after consultation with the faculty members in the Research Centre, advised the Administrative Authority that the Research Centre should not be considered for renewal, the Centre will be closed as described in Sections 25.00-27.00.

9.00 A panel shall be established for the review, consisting of one internal and two external members appointed by the Administrative Authority in consultation with the Director of the Centre. The Administrative Authority will appoint the chair, who will normally be an external member. The Administrative Authority may add additional external members if that is necessary to undertake a fulsome review of the Centre.

10.00 No panel member shall be associated directly with the Research Centre either as a participant or as a faculty affiliate or collaborator with a faculty member engaged with the Research Centre. Internal members will normally be from a department, school, or faculty other than the home unit of the Centre Director.

11.00 In the case of an intra-faculty Centre, and with the approval of the Vice-President Research, an external member may be a faculty member in a faculty other than the Centre's home faculty.

12.00 Prior to the review, the Director in consultation with others in the Centre will prepare a self-assessment report. The report will include an evaluation of the performance of the Centre against the objectives and goals set out at the time of its establishment or

previous review. The Administrative Authority will review the report and may require alterations before it is sent to the review panel.

- 13.00 For guidance on what information should be included in the self-assessment and review panel assessment and report, refer to the [Guidelines for the Review of Research Centres](#).
 - 14.00 The panel shall satisfy itself that the self-assessment report has included contributions from the Centre's faculty members, staff, students, and other internal and external stakeholders as appropriate.
 - 15.00 The panel will undertake a site visit to the Centre, normally two days, to meet with the Administrative Authority and members of the Centre including the Director, faculty, staff, students, and steering committee members. The panel may also meet with others as required to assess the Centre, e.g. representatives from other institutions in the case of a multi-institutional Centre.
 - 16.00 The panel shall prepare a detailed report on the Centre and its activities, and make a recommendation on its continuation or closure or a conditional continuation of the Centre not to exceed two years
 - 17.00 The panel chair shall submit the panel's report to the Administrative Authority who will in turn relay it to the Director for a written response to any issues raised in the report.
 - 18.00 In the event the Administrative Authority supports the renewal of a Centre, a recommendation for renewal, normally for five years, is submitted to the Approving Authority accompanied by the Centre's self-assessment report, the panel's report, and the Director's response to the panel's report. The Approving Authority will undertake the necessary notifications as outlined in Table I.
 - 19.00 If the Approval Authority's decision is a conditional continuation of the Centre, a further review of the Centre's activities will be conducted under the direction of the Administrative Authority during the continuation period. A Centre cannot be granted two consecutive conditional continuations.
 - 20.00 In the event the Administrative Authority does not support renewal of a Centre, the Approving Authority shall be so informed with reasons. The Approving Authority may accept the decision of the Administrative Authority, or may request the Administrative Authority to reconsider. If the Approving Authority accepts the decision of the Administrative Authority, the Centre will be closed as described in Sections 25.00-27.00.
- Renaming of a Research Centre**
- 21.00 For a Research Centre to change its name, the Director must prepare a proposal outlining the rationale for a new name. This proposal is submitted to the Administrative Authority for approval before submission to the Approving Authority.

- 22.00 Once the proposal for a name change is approved by the Approving Authority, the Research Centre Director will distribute the proposal to members of the Research Centre or other internal or external stakeholders, and solicit letters of support in favour of the new name. Letters must be on official letterhead of the member's unit or institution, and addressed to the Approving Authority.
- 23.00 The Director will forward all letters of support to the Administrative Authority for completion of the approval and notification process, as required in Table I.

Closure of a Research Centre

- 24.00 In exceptional circumstances, a Centre may be closed before the end of its current term, with the agreement of the Administrative Authority and the Director after consultation with faculty members in the Centre.
- 25.00 When a Research Centre is to be closed, the Director (or the person to last serve in that position) shall be responsible for coordinating the appropriate and orderly closure of the Centre, including but not limited to completion or termination of research activities and projects in the Centre, resolution of financial matters, disposition of infrastructure (including computers) and other physical resources (e.g. furnishings), archiving of management records, and proper handling of research resources including archiving of research data, records, and research results as required by university or funding agency policy.
- 26.00 The Vice-President Research shall notify Senate and the Board of Governors of any closures in the annual report on Research Centres.

Related Policies and Documents

[Duties and Responsibilities of Directors of Research Centres policy GV0715](#)

[Establishment, Review, and Closure of Research Centres policy RH8300](#)

[Procedures for Appointment and Review of Research Centre Directors GV0705](#)

[Guidelines for the Review of Research Centres](#)



MEMORANDUM

DATE: November 21, 2018
TO: UVic Senate
FROM: David Castle, Vice-President Research
RE: Revised Procedures for the Appointment and Re-Appointment of Research Centre Directors
FOR: Approval

BACKGROUND

The Policy on University Policies and Procedures (GV0100) guides the development and review of university policies and procedures. In accordance with this policy and as part of the regular policy review cycle, the Office of the Vice President Research has undertaken a review of several policies that fall under the authority of the Vice-President.

The procedures have been simplified considerably for ease of reference and application, however no changes to the authority assigned through the procedures is proposed. Changes are summarized as follows:

- A table has been added to clarify the Administrative and Approving Authorities for all types of Centres. This table is referenced throughout the document in order to simplify the explanation of processes and procedures.
- Clause added for naming Alternate Committee members, in the case that a Committee member must resign before the interview process commences.
- Clause added to clarify the attendance requirement for Committee members.
- The explanation of the appointment process has been simplified, as reporting and notification requirements are now provided in the new table. The information is presented according to the stages of the appointment process rather than according to the type of Centre.

The attached policy showing track changes has been reviewed by the Faculty Association, has been posted to the UVIC website for open review by the campus community, and has been reviewed and approved by the President's Executive Committee. A clean copy of the policy is also attached for your reference.

RECOMMENDED MOTION

That Senate approve, and recommend to the Board of Governors that it also approve, the revisions to the Procedures for the Appointment and Re-appointment of Research Centre Directors (GV0705).



[Procedures for the Appointment and Re-appointment of Research Centre Directors](#)
~~PROCEDURES FOR THE APPOINTMENT AND RE-APPOINTMENT OF RESEARCH CENTRE DIRECTORS~~

University Policy No: GV0705

Classification: Governance

Approving Authority: Board of Governors (on the recommendation of Senate)

Effective Date: ~~December, 2011~~ November, 2018

Supersedes: ~~January, 2010~~ December 2011

Last Editorial Change:

Mandated Review: ~~January, 2017~~ November 2025

Purpose

- 1.00 The purpose of these procedures is to provide direction on the processes for the appointment, or review and re-appointment, of directors (or equivalent) of research centres at the University of Victoria.

~~PROCEDURES~~

~~The processes provided in these procedures are intended to be flexibly applied according to the principles of proportionality. 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. In brief, proportionality refers to the use of an appointment or review and re-appointment process that corresponds with the relative complexity and resources of the research centre.~~

~~For the purposes of these procedures, the academic administrator for an intra-faculty and inter-faculty research centre (as defined in the university Procedures for the Establishment and Review of Research Centres) is the Dean of the home faculty of the research centre director. The academic administrator for multi-faculty and inter-institutional research centres is the Vice-President Research.~~

~~Composition of the appointment Committee~~

PRELIMINARIES

- 2.00 The processes in these procedures provide for flexibility in their application commensurate with the type, breadth of activity, and composition of the research centre.

~~1.003.00~~ For the purposes of these procedures, the Administrative Authority and Approval Authority for research centres are as shown in the following table where the types of research centres are as defined in the [Establishment, Review, and Closure of Research Centres Policy \(and Associated Procedures\)](#):

<u>Type of Research Centre</u>	<u>Administrative Authority</u>	<u>Approving Authority</u>
<u>Intra or inter-faculty</u>	<u>Dean of centre director's home faculty</u>	<u>Vice-President Research</u>
<u>Multi-faculty or multi-institutional</u>	<u>Vice-President Research</u>	<u>President</u>

4.00 Upon establishment of a new research centre or at a reasonable time prior to the end of the incumbent's term as director of an existing research centre, the ~~academic administrator with responsibility for the centre (Dean or Vice-President Research)~~ Administrative Authority will strike an Appointment Committee (~~hereinafter referred to as~~ "the Committee") made up of the representatives from the research centre's academic constituencies and other stakeholders, including external representatives, as appropriate. The Committee will ~~normally~~ be chaired by the appropriate ~~academic administrator~~ Administrative Authority (or designate). Normally, the Committee will have 6 to 10 members.

~~1.014.01~~ Where possible, alternates will be identified who may be asked to serve when a member needs to resign from the Committee before it begins to formally interview candidates. Alternates cannot be added after this point as each Committee member must be in a position to weigh the merits of each candidate prior to making a recommendation.

5.00 The University of Victoria is committed to employment equity. Where possible, selection committees should include diverse representation from women, Indigenous peoples, persons with disabilities, visible minorities, people of all sexual orientations and genders, and others who may contribute to the diversification of the Committee. ~~Similarly, candidates from the designated groups should be encouraged for the Director position. During the selection process, the Committee should:~~

~~GENERAL COMMITTEE RESPONSIBILITIES~~ General Committee Responsibilities

~~2.006.00~~ 2.006.00 Committee members are expected to attend the Committee's meetings and must participate in interviews. A Committee member who is not able to meet these expectations shall resign from the Committee and an alternate may be appointed in accordance with section 4.01.

~~3.07.00~~ 3.07.00 Before the selection process begins, the Committee shall:

- a. acquaint itself with human rights requirements, and university equity and diversity policies;
- b. familiarize itself with best practices for conducting fair and equitable search and selection processes;
- c. include equity issues in its consideration of criteria for the position; and
- d. take steps to widen the pool of qualified applicants to include equity group members listed above.

~~3.01~~ 3.01 Position advertisements shall include the university's current employment equity statement.

~~7.01~~ 7.01 The eChair of the Committee is encouraged to consult the Equity and Human Rights-Office or the Office of the Vice-President Academic for advice and support in running a fair and equitable search process.

~~7.02~~ 7.02 Position advertisements shall include the University's current employment equity statement. Candidates from the designated groups should be encouraged for the director position.

~~8.00~~ 8.00 Before considering the incumbent for reappointment or beginning a search, the Committee shall review the Duties and Responsibilities of Directors of Research Centres Policy (GV0715) and establish the requirements for the position as well as the criteria by which candidates for the position will be assessed. Research centre members, staff, associated faculty, external associates, and any other relevant constituents may be consulted in establishing the requirements and criteria. The requirements and criteria shall be made available to anyone interested in the position including the incumbent.

~~9.00~~ 9.00 Normally, a research centre Director shall not serve more than two consecutive five-year terms. If the incumbent indicates she or he wishes to be considered for re-appointment, the Committee shall decide whether to invoke re-appointment procedures or proceed directly to a search.

~~SEARCH PROCEDURES OF THE COMMITTEE~~ Search Procedures ~~RESPONSIBILITIES AND PROCEDURES OF THE COMMITTEE~~

~~5.0010.00~~ 5.0010.00 An open search will normally be instituted by the Committee in the following circumstances:

- a. in order to appoint the inaugural director of a newly established research centre;
- b. if the incumbent of an existing research centre does not wish to be re-appointed; or
- c. if the incumbent of an existing research centre has served two consecutive terms. _

~~6.00~~11.00 An open search shall be restricted to tenured faculty members at the University of Victoria unless otherwise authorized by the Approval Authority.

~~7.00~~12.00 The Committee Chair, ~~(the pertinent Dean or Vice-President Research or designate),~~ in consultation with the Committee, will develop an appropriate appointment search process, ~~in accordance with the principles of proportionality related to the size, complexity and constituencies of the research centre. The process normally~~which will include:

- ~~a. p~~Preparing a position posting highlighting the requirements for the position as established in section 7.00; Establishing a Committee representative of the main constituencies;
- ~~b. a.~~ Preparation of search documents including a position posting, selection criteria and position description, in accordance with the duties and responsibilities set out in the *Duties and Responsibilities of Research Centre Directors Policy (GV0715)*;
- ~~c. b. d~~Development of interview questions;
- ~~d.~~ Review of curriculum vitae;
- ~~e.~~ Consultation with research centre members, staff, associated faculty, external associates and any other relevant constituents; and
- ~~c.~~ determining of how the Committee will make its decision on recommendation of a candidate (e.g., by simple majority vote, ratification, etc.);
- ~~d.~~ Developing an appropriate selection and interview process that will include at least:
 - ~~a.~~

~~3.00~~ The process may also include:

- Reviewing curriculum vitae and other relevant documentation;
- Short-listing of candidates if required;
- Reference checking if deemed necessary by the Committee;
- A public presentation by short-listed candidates on their vision for the research centre;
- Meetings with research centre members, governance/advisory committees, students, faculty, and other stakeholders; and
- Reference checking; and
- Formal ratification by the faculty members of the research centre a Committee interview with each of the short-listed candidates.

~~8.00~~13.00 Deliberations of the Committee shall be confidential. A person who has breached confidentiality shall be subject to sanction by the chair up to and including dismissal from the Committee and forfeiture of constituency representation. Committee members should respond to general questions on the Committee's progress by referencing procedural decisions of the Committee as recorded in the minutes. At no point is it appropriate to refer to opinions or comments expressed at meetings of the Committee.

~~9.00~~14.00 The personal information of the incumbent and director candidates shall be managed and protected in accordance with the *Freedom of Information and Protection of Privacy Act*, and the university's Protection of Privacy (GV0235) and Records Management (IM7700) policies and associated procedures.

~~10.00~~15.00 Documentation containing personal information received by the Committee during its deliberations is confidential and shall be used or disclosed only for the purpose for which the

information was collected or a purpose consistent with the original collection purpose. All other uses or disclosures of such information require the consent of the incumbent or candidate.

~~11.00~~16.00 Members of the Committee shall be responsible for seeking information from their constituencies and keeping constituencies apprised of the non-confidential aspects of the appointment process.

~~11.01~~16.01 The Committee Chair will guide Committee members with respect to consultations with their constituencies.

~~12.00~~17.00 The Committee shall keep a summary record of its decisions and action. Deliberations of the Committee concerning candidates, including the incumbent, shall not be recorded in the summary record.

~~— The process of ratifying the Committee's recommendation, as detailed in sections 31.00 and 32.00 of these procedures, may not be required if at least 60% of the faculty members of the research centre serve on the Committee and the Committee members were unanimous in recommending the appointment. The Committee is responsible for determining whether ratification should occur.~~

~~13.00 The recommendation for the candidate put forward by the Committee shall be in the form of a report to the Vice-President Research (for intra-faculty and inter-faculty research centres) or to the President (for multi-faculty and inter-institutional research centres) and shall include recommendations for action and a rationale for the Committee's recommendation.~~

~~13.00 If the Vice-President or President decides to offer the appointment to a candidate for whom ratification was conducted, the results of the ballot shall be published.~~

~~RESPONSIBILITIES AND PROCEDURES OF THE VICE-PRESIDENT RESEARCH AND DEAN~~

~~13.00 When the Vice-President Research or President has approved the appointment, and the successful candidate has accepted, there shall be a meeting between the relevant academic administrator (Dean or Vice-President Research) and the new research centre director to discuss any issues arising from the appointment process as they relate to the mandate for the next term. A letter of appointment should be prepared by the relevant academic administrator, stating the term and any remuneration arrangements agreed to by both parties.~~

~~13.00 Signing authority for research centre accounts needs to be established by the relevant academic administrator of the centre (Dean or Vice-President Research) for the director, using the Delegation of Signing Authority form. Refer to the Signing Authority policy FM5100 for more information. The "one-over-one" for directors of intra-faculty and inter-faculty research centres is the Dean of the director's home-faculty. The "one-over-one" for directors of multi-faculty and inter-institutional research centres is the Vice-President Research.~~

~~13.00 Once approved, the appointment should be communicated to constituents of the research centre and the broader university community and external institutions as appropriate.~~

~~13.00 Arrangements for finalizing the appointment of the successful candidate will be dealt with through the office of the relevant academic administrator responsible for the research centre (Dean or Vice-President Research). See the Guidelines for the appointment and re-appointment of research centre directors for more detailed instructions.~~

~~RE-APPOINTMENT PROCEDURES OF THE COMMITTEE~~ Re-appointment Procedures

~~15.00 If there is an incumbent who has only served a single term, the Committee shall decide whether to invoke re-appointment procedures or proceed directly to an open search. Normally, a research centre Director shall not serve more than two five-year terms.~~

~~17.00~~ 18.00 If, after reviewing the criteria established for the position, the incumbent elects to stand for a consecutive term, the Committee shall determine whether or not to recommend the re-appointment by using the process set out in section 19.00.

~~18.00~~ 19.00 The Committee will develop an appropriate re-appointment process in accordance with the principles of proportionality. The process ~~may~~ shall include:

- a. consultation with research centre members, staff, associated faculty, external associates, and any other relevant constituents;
- b. a presentation by the incumbent on his or her vision for the research centre;
- c. meetings ~~between~~ with the incumbent, research centre members, governance/advisory committees, students, faculty, and others as required;
- d. reference checking if deemed necessary by the Committee;
- e. an interview; and
- f. determination of how the Committee will make its recommendation decision to re-appoint the incumbent (e.g., by simple majority vote, ratification, etc.).

~~19.00~~ 20.00 The past performance of the incumbent shall be assessed in the context of the University of Victoria's ~~future research directions~~ Strategic Research Plan. Material to be examined by the Committee would normally include:

- a. a self-assessment completed by the incumbent including a statement of past performance against the purposes, objectives, and goals of the research centre and planned future goals and activities;
- b. the incumbent's updated curriculum vitae;
- c. the criteria established as part of the search process;
- d. the criteria and objectives established for the research centre director at the time of first appointment;
- e. the internal and external evaluations of the research centre; and
- f. the results of consultation with constituency groups and referees.

~~20.00~~21.00 Normally a review should take no longer than six weeks. During the period of assessment, the Committee must ensure that the ability of the incumbent to discharge the duties and responsibilities of the position is not undermined by the process.

~~21.00~~22.00 The incumbent must be advised of the measures to be used for assessment, the individuals and constituency groups the Committee plans to consult, and the schedule for each stage of the process.

~~22.00~~23.00 If the Committee's decision is to not recommend the re-appointment of the incumbent, the incumbent shall be advised as soon as possible by the Committee Chair.

~~22.00 The process of ratifying the Committee's recommendation, as detailed in sections 31.00 and 32.00, may not be required if at least 60% of the faculty members of the research centre serve on the selection committee and they were unanimous in recommending the appointment. The Committee is responsible for determining whether ratification should occur.~~

~~22.00 The recommendation for re-appointment shall be in the form of a report to the Vice-President Research (for intra-faculty and inter-faculty research centres) or to the President (for multi-faculty and inter-institutional research centres) including recommendations for action and a rationale for the Committee's choice.~~

~~22.00 If the Vice-President Research or President decides to offer the re-appointment to a candidate for whom ratification was conducted, the results of the ballot shall be published.~~

~~22.00 When the Vice-President Research or President has approved the re-appointment, and the incumbent has accepted, there shall be a meeting between the relevant academic administrator (Dean or Vice-President Research) and the re-appointed research centre director to discuss any issues arising from the re-appointment process as they relate to the mandate for the next term. A letter of re-appointment should be prepared by the academic administrator, stating the term and any remuneration arrangements agreed to by both parties.~~

~~22.00 Once approved, the re-appointment should be communicated to constituents of the research centre, the broader university community, and external institutions as appropriate.~~

~~22.00 Arrangements for finalizing the re-appointment of the incumbent will be dealt with through the office of the appropriate academic administrator responsible for the research centre. See the Guidelines for the appointment and re-appointment of research centre directors for more detailed instructions.~~

RATIFICATIONRatification

24.00 A ratification process is normally used for appointments of new research centre directors and re-appointments of an incumbent director. However, ratification may be waived if at least

60% of the faculty members of the research centre served on the selection committee and they were unanimous in recommending the appointment or re-appointment.

25.00 If ratification is required, the Committee shall determine, by secret ballot, the acceptability of its recommendation. Ballots and a copy of the candidate's curriculum vitae shall be ~~distributed~~ made available to the ~~regular~~ faculty members of the research centre by the ~~relevant Dean's office~~ of the Administrative Authority. Normally, ratification shall be 60% of votes cast; however, in the case of smaller research centres, the Committee may rule, prior to consideration of the incumbent or any call for nominations, that ratification shall be a majority vote.

~~APPROVAL~~ Approval

~~26.00~~ 26.00 If the Committee's recommended candidate is ratified, the Committee ~~chair shall present the Committee's will provide a written recommendation with a detailed rationale for the recommendation and the ratification results to the Vice-President Research or the President, as an attachment to the recommendation mentioned in sections 14.00 and 27.00~~ Administrative Authority. ~~If the Vice-President Research or President decides to offer the reappointment to the incumbent and the incumbent accepts, the ratification ballot results shall be published.~~

~~27.00~~ 27.00 If the Administrative Authority accepts the Committee's recommendation, the Administrative Authority shall present his/her recommendation together with the Committee's recommendation and the ratification results to the Approving Authority.

~~28.00~~ 28.00 When the Approving Authority has approved the appointment / re-appointment:

- a. If a ratification was conducted, the results shall be published.
- b. There shall be a meeting between the Administrative Authority and the proposed research centre director to discuss any issues arising from the selection process as they relate to the mandate for the Centre.
- c. A letter of appointment / re-appointment shall be prepared by the Administrative Authority, stating the term and any arrangements, including financial commitments, agreed to by the parties.
- d. The appointment / re-appointment shall be communicated by the Administrative Authority to constituents of the research centre, the broader university community, and external entities and institutions as appropriate.
- e. Arrangements for finalizing the appointment / re-appointment will be dealt with through the office of the Administrative Authority responsible for the research centre. See the Guidelines for the Appointment and Re-appointment of Research Centre Directors for more detailed instructions.

~~27.00~~ 29.00 If the Approving Authority does not approve the appointment / re-appointment, the Approving Authority and Administrative Authority shall discuss what measures to take which may include reopening a search or initiating a new search with a new Committee.

~~APPOINTMENT OF AN ACTING INTERIM DIRECTOR~~ Appointment of an Interim Director

~~30.00~~ If necessary, including in the situation where the Centre Director goes on leave, the academic-administrator~~Administrative Authority~~ may request that the ~~President~~ Approving Authority appoints an Acting Interim Director to serve normally for no longer than twelve months, ~~until a new director can be appointed. To appoint an acting director follow the processes in sections 14.00-18.00 of these procedures.~~A ratification will not normally be conducted for the appointment of an Interim Director.

~~AUTHORITIES AND OFFICERS~~Authorities and Officers

~~28.00~~ The authorities and officers for this policy are:

~~29.00~~

~~30.00~~31.00 ~~AUTHORITIES AND OFFICERS~~

- i) Approving Authority: Board of Governors (on the recommendation of Senate)
- ii) Designated Executive Officer: Vice-President Research
- iii) Procedural Authority: Board of Governors
- iv) Procedural Officer: Vice-President Research

RELATED POLICIES AND DOCUMENTS

~~Establishment and Review of Research Centres Policy (RH8300)~~

~~Procedures for the Establishment and Review of Research Centres (RH8300)~~

~~Duties and Responsibilities of Directors of Research Centres Policy (GV0715)~~

~~Establishment, Review, and Closure of Research Centres Policy (RH8300)~~

~~Guidelines for the appointment and re-appointment of research centre directors~~

~~Signing Authority Policy (FM5100)~~



Procedures for the Appointment and Re-appointment of Research Centre Directors

University Policy No: GV0705

Classification: Governance

Approving Authority: Board of Governors (on the recommendation of Senate)

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Purpose

- 1.00 The purpose of these procedures is to provide direction on the processes for the appointment, or review and re-appointment, of directors (or equivalent) of research centres at the University of Victoria.

Preliminaries

- 2.00 The processes in these procedures provide for flexibility in their application commensurate with the type, breadth of activity, and composition of the research centre.
- 3.00 For the purposes of these procedures, the Administrative Authority and Approval Authority for research centres are as shown in the following table where the types of research centres are as defined in the [Establishment, Review, and Closure of Research Centres Policy \(and Associated Procedures\)](#):

Type of Research Centre	Administrative Authority	Approving Authority
Intra or inter-faculty	Dean of centre director's home faculty	Vice-President Research
Multi-faculty or multi-institutional	Vice-President Research	President

- 4.00 Upon establishment of a new research centre or at a reasonable time prior to the end of the incumbent's term as director of an existing research centre, the Administrative Authority will strike an Appointment Committee ("the Committee") made up of the representatives from the research centre's academic constituencies and other stakeholders, including external representatives, as appropriate. The Committee will be chaired by the appropriate Administrative Authority (or designate). Normally, the Committee will have 6 to 10 members.
- 4.01 Where possible, alternates will be identified who may be asked to serve when a member needs to resign from the Committee before it begins to formally interview candidates. Alternates cannot be added after this point as each Committee member must be in a position to weigh the merits of each candidate prior to making a recommendation.
- 5.00 The University of Victoria is committed to employment equity. Where possible, selection committees should include diverse representation from women, Indigenous peoples, persons

with disabilities, visible minorities, people of all sexual orientations and genders, and others who may contribute to the diversification of the Committee.

General Committee Responsibilities

- 6.00 Committee members are expected to attend the Committee's meetings and must participate in interviews. A Committee member who is not able to meet these expectations shall resign from the Committee and an alternate may be appointed in accordance with section 4.01.
- 7.00 Before the selection process begins, the Committee shall:
- a. acquaint itself with human rights requirements, and university equity and diversity policies;
 - b. familiarize itself with best practices for conducting fair and equitable search and selection processes;
 - c. include equity issues in its consideration of criteria for the position; and
 - d. take steps to widen the pool of qualified applicants to include equity group members listed above.
- 7.01 The Chair of the Committee is encouraged to consult Equity and Human Rights for advice and support in running a fair and equitable search process.
- 7.02 Position advertisements shall include the university's current employment equity statement. Candidates from the designated groups should be encouraged for the director position.
- 8.00 Before considering the incumbent for reappointment or beginning a search, the Committee shall review the [Duties and Responsibilities of Directors of Research Centres Policy \(GV0715\)](#) and establish the requirements for the position as well as the criteria by which candidates for the position will be assessed. Research centre members, staff, associated faculty, external associates, and any other relevant constituents may be consulted in establishing the requirements and criteria. The requirements and criteria shall be made available to anyone interested in the position including the incumbent.
- 9.00 Normally, a research centre Director shall not serve more than two consecutive five-year terms. If the incumbent indicates she or he wishes to be considered for re-appointment, the Committee shall decide whether to invoke re-appointment procedures or proceed directly to a search.

Search Procedures

- 10.00 A search will normally be instituted by the Committee in the following circumstances:
- a. in order to appoint the inaugural director of a newly established research centre;
 - b. if the incumbent of an existing research centre does not wish to be re-appointed; or
 - c. if the incumbent of an existing research centre has served two consecutive terms.
- 11.00 An open search shall be restricted to tenured faculty members at the University of Victoria unless otherwise authorized by the Approval Authority.

- 12.00 The Committee Chair, in consultation with the Committee, will develop an appropriate search process, which will include:
- a. preparing a position posting highlighting the requirements for the position as established in section 7.00;
 - b. developing interview questions;
 - c. determining how the Committee will make its decision on recommending a candidate (e.g., by simple majority vote, etc.);
 - d. developing an appropriate selection and interview process that will include at least:
 - reviewing curriculum vitae and other relevant documentation;
 - short-listing candidates if required;
 - reference checking if deemed necessary by the Committee;
 - a public presentation by short-listed candidates on their vision for the research centre;
 - meetings with research centre members, governance/advisory committees, students, faculty, and other stakeholders; and
 - a Committee interview with each of the short-listed candidates.
- 13.00 Deliberations of the Committee shall be confidential. A person who has breached confidentiality shall be subject to sanction by the chair up to and including dismissal from the Committee and forfeiture of constituency representation. Committee members should respond to general questions on the Committee's progress by referencing procedural decisions of the Committee as recorded in the minutes. At no point is it appropriate to refer to opinions or comments expressed at meetings of the Committee.
- 14.00 The personal information of the incumbent and director candidates shall be managed and protected in accordance with the *Freedom of Information and Protection of Privacy Act*, and the university's [Protection of Privacy \(GV0235\)](#) and [Records Management \(IM7700\)](#) policies and associated procedures.
- 15.00 Documentation containing personal information received by the Committee during its deliberations is confidential and shall be used or disclosed only for the purpose for which the information was collected or a purpose consistent with the original collection purpose. All other uses or disclosures of such information require the consent of the incumbent or candidate.
- 16.00 Members of the Committee shall be responsible for seeking information from their constituencies and keeping constituencies apprised of the non-confidential aspects of the appointment process.
- 16.01 The Committee Chair will guide Committee members with respect to consultations with their constituencies.
- 17.00 The Committee shall keep a summary record of its decisions and action. Deliberations of the Committee concerning candidates, including the incumbent, shall not be recorded in the summary record.

Re-appointment Procedures

- 18.00 If, after reviewing the criteria established for the position, the incumbent elects to stand for a consecutive term, the Committee shall determine whether or not to recommend the re-appointment by using the process set out in section 19.00.
- 19.00 The Committee will develop an appropriate re-appointment process in accordance with the principles of proportionality. The process shall include:
- a. consultation with research centre members, staff, associated faculty, external associates, and any other relevant constituents;
 - b. a presentation by the incumbent on his or her vision for the research centre;
 - c. meetings with the incumbent, research centre members, governance/advisory committees, students, faculty, and others as required;
 - d. reference checking if deemed necessary by the Committee;
 - e. an interview; and
 - f. determination of how the Committee will make its recommendation decision to re-appoint the incumbent (e.g., by simple majority vote, ratification, etc.).
- 20.00 The past performance of the incumbent shall be assessed in the context of the University of Victoria's Strategic Research Plan. Material to be examined by the Committee would normally include:
- a. a self-assessment completed by the incumbent including a statement of past performance against the purposes, objectives, and goals of the research centre and planned future goals and activities;
 - b. the incumbent's updated curriculum vitae;
 - c. the criteria established as part of the search process;
 - d. the criteria and objectives established for the research centre director at the time of first appointment;
 - e. the internal and external evaluations of the research centre; and
 - f. the results of consultation with constituency groups and referees.
- 21.00 Normally a review should take no longer than six weeks. During the period of assessment, the Committee must ensure that the ability of the incumbent to discharge the duties and responsibilities of the position is not undermined by the process.
- 22.00 The incumbent must be advised of the measures to be used for assessment, the individuals and constituency groups the Committee plans to consult, and the schedule for each stage of the process.
- 23.00 If the Committee's decision is to not recommend the re-appointment of the incumbent, the incumbent shall be advised as soon as possible by the Committee Chair.

Ratification

- 24.00 A ratification process is normally used for appointments of new research centre directors and re-appointments of an incumbent director. However, ratification may be waived if at least 60% of the faculty members of the research centre served on the selection committee and they were unanimous in recommending the appointment or re-appointment.

25.00 If ratification is required, the Committee shall determine, by secret ballot, the acceptability of its recommendation. Ballots and a copy of the candidate's curriculum vitae shall be made available to the faculty members of the research centre by the office of the Administrative Authority. Normally, ratification shall be 60% of votes cast; however, in the case of smaller research centres, the Committee may rule, prior to consideration of the incumbent or any call for nominations, that ratification shall be a majority vote.

Approval

26.00 If the Committee's recommended candidate is ratified, the Committee will provide a written recommendation with a detailed rationale for the recommendation and the ratification results to the Administrative Authority.

27.00 If the Administrative Authority accepts the Committee's recommendation, the Administrative Authority shall present his/her recommendation together with the Committee's recommendation and the ratification results to the Approving Authority.

28.00 When the Approving Authority has approved the appointment / re-appointment:

- a. If a ratification was conducted, the results shall be published.
- b. There shall be a meeting between the Administrative Authority and the proposed research centre director to discuss any issues arising from the selection process as they relate to the mandate for the Centre.
- c. A letter of appointment / re-appointment shall be prepared by the Administrative Authority, stating the term and any arrangements, including financial commitments, agreed to by the parties.
- d. The appointment / re-appointment shall be communicated by the Administrative Authority to constituents of the research centre, the broader university community, and external entities and institutions as appropriate.
- e. Arrangements for finalizing the appointment / re-appointment will be dealt with through the office of the Administrative Authority responsible for the research centre. See the Guidelines for the Appointment and Re-appointment of Research Centre Directors for more detailed instructions.

29.00 If the Approving Authority does not approve the appointment / re-appointment, the Approving Authority and Administrative Authority shall discuss what measures to take which may include reopening a search or initiating a new search with a new Committee.

Appointment of an Interim Director

30.00 If necessary, including in the situation where the Centre Director goes on leave, the Administrative Authority may request that the Approving Authority appoints an Interim Director to serve normally for no longer than twelve months. A ratification will not normally be conducted for the appointment of an Interim Director.

Authorities and Officers

31.00 The authorities and officers for this policy are:

- i) Approving Authority: Board of Governors (on the recommendation of Senate)
- ii) Designated Executive Officer: Vice-President Research

- iii) Procedural Authority: Board of Governors
- iv) Procedural Officer: Vice-President Research

RELATED POLICIES AND DOCUMENTS

[Duties and Responsibilities of Directors of Research Centres Policy \(GV0715\)](#)

[Establishment, Review, and Closure of Research Centres Policy \(RH8300\)](#)

[Guidelines for the appointment and re-appointment of research centre directors](#)

[Signing Authority Policy \(FM5100\)](#)